



# Year 10 2024

# Subject Handbook

*Year 10 Subject Offerings*

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Gisborne Secondary College

*Respect – Achievement – Innovation – Diversity*



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## Acknowledgement of Country

Gisborne Secondary College acknowledges the Wurundjeri people as the traditional owners of the country upon which we learn and work. We recognise their continuing connection to land, water and community and pay respect to Elders past, present and emerging.

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# Foreword

## A message from our Principal

I'm pleased to present the Course Selection Handbook for the coming year. This handbook has been carefully developed to provide students and their families with key information about transition processes, program options, and subject choices.

We are proud of the breadth of opportunities available to students at Gisborne Secondary College, and develop our programs for the following year based on student interest and choice at each year level. This allows students to tailor their learning to their individual interests, skills and future aspirations.

This handbook is one part of our comprehensive course selection process, which includes our Course Information and Subject Expo evening, and individual Course Advising sessions.

I wish our students and families all the best as you embark on this process, and encourage you to take up all the support offered by the college throughout Course Selection.

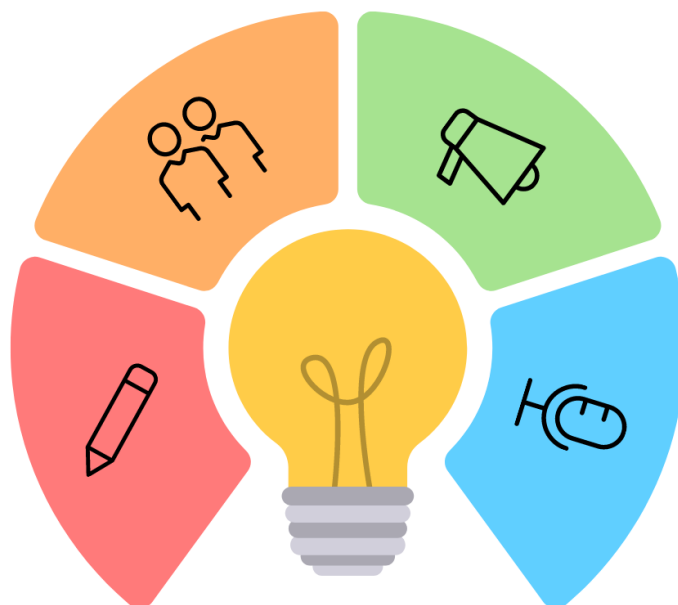
**Sarah Rose**

Principal



# Structure of Senior School

## Senior School Curriculum and Programs



7-9

### Junior School



Within Junior School (Year 7, 8 and 9) students have the opportunity to fully engage with all learning areas and capabilities. Learning programs are configured to consolidate key skills and knowledge.

10

### Year 10



At Year 10 students begin to individualise their learning program while integrating key skills and knowledge across set Victorian Curriculum areas. Students can also elect to accelerate Unit 1&2 or VET studies.

11

### Year 11



In Year 11 students commence their VCE or VCE-VM. Students are able to tailor their learning to match interests and pathway requirements. Unit 1&2 learning is designed to prepare students for the rigour of Unit 3&4 in Year 12.

12

### Year 12



At Year 12 students continue their VCE or VCE-VM Studies. They continue to develop and refine their key knowledge and key skills as outlined in study designs. As young adults, students begin to consider post-secondary pathways and plan accordingly.

## Engagement and Wellbeing

As students progress through their senior secondary years, engagement and wellbeing become increasingly important. Student engagement refers to a student's willingness to actively participate in their education and take ownership of their learning, while wellbeing refers to a student's physical, emotional, and social health.

The Senior School at Gisborne Secondary College is committed to developing and supporting a healthy, engaged and independently successful student. The team of experienced staff ensure the programs, services and systems employed at Senior School are tailored to each year level across 10-12. Success in academia is critical but should not come at the expense of a student's wellbeing.

Our model is based on individual needs. Each student requires support when navigating these years of secondary education and the team have refined their practices to offer an array of different approaches to address each student and family's needs.

Senior School staff encourage parents/careers to foster strong communication and relationships with their young people, including open and honest conversations about academic pressures and stress management. Encouraging healthy habits, providing emotional and academic support, and celebrating successes can help students maintain high levels of engagement and wellbeing throughout their senior secondary years.

It is vital that parents encourage their young people to maintain a healthy balance between academic demands and other aspects of their lives, including social connections, physical activity, and opportunities for creative expression.

As a community, Gisborne Secondary College and the Senior School will continue to strive for what is best for each and every student. Together, with the continued support of the families, guardians and the broader community, we deliver a safe, supportive and rich learning experience for generations of students to come.



# Choosing a Senior Program

When choosing a program it is important to consider the following factors:

- Your interests and motivation
- Known ability and performance in particular subject areas
- Select a program that is consistent with your future career, whilst keeping all your options open. Research any prerequisites that may be required for a particular course or career.

## *Who can assist you in the decision-making process?*

- Your teachers, year level co-ordinators, and sub-school leaders – these people know you and your capabilities and are a wealth of information.
- Teachers of subjects you are interested in selecting (listed at the bottom of each subject description in this book).
- The Careers Team can help with information regarding careers and pre-requisite subjects.
- Your parents/carers – they know you best!
- Attend a Course Advising session – on the course advising day you have the chance to talk with a trained course advisor who will discuss your plans with you. If you are having difficulty sorting out your course selection and need further assistance, they will arrange another interview for you with a member of the Senior School team.

Additional information that can support students with their program selection:

VTAC fact sheet for students / parents to explore prerequisite:

<https://www.vtac.edu.au/files/pdf/factsheets/prereq-explorer.pdf>

Where to now? Guide to the VCE, VCE-VM and Apprenticeships and Traineeships:

<https://www.vcaa.vic.edu.au/Documents/wtn/2024WheretNow.pdf>

Tertiary Entrance Requirements 2024 (for current Year 10's):

[https://pronto-core-cdn.prantomarketing.com/2/wp-content/uploads/sites/1783/2021/07/prerequisites\\_for\\_2024.pdf](https://pronto-core-cdn.prantomarketing.com/2/wp-content/uploads/sites/1783/2021/07/prerequisites_for_2024.pdf)

Tertiary Entrance Requirements 2023 (for current Year 11's):

[http://www.vtac.edu.au/files/pdf/publications/prerequisites\\_for\\_2023.pdf](http://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2023.pdf)

***Please see Mr Tikulin or Ms Gossip in the Careers Room for further information about these and other resources.***





## Course Selection Checklist

1	Research thoroughly the subjects offered.	<input type="checkbox"/>
2	Know what pre-requisite subjects you need for post-secondary studies.	<input type="checkbox"/>
3	Discuss your options with your current teachers/coordinators	<input type="checkbox"/>
4	Discuss your options with your family.	<input type="checkbox"/>
5	Do your subject selections give you a range of pathway options?	<input type="checkbox"/>
6	Attend the GSC Course Information and Subject Expo Evening ( <b>Tuesday 18<sup>th</sup> July</b> ).	<input type="checkbox"/>
7	Book in for a Course Advising interview ( <b>Thursday 20<sup>th</sup> July</b> for Year 10 into Year 11; <b>Wednesday 26<sup>th</sup> July</b> for Year 9 into Year 10).	<input type="checkbox"/>
8	If you are applying for an accelerated study (VC, VCE-VM or VET), applying to be in VCE-VM or a VET program, ensure you submit hard copies of your application sheets to the Senior School by <b>Monday 31<sup>st</sup> July</b> .	<input type="checkbox"/>
9	Double check your choices.	<input type="checkbox"/>
10	Ensure you submit your subject preferences online, by the due date <b>Sunday 13<sup>th</sup> August</b> .	<input type="checkbox"/>

The background consists of several overlapping triangles in two shades of blue (a medium blue and a darker blue) and a white central area. The triangles are arranged in a way that creates a sense of depth and movement, with some pointing upwards and others downwards.

**Year 10**

## At Year 10...

Gisborne Secondary College's Year 10 pathways offer flexibility and scope for acceleration and achievement. We aim to motivate and prepare students for the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education – Vocational Major (VCE-VM) and the diverse range of pathways available to them after school.

As part of the Senior School, the curriculum at the Year 10 level is designed to allow:

- Breadth and depth of study
- The opportunity to pursue interests and develop talents
- Flexibility and choice of course
- To plan a course that allows students to prepare for future pathways

## An Overview

The Year 10 program is aligned with VCE subject blocking – students complete 6 subjects per semester, and subjects run for 8 periods per fortnight.

While Year 10 is timetabled in a similar fashion to VCE, and there are opportunities for students to accelerate their learning, its primary function is to stand as the first year of a 3-year Senior School program. No student is disadvantaged from attaining any qualification because they completed Year 10 subjects only during their Year 10 year.

Outcomes in Year 10 are awarded as S or N, with assessment tasks graded as A-E based on a percentage grade.

All Year 10 subjects have an end of semester exam, which is designed to assess a student's knowledge and understanding of the subject content, and to prepare them for the rigours of Year 11 and 12.



# Year 10 Learning Program

In Year 10, students complete 6 subjects per semester.

A Year 10 program must include two semesters of an English and a Mathematics strand respectively. Additionally, students must also complete semester subjects: Core Science and Core Humanities, and select at least one other subject from each Key Learning Area as outlined adjacent.

## The Learning Program Rules

Compulsory Subjects	Semester Subjects
<p>At Year 10 the compulsory learning program consists of:</p> <ul style="list-style-type: none"> <li>- English or English B (2 semesters)</li> <li>- Mathematics (2 semesters) Your course advisor will discuss the Maths it is recommend you select for 2024</li> <li>- Core Humanities (1 semester)</li> <li>- Core Science (1 Semester)</li> <li>- Connect</li> </ul>	<p>Students will select 3 semester subjects per semester that will interest them and provide them with a pathway.</p> <p>Please see subject table for the full list of semester subjects, and relevant sections of this handbook for a detailed description of each subject.</p>

### Please note:

- Core subjects would run both semesters to allow flexibility when timetabling. This means a core Science of core Humanities may run in different semesters. This also applies for other semester long subjects.
- Students undertaking an accelerated VET/VCE/VCE-VM subject would replace two relevant subjects.  
For example: A student accelerating into Year 11 Design and Technology – Wood would not be mandated to do their Technology semester choice, and one free choice. This does not apply to Core or compulsory subjects.
- Students who elect to do a language can be granted greater flexibility in relation to the other semester subject rules.
- Students must select at least 1 Technology or Visual Arts semester subject.
- Students must select at least 1 Health/PE or Performing Arts semester subject.
- Subjects will run depending on availability of teachers, facilities, class sizes and timetabling.
- Some subjects will have a materials fee, and other costs such as excursions. This information will be available later in the year along with all Essential Educational item Costs.

### An Example Year 10 Program:

Semester 1	Semester 2
English (English or English B)	English (English or English B)
Maths (Foundation, General or Methods)	Maths (Foundation, General or Methods)
Core Science	Core Humanities
Visual Arts / Technology subject	Health & PE / Performing Arts subject
Free Choice or Language	Free Choice or Language
Free Choice	Free Choice



# Year 10 Structure and Program Options

## Standard Year 10 Program

In Year 10, students complete 6 subjects per semester. Using the learning program compulsory subjects and choice semester subject options the following is an example Year 10 program.

### *Sample Year 10 Program -*

<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
General Maths (C)	General Maths (C)
Humanities (C)	Science (C)
Behavioural Science (S)	Society and the Law (S)
Digital Arts (S)	Physical Education (S)
Food Tech (S)	Design Tech – Textiles (S)

## Year 10 with a Language

Students who elect to do a language can be granted greater flexibility in relation to the other semester subject rules.

### *Sample Year 10 Program with a Language*

<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
General Maths (C)	General Maths (C)
Japanese(S)	Japanese (S)
Humanities (C)	Science (C)
Digital Arts(S)	Electronics and Robotics (S)
Ancient History (S)	Health (S)



## Year 10 with VCE/VET/VCE-VM Accelerated

The Accelerated Learning Program allows students greater flexibility within their senior years of schooling by providing the opportunity for students to attempt a VCE or VET subject while they are in Year 10.

Students who have performed well academically or have an aptitude for a particular subject, shown sound organisational and time management skills, an ability to work independently, and have a good attendance and punctuality record are encouraged to apply.

These accelerated options have benefits for students by providing extra challenges and catering for students already well advanced with studies in a given subject. It also gives students exposure to the demands of studying a Year 11 or 12 subject, and the resulting scores are included in the student's ATAR score at the end of Year 12.

Any student wishing to accelerate in a VCE or VCE-VM class, should complete the VCE/VCE-VM Acceleration Application form. This involves a written statement, reports and other documentation (depending on faculty) and a teacher recommendation. The VCE-VM Subjects available for acceleration are VM Work Related Skills and VM Personal Development.

Any student wishing to accelerate in a VET program, should complete the VET application form.

### *Sample Year 10 Program with Accelerated VCE or VCE-VM*

<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
General Maths (C)	General Maths (C)
Unit 1 Biology (S)	Unit 2 Biology (S)
Humanities (C)	Science (C)
Engineering (S)	Physical Education (S)
Business Studies (S)	Visual Communication and Design (S)

### *Sample Year 10 Program with Accelerated VET*

<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
General Maths (C)	General Maths (C)
Humanities (C)	Science (C)
Media Studies (S)	Health (S)
VET Creative Digital Media(S)	VET Creative Digital Media(S)
Behavioural Science (S)	Design Tech – Wood(S)

Please see the Senior Programs 2024 Unit 1-4 VCE and VCE-VM Handbook or the VET Information Handbook for further information about the subjects offered.



## Year 10 with School Based Apprenticeship/Traineeship (SBAT)

Gisborne Secondary College works with a number of providers to provide School Based Apprenticeships/Traineeships (SBATs) to senior students. SBATs may become available through the school in a range of industries, such as: Automotive, Hospitality, Hairdressing, Children's Services, Early Childhood Education, Electrical, Engineering, Horticulture and more.

An SBAT enables students to begin their apprenticeship or traineeship while they are at school, combining paid work, with some TAFE studies and their secondary schooling.

Provided certain conditions are met, it is possible for an SBAT to be regarded as a fifth or sixth VCE subject and students will receive a 10% increment on their ATAR calculation at the end of Year 12.

Successful completion of an SBAT also counts towards the VCE-VM certificate, complementing the industry specific skills strand and the work related skills strand.

If you are interested in more information about an SBAT, please select your program as normal, but tick the SBAT box on the online preferences form to register your interest in the program.

## Year 10 and HeadStart

HeadStart is a new model for apprenticeships and traineeships for school students. HeadStart students spend more time doing important, paid, on-the-job training while completing their VCE or VCE-VM at school.

The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career. Students can choose to take an extra year to complete their VCE or VCE-VM. This means more time spent training on-the-job.

Depending on the requirements of the employer, it is expected that students will undertake:

- one day per week paid employment in Year 10
- two days per week paid employment in Year 11
- three days per week paid employment in Year 12 (which may be undertaken over two years if required).

If you are interested in more information about HeadStart, please select your program as normal, but tick the HeadStart box on the online preferences form to register your interest in the program.

## Subject Offerings

## Subject Descriptions

		Page
Cross-Curricula	Connect	18
	- 2 periods per cycle - Whole year	
English	English	20
	- Whole year	
	English B	21
	- Whole year	
English Language	English Language	22
	- Semester	
Literature	Literature	23
	- Semester	
Mathematics	Foundation Maths	25
	- Whole year	
	General Maths	26
Maths Methods	- Whole year	
	Maths Methods	27
Maths Methods	- Whole year	
	Health	29
Health and Physical Education	- Semester	
	Outdoor Education	30
	- Semester	
Physical Education	Physical Education	31
	- Semester	
Humanities	Core Humanities	33
	- Semester	
	Business and Money	34
	- Semester	
	Geography	35
	- Semester	
Modern World History	36	
- Semester		
Society and the Law	37	
- Semester		
Languages	Indonesian	39
	- Whole year	
Japanese	Japanese	40
	- Whole year	





Science	Core Science - Semester	42
	Behavioural Sciences - Semester	43
	Life Sciences - Semester	44
	Physical Science - Semester	45
The Arts – Visual	Digital Arts - Semester	47
	Media - Semester	48
	Studio Art - Semester	49
	Visual Communication and Design - Semester	50
The Arts – Performing	Dance - Semester	51
	Drama - Semester	52
	Music - Semester	53
Technology	Automotive Innovation - Semester	55
	Design and Tech – Textiles - Semester	56
	Design and Tech – Wood - Semester	57
	Digital Technology - Semester	58
	Engineering (Welding and Fabrication) - Semester	59
	Electronics and Robotics - Semester	60
	Food Technology - Semester	61
VET	Various – See VET handbook	

# Yr10 Connect

Curriculum Area: Cross-Curricula



## Subject Description

Students in Year 10 Connect complete a range of tasks that help them to develop a host of skills that will be transferable to their life beyond the college, developing new life skills, skills for the workplace, as well as skills that support students physical and mental wellbeing.

Subject Length: Whole Year 2 Periods Per Cycle



## Key Knowledge

- Participate in workshops provided by external service providers
- Engage with careers experts and employers to explore job opportunities and necessary skills
- Engage with speakers of numerous walks of life to engage in work skill building, the development of study skills, and wellbeing opportunities



## Key Skills

- Think critically and creatively to make career enhancing decisions
- Demonstrate and build on the values of respect, achievement, innovation and diversity
- Demonstrate developed study skills and apply to internal and external assessments
- Take ownership over the development of a marketplace stall and utilise developed business skills



## Key Assessment Tasks

- Marketplace Stall (S/N)
- Work Experience Preparation (S/N)
- Wellbeing Program Engagement (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Paul James

# English



At Year 10 the following subjects are those offered by the English faculty in 2024:

## *English*

- Year Subject

## *English B*

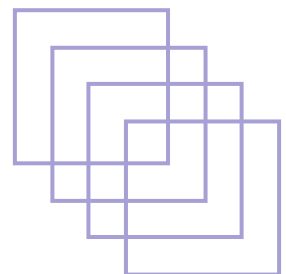
- Year Subject

## *English Language*

- Semester Subject

## *Literature*

- Semester Subject



**Who do I contact about this Curriculum Area:**

Ms Louise Angwin

# Yr10 English

Curriculum Area: English

## Subject Description

Year 10 English is a compulsory year-long course which leads into VCE English and Literature courses. This course builds on the skills that were developed in Year 9 English, and students will study some very interesting and more complex written and film texts – including a Shakespeare play.

The outcomes relate directly to VCE assessment tasks, so they will complete a writing folio of a number of pieces for different audiences and purposes, refine and improve their formal essay writing skills and learn basic analysis of topical issues. They will also participate in speaking and listening activities, and build their confidence to contribute to class discussions and presentations.

Subject Length: Whole Year 8 Periods Per Cycle

## Key Knowledge

Analysis and Personal Response:

- Students will develop an understanding of how to structure an analytical essay responding to a given topic, and how to make and analyse personal connections to a text

Crafting Texts/ Creative response to texts:

- Students will understand how creative text/s are crafted for purpose and audience

Argument Analysis:

- Students will understand how to analyse a range of persuasive texts such as ads, photographs, letters to the editor, opinion pieces and cartoons

Oral Presentation:

- Students will understand the techniques to present a persuasive oral presentation

## Key Skills

Text Analysis and Personal Response:

- Students will develop an understanding of how to structure an analytical essay responding to a given topic, and how to make and analyse personal connections to a text

Crafting Texts/ Creative response to texts:

- Students will develop their own creative text/s in response to a text

Argument Analysis:

- Students will read, view and analyse a range of persuasive texts such as ads, photographs, letters to the editor, opinion pieces and cartoons

Oral Presentation:

- Students will develop and present a persuasive oral presentation

## School Assessment Tasks

- An analytical essay on chosen Text/s (graded)
- A creative piece responding to chosen Text/s (graded)
- Argument Analysis Essay (graded)
- Point of View Oral Presentation (graded)
- A personal response essay on chosen Text/s (graded)

## Additional Information

## Who do I contact about this subject?

Ms Louise Angwin



# Yr10 English B

Curriculum Area: English

## Subject Description

Year 10 English B builds on the skills that were developed in Year 9 English B. Students study a range of interesting texts of a range of forms - including a novella, film, and a Shakespearean play.



Students demonstrate their learning through a range of outcomes that see them build their analytical writing skills, craft a creative response, deliver an oral presentation, and analyse the argument presented in complex persuasive texts or a range of topical issues. They will also participate in speaking and listening activities and build their confidence to contribute to class discussions.

English B classes are differentiated to support student's literacy needs and develop their skills across reading and viewing, writing, and speaking and listening.

Subject Length: Whole Year 8 Periods Per Cycle

## Key Knowledge



- Reading and viewing strategies
- Understand a range of forms of text - including novels, plays, film and articles
- Create different text types - including analytical, creative and oral presentations
- Speaking and listening for a range of purposes

## Key Skills



- Reading and viewing texts for meaning and to develop an interpretation
- Structure analytical paragraphs in response to a text
- Craft a creative text
- Craft an oral presentation
- Structure a written explanation to make clear the intentions behind a created text
- Effective speaking and listening

## School Assessment Tasks



- An analytical essay on chosen Text/s (graded)
- A creative piece responding to chosen Text/s (graded)
- Argument Analysis Essay (graded)
- Point of View Oral Presentation (graded)
- A personal response essay on chosen Text/s (graded)

## Additional Information

Students will be recommended to select or continue in English B by their English teacher. English B sets students up to move into a range of pathways after Year 10, including VCE. Students wishing to continue into VCE in Year 11 who have studied English B in Year 10 should discuss this with their Year 10 English B teacher to ensure they are completing appropriate assessments in Semester 2 of Year 10 to support their successful transition into VCE.

## Who do I contact about this subject?

Ms Louise Angwin

# Yr10 English Language

Curriculum Area: English

## Subject Description

English Language at Year 10 introduces students to the discipline of linguistics – the scientific study of language and its structure. Students who prefer a more objective, scientific or technical approach to analysing language usually enjoy and excel in this subject.

The texts studied in English Language are real spoken and written pieces of communication from everyday life, including emails, advertisements, speeches, and casual conversations.



This subject will help you understand how people adapt their written and spoken language for different contexts and to achieve different purposes, as well as improve your own ability to do so.

Year 10 English Language provides a solid foundation for the study of VCE English Language.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Describe how sounds are made in the vocal tract and transcribe them using the International Phonetic Alphabet
- Break words down into morphemes, and classify them as roots or suffixes, inflectional or derivational
- Identify the word class (e.g. noun) of words in a sentence, as well as how they are combined into different types of clauses and sentences
- Analyse the role of the above features in transcripts of written and spoken texts

## Key Skills



- The different qualities of written and spoken texts
- The phonological, morphological, lexical, syntactic and semantic features of formal and informal texts
- The differing social purposes of formal and informal registers
- How conversations are managed cooperatively and the features that make communication clear
- The importance of language to our sense of identity and community attitudes to different varieties of English

## School Assessment Tasks



- Language journal (S/N)
- Short-answer test (graded)
- Analytical commentary (graded)
- End-of-semester examination (graded)

## Additional Information

## Who do I contact about this subject?

Ms Emily Schembri and Ms Louise Angwin

# Yr10 Literature

Curriculum Area: English

## Subject Description

This course is for students who enjoy reading, thinking, talking and writing. It has a special focus on poetry, plays, novels, short stories and film. The classes will enable you to share your thoughts about great literature with a group of like-minded students who want to explore texts that are a little more challenging, but very rewarding.



Students analyse how meaning changes when the form of a text changes. Students will learn how to discuss texts using the correct literary and cinematic terminology.

You will learn more about the nature of VCE assessment tasks, build confidence to participate in extensive classroom discussions and identify, explore and reflect on ideas and view- points about events, issues and characters portrayed in the texts.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- The significance of characters, settings and events featured in the texts in shaping reader response
- The features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language
- The ways others' views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society
- Students respond imaginatively to a text paying particular attention to the key ideas, characterisation and style of the original text.

## Key Skills



- Develop and produce close analysis written and/or oral responses to texts
- Discuss how the literary forms, features and language of texts contribute to meaning
- Discuss how their own views, values and contexts influence their readings of texts
- Explore, interpret and reflect on different ideas and values represented in literature
- Apply understanding of other interpretations to their reading of a text(s)

## School Assessment Tasks



- Close Analysis Essay (graded)
- Literature Perspectives Essay (graded)

## Additional Information

### Who do I contact about this subject?

Ms Stephanie Cust and Ms Louise Angwin

# Mathematics



At Year 10 the following subjects are those offered by the Mathematics faculty in 2024:

*Foundation Maths*

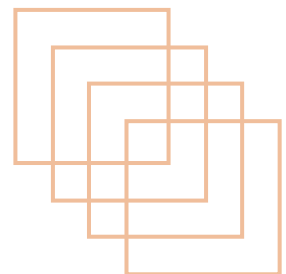
- Year Subject

*General Maths*

- Year Subject

*Maths Methods*

- Year Subject



**Who do I contact about this Curriculum Area:**

Mr Aaron Freeman



# Yr10 Foundation Maths

Curriculum Area: Mathematics

## Subject Description

Foundation Mathematics is a year-long subject designed around a fundamental mathematics program. Learning outcomes are focused on using mathematics effectively, efficiently and critically to make informed decisions.



This course is designed to lead into the VCE Foundation Mathematics course and provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Students are assessed through investigations, assignments, tests and semester examinations to demonstrate their key knowledge and skills.

Subject Length: Whole Year 8 Periods Per Cycle



## Key Knowledge

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics: Financial and consumer mathematics
- Space and measurement
- Mathematical Investigation



## Key Skills

- The four main operations
- Metric units of perimeter, length, area, volume
- Selected quadrilaterals
- Decimal place values and reading decimal scales and rounding
- Reading and analysing graphs
- Writing ratios (equivalent and simplified)
- What is a statistical question?
- Collecting data: numerical vs. categorical data
- Identifying population, samples and bias
- Calculating mean, median, mode and range
- Scale diagrams and maps: finding actual and model distances
- Application to real world - building plans, mixtures
- Convert decimals to percentages and back



## School Assessment Tasks

- Multiple choice and short answer question tests
- Completion of Booklet (S/N)
- End of semester and end of year examinations

## Additional Information

Each unit includes applications to real life contexts, exploratory and investigative activities, kinesthetic learning and use of relevant technology.

## Who do I contact about this subject?

Mr Aaron Freeman

# Yr10 General Maths

Curriculum Area: Mathematics

## Subject Description

General Mathematics is a year-long subject designed around preparing students to move into VCE General and Further Mathematics.



This course allows students to explore content from a variety of topics throughout the year. During Semester One, the topics of Measurement and Geometry, Probability, Matrices and Financial Maths are covered. Semester Two the topics change to Linear Equations & Graphs, Data & Statistics.

Subject Length: Whole Year 8 Periods Per Cycle

## Key Knowledge

During Semester One:

- Measurement and Geometry
- Probability
- Matrices and Financial Maths

Semester Two the topics change to:

- Linear Equations & Graphs,
- Networking
- Data & Statistics



## Key Skills

- Area, volume of 2D and 3D Shapes
- Probability of events with and without replacement
- Matrix Arithmetic
- Ability to graph based off an equation
- Using data and statistics



## School Assessment Tasks

- Projects (graded)
- Achievement Tests (graded)
- Problem Solving and Mathematical modelling (graded)
- End of Semester and end of year examinations



## Additional Information

It is highly recommended that students purchase and use the Casio ClassPad calculator for this subject to increase their familiarity and efficiency of the functions available with this technology. A textbook is required for this subject as detailed in the booklist. A netbook (or BYOD) is essential for computer-based learning and other multimedia teaching and learning activities.

## Who do I contact about this subject?

Mr Aaron Freeman

# Yr10 Maths Methods

Curriculum Area: Mathematics

## Subject Description

Mathematical Methods a year-long subject which is recommended for students who have a strong work ethic and have been highly successful in Year 9 Mathematics, with a robust ability in algebra.

The course allows students to explore content from a variety of topics across the year. The Semester 1 course covers Pythagoras and Trigonometry, Measurement, Deductive Geometry, Trigonometric Functions including the Unit Circle, and Probability. During Semester 2 the course changes to cover Linear Algebra, Indices, Surds, Logarithms, Quadratic Expressions and Equations, and Linear and Non-linear relationships. Some concepts can be abstract and require interpretation to develop the solution.

Students are assessed through quizzes, tests, SACs and examinations to demonstrate their key knowledge and skills.

Subject Length: Whole Year 8 Periods Per Cycle

## Key Knowledge

- Pythagoras and Trigonometry
- Measurement
- Deductive Geometry
- Trigonometric Functions including the Unit Circle
- Probability
- Linear Algebra
- Indices
- Surds
- Logarithms
- Quadratic Expressions and Equations
- Linear and Non-Linear Relationships

## Key Skills

- Pythagoras and Trigonometry
- Measurement
- Deductive Geometry
- Trigonometric Functions including the Unit Circle
- Probability
- Linear Algebra
- Indices
- Surds
- Logarithms
- Quadratic Expressions and Equations
- Linear and Non-Linear Relationships

## School Assessment Tasks

- Quizzes (S/N)
- SACs (graded)
- Multiple Choice, Short and Extended Answer Question Test (graded)
- Exam (graded)

## Additional Information

Students are required to purchase the Casio ClassPad calculator for this subject as the lessons are based around the use of this technology. A textbook is required for this subject, as detailed in the booklist. A netbook (or BYOD) is essential for computer-based learning and other multimedia teaching and learning activities.

## Who do I contact about this subject?

Mr Aaron Freeman

# Health + P.E.



At Year 10 the following subjects are those offered by the Health and Physical Education faculty in 2024:

## *Health*

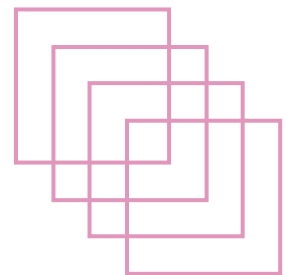
- Semester Subject

## *Outdoor Education*

- Semester Subject

## *Physical Education*

- Semester Subject



**Who do I contact about this Curriculum Area:**

Mr Nathan Mills

# Yr10 Health

Curriculum Area: Health and Physical Education



## Subject Description

This unit introduces students to the key terminology and topics covered in Units 1 & 2 Health and Human Development. It provides students with an insight and opportunity to investigate the Health and Development of the Youth stage of the lifespan and factors that impact on this.

Subject Length: Semester 8 Period Per Cycle



## Key Knowledge

- Students will develop a deeper understanding of the dimensions of health and wellbeing
- Students will develop a deeper understanding of the stages of the lifespan and development
- Students will develop a deeper understanding of vital nutrients and their impact on health and wellbeing
- Students will develop a deeper understanding of youth health issues and the impact these issues have on youth health and wellbeing



## Key Skills

- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others



## Key Assessment Tasks

- Health and Wellbeing Test (graded)
- Nutrition Test (graded)
- Stages of the Lifespan and Development Test (graded)
- Youth Health Issues Research Task (graded)
- End of Semester exam

## Additional Information

## Who do I contact about this subject?

Ms Laura O'Meara and Mr Nathan Mills

# Yr10 Outdoor Education

Curriculum Area: Health and Physical Education



## Subject Description

Outdoor Education provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. Direct practical experience of outdoor environments is blended with theory-based study, which enables an informed understanding of human relationships with nature. The excursions and camps within Outdoor Education are aimed to give a unique experience into an outdoor setting, whether it be in the natural environment or a human-made indoor activity. Students will be able to develop their team working skills, communication skills, mental awareness and strength by participating in the activities within the subject.

Subject Length: Semester 8 Period Per Cycle



## Key Knowledge

- Transferrable skills used in outdoor activities
- Motivations for outdoor activities
- Impacts of technology
- Code of conducts for specific activities
- Environment types
- Camp cooking experience



## Key Skills

- Inquiry skills
- Data analysis and report findings
- Questioning skills
- Comparison between natural and human-made environments/activities
- Teamwork, cooperation and communication skills



## Key Assessment Tasks

- Code of Conduct (graded)
- Folio (S/N)
- End of semester exam

## Additional Information

A requirement of completing Outdoor Education (Yr10) and Outdoor and Environmental Studies at all level is to complete a number of outdoor experiences. These include some multi day trips and camps throughout units 1-4 of the course. Please be advised a camps and excursion fee exists for this subject.

## Who do I contact about this subject?

Mr John Woodlock, Ms Katrina Guldon and Mr Nathan Mills

# Yr10 Physical Education

Curriculum Area: Health and Physical Education



## Subject Description

Students will investigate body systems, including skeletal, muscular and cardio-respiratory systems, which will require them to adapt previously learnt knowledge through practical lessons into a more theoretically based context.

They will also investigate different components of fitness, training methods & principles. Students will put this knowledge into practice and implement their own mini-training program. They will conduct some pre and post fitness testing and design a program to match their goals and needs.

Subject Length: Semester 8 Period Per Cycle



## Key Knowledge

- Students will develop proficiency in a range of high-level movement and manipulative skills.
- Students will learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success.
- Students will learn about the functions and structures of various body systems



## Key Skills

- Fitness components
- Program development
- Understanding of skeletal, muscular and cardio-respiratory systems



## Key Assessment Tasks

- Fitness testing
- Training program
- Musculoskeletal system
- Cardiorespiratory system
- Practical participation / SEPEP
- End of semester exam

## Additional Information

## Who do I contact about this subject?

Mr Nathan Mills

# Humanities



At Year 10 the following subjects are those offered by the Humanities faculty in 2024:

## *Core Humanities*

- Compulsory Semester Subject

## *Business and Money*

- Semester Subject

## *Geography*

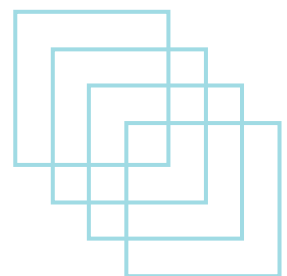
- Semester Subject

## *Modern World History*

- Semester Subject

## *Society and The Law*

- Semester Subject



**Who do I contact about this Curriculum Area:**

Ms Angela Robinson



# Yr10 Core Humanities

Curriculum Area: Humanities

## Subject Description

This subject is aimed at providing an understanding of key political, historical, economic and geographical events from 1918-present. This includes an in-depth focus of the interwar years, WWII and the Holocaust.

Students will investigate a range of political ideologies including capitalism, communism, fascism, and the societies that emerged post-World War I. This will be followed by analyses of the causes, course and consequences of WWII, including the significance and impact of the Holocaust.

Students will develop their geographic skills with regards to mapping, interconnectivity and analysis of data. Students will complete in-depth case studies of key environments including Kakadu National Park, Phillip Island, Mt Hotham and Bundalong.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge

- Post WWI Peace Settlement
- Hyperinflation & Great Depression
- Rise of Extremist Ideologies
- Causes of WWII
- Theatres of war in WWII
- Causes and Impacts of the Holocaust
- Natural Environments & Resource Management

## Key Skills

- The ability to apply key concepts and key terms to a range of questions
- Visual source analysis skills
- Written source analysis skills
- Interpretation of maps and spatial visual media
- Understanding processes, cause and effect relationships and predictions

## Key Assessment Tasks

- Historical Source Analysis Test (graded)
- Holocaust Reflection and Research Task (S/N)
- Geography Skills Test (graded)
- End of Semester Exam (graded)

## Additional Information

## Who do I contact about this subject?

Ms Angela Robinson

# Yr10 Business and Money

Curriculum Area: Humanities



## Subject Description

This subject aims to provide students with the knowledge of why and how businesses run in the Australian environment. Key topics covered will include demand and supply, production, characteristics of key Australian industries, globalisation, business ethics and business planning. Students will also learn to understand the different sources of income and manage their finances. Completion of this subject will enable students to confidently begin studies in VCE Business Management and VCE Accounting.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Business Ethics
- Globalisation
- Business Ownership Structures
- Marketing



## Key Skills

- Analysing Business Data
- Researching Business Case Studies
- Comparing Business Strategies
- Describing and Explaining Business Strategies



## Key Assessment Tasks

- General Characteristics of a Business (graded)
- Business Case Studies - Marketing and Business Ethics (graded)
- Personal Financial Management (S/N)
- End of Semester Examination

## Additional Information

### Who do I contact about this subject?

Mr Lachlan Lean, Mrs Frances Hayes, Mr Jason De Araugo and Ms Angela Robinson

# Yr10 Geography

Curriculum Area: Humanities

## Subject Description

Geography focuses on environmental change and management and the geographies of human wellbeing.

Through a variety of case studies, students will study Human Wellbeing and Cities. Development topics such as: poverty, development in rapidly growing cities and the impact of globalisation will be explored.

The course also looks at ways of improving the quality of life through organisations such as the United Nations.

The study of Geography develops students understanding of the Earth's physical environment and the global, regional and local human settlement patterns related to it. Sustainable land and fresh-water usage will be analysed from an Australian and international perspective.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Maps, patterns, geomorphology of local and regional areas
- Natural environment, global atmospheric circulation, weather patterns
- Australian and international comparisons relating to water resources and management



## Key Skills

- Interpretation of maps and spatial visual media
- Making connections between facts, observations and patterns
- Understanding processes, cause and effect relationships, predictions
- Knowledge of the global, physical, social and political matters



## School Assessed Coursework and Assessments

- Mapping exercises and written interpretation (graded)
- Research Tasks and Presentations (S/N, graded)
- Written responses to questions (graded)
- Fieldwork Report (S/N)
- End of Semester Examination

## Additional Information

Students undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment.

## Who do I contact about this subject?

Ms Stephanie Cust and Ms Angela Robinson

# Yr10 Modern World History

Curriculum Area: Humanities

## Subject Description

History is the study of humanity, focussing on political, economic, social and cultural changes over time to help us understand our current world.

This unit investigates historical events in the second half of the twentieth century. It examines the Cold War, including the Space Race, Korean War, Vietnam War and Cuban Missile Crisis, and evaluates the role of individuals and groups involved in these events. It also examines Rights and Freedoms in the US and Australia. The Universal Declaration of Human Rights is analysed and applied to events such as the Montgomery Bus Boycott, March on Washington, Freedom Rides and Stolen Generations. The unit concludes with a look at popular culture in the 1960s, and a discussion of key social and cultural changes for the baby boomer generation.



Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Cold War: Space Race, Korean War, Vietnam War, Cuban Missile Crisis
- Universal Declaration of Human Rights
- Australian Indigenous Rights
- US Civil Rights Movement
- 1960s Popular Culture

## Key Skills



- Source Analysis
- Essay Writing
- Asking historical questions
- Evaluation of historical significance
- Ethical Capabilities

## Key Assessment Tasks



- Essay (graded)
- Source Analysis (graded)
- Historical Inquiry (graded)
- End of Semester Examination (graded)

## Additional Information

## Who do I contact about this subject?

Ms Angela Robinson

# Yr10 Society and The Law

Curriculum Area: Humanities

## Subject Description

This subject provides students with the opportunity to explore key social, political and legal structures in Australia, with a focus on how these relate to the needs of Australians.

Focus areas include the types, creation and application of Australian law in civil and criminal cases, the impact of colonisation and law on Indigenous Australians, the development of Australia's multicultural society and how it impacts our lifestyle, social experiences and sense of inclusion, as well as Australia's obligations in supporting human rights within Australia and abroad.



Elements from the 1960s civil rights, as well as more recent movements in the United States are explored to support students' understanding the role of social movements in Australia.

Knowledge and skills developed are relevant for future employment in a wide range of occupations within social services, health, the criminal justice system, government agencies and education, among others.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Purpose and nature of civil and criminal law
- Forms of sanctions and punishments
- Explore how cultural and political factors can influence social behaviour
- Role of United Nations and Australian Human Rights Commission
- Social movements and social change

## Key Skills



- Explain the purpose and nature of law
- Evaluate the forms and effectiveness of punishment
- Explain how political, social and economic changes in Australia are influenced by global events
- Examine the role of social movements in achieving social change

## Key Assessment Tasks



- Assignment and Test - Purpose and nature of law (graded)
- Assignment - Human rights, culture and social change (graded)
- End of Semester Examination

## Additional Information

This subject is designed to prepare students for future studies in VCE Sociology and Legal Studies

## Who do I contact about this subject?

Ms Frances Hayes

# Languages



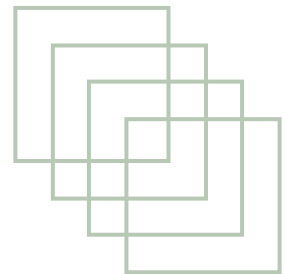
At Year 10 the following subjects are those offered by the Languages faculty in 2024:

## *Indonesian*

- Two Semester Subject

## *Japanese*

- Two Semester Subject



**Who do I contact about this Curriculum Area:**

Ms Kristeen Quarrier

# Yr10 Indonesian

Curriculum Area: Languages

## Subject Description

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.



Subject Length: Whole year (2 Semesters) 8 Periods Per Cycle

## Key Knowledge

- Students engage with a range of Indonesian texts. They are provided with opportunities for both prepared and spontaneous language use
- They write texts for peers and the wider school community
- Students receive explicit instruction to understand new grammar such as embedded clauses and object-focus construction
- They learn to recognise patterns and rules, analyse texts, and make connections between language and culture
- They consider the power of language to achieve particular effects and influence people, including themselves
- They develop a metalanguage for comparing and contrasting aspects of language and culture, and reflecting on their own language and culture
- Students learn to recognise differences in spoken and written Indonesian, as well as differences between formal and informal language
- They develop understanding of the affixation system of Indonesian



## Key Skills

- Reading
- Writing
- Listening
- Speaking



## Key Assessment Tasks

- Participate in a conversation, interview or role-play (graded)
- Give a talk to the class about the selected subtopic, asking and answering questions (graded)
- Write a descriptive summary of a film including information from a review of the film (graded)
- Listen to a conversation and view a map to write directions (graded)
- Read an article and listen to an announcement to write instructions (graded)
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint (graded)
- Write an imaginative children's story (graded)
- End-of-semester and end-of-year examination (graded)



## Additional Information

## Who do I contact about this subject?

Mr Cameron McNamara, Ms Emily Ezzy and Ms Kristeen Quarrier

# Yr10 Japanese

Curriculum Area: Languages



## Subject Description

Over the course of the semester, students will focus on developing both the range of their vocabulary and ability to elaborate on ideas. This will prepare students well for VCE Japanese.

Students learn how to join adjectives, ask / give permission and give reasons. Students further develop their ability to speak fluently with correct pronunciation, tone and intonation. Topics for this semester include; Describing people, Homestay and Giving directions.

Subject Length: Whole year (2 Semesters) 8 Periods Per Cycle



## Key Knowledge

- Students engage with a range of Japanese texts. They are provided with opportunities for both prepared and spontaneous language use
- They write texts for peers and the wider school community
- Students receive explicit instruction to understand new grammar such as embedded clauses and object-focus construction
- They learn to recognise patterns and rules, analyse texts, and make connections between language and culture
- They consider the power of language to achieve particular effects and influence people, including themselves
- They develop a metalanguage for comparing and contrasting aspects of language and culture, and reflecting on their own language and culture
- Students learn to recognise differences in spoken and written Japanese, as well as differences between formal and informal language
- They develop understanding of the 450-ji



## Key Skills

- Reading
- Writing
- Listening
- Speaking



## Key Assessment Tasks

- Participate in a conversation, interview or role-play (graded)
- Give a talk to the class about the selected subtopic, asking and answering questions (graded)
- Write a descriptive summary of a film including information from a review of the film (graded)
- Listen to a conversation and view a map to write directions (graded)
- Read an article and listen to an announcement to write instructions (graded)
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint (graded)
- End-of-semester and end-of-year examination (graded)

## Additional Information

## Who do I contact about this subject?

Ms Kristeen Quarrier



# Science



At Year 10 the following subjects are those offered by the Science faculty in 2024:

## *Core Science*

- Compulsory Semester Subject

## *Behavioural Science*

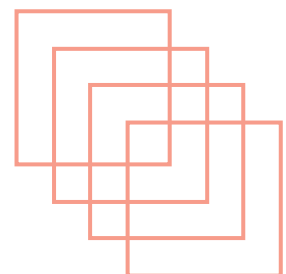
- Semester Subject

## *Life Sciences*

- Semester Subject

## *Physical Sciences*

- Semester Subject



**Who do I contact about this Curriculum Area:**

Ms Samantha Norris

# Yr10 Core Science

Curriculum Area: Science

## Subject Description



Core Science focuses on the four areas of Biology, Chemistry, Physics, and Earth/Environmental Science. During Biology, students explore inheritance of characteristics from one generation to the next and explore evolution and the process of natural selection, which leads to diversity of living things. During Chemistry, students extend their understanding of the Periodic Table, through practical experiments which explore a variety of reaction types including combustion and neutralisation of acids and bases. During Physics, students explore how the laws of physics are involved in the motion of objects. During Earth/Environmental Science, students will explore Earth as a system made up of interconnected spheres (hydrosphere, lithosphere, biosphere and atmosphere) that play a role in the cycling of nutrients, such as carbon, on our planet.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Explain the role of DNA and genes in cell division and genetic inheritance
- Apply geological timescales to elaborate their explanations of both natural selection and evolution
- Use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain how different factors influence the rate of reactions
- Use a field model to explain interactions between magnets
- Give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass, force and time to predict and explain motion
- Evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth
- Explain global features and events in terms of geological processes and timescales and describe and analyse interactions and cycles within and between Earth's spheres

## Key Skills



- Formulate questions or hypotheses that can be investigated scientifically
- Independently plan, select and use appropriate investigation types and equipment, to collect reliable data and assess risk
- Analyse patterns and trends in data and draw conclusions that are consistent with evidence
- Communicate scientific ideas and information for a particular purpose using appropriate scientific language, conventions and representations

## Key Assessment Tasks



- Practical Experiment
- Test - Genetics (S/N, graded)
- Practical Report - Chemistry (S/N, graded)
- Test - Motion (S/N, graded)
- Response to media article - Environmental Science (S/N, graded)
- End-of-semester exam (S/N, graded)

## Additional Information

## Who do I contact about this subject?

Ms Marnie Sparrow and Ms Samantha Norris

# Yr10 Behavioural Science

Curriculum Area: Science



## Subject Description

This unit is designed for students interested in pursuing VCE Psychology and explores the field of Behavioural Science. Students will delve into the intricate aspects of human thoughts, emotions, and behaviour in relation to criminal activities, aiming to understand the motivations behind criminal behaviour. Furthermore, the curriculum encompasses the study of forensic laboratory techniques, as well as the intersection of forensics and psychology in the process of solving criminal cases.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

Planning and conducting

- Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types
- Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability

Recording and processing

- Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data

Analysing and evaluating

- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

## Key Skills

Behavioural Science is a highly involved study that requires maturity, empathy and understanding for our fellow human beings. Some skills that you will develop that are highly transferable to the workplace include:

- Social skills - working as part of a team, effective communication and conflict resolution
- Personal skills - initiative, the importance of being ethical and open minded
- Communication skills - active listening, speaking, writing skills
- Psychology as a science as distinct from pseudosciences



## Key Assessment Tasks

- Tests (graded)
- Projects/Assignments (graded)
- Practical report (graded)
- End-of-semester exam



## Additional Information

### Who do I contact about this subject?

Ms Suzan Lee and Ms Samantha Norris

# Yr10 Life Sciences

Curriculum Area: Science

## Subject Description

In Year 10 Life Sciences there are three areas of study.

Cells and Characteristics of Life, looks at the characteristics of living organisms and students' complete practicals working with yeast. Cell structure of the prokaryotic and eukaryotic cells are covered, students make models and use microscopes to examine these cells in greater detail. Cell organelle structures and functions is further expanded upon.

Evolution looks at biodiversity between populations and communities. The reason for, and importance of, biodiversity is investigated. The five lines of evidence for evolution are each covered in this subject. Practical include the pentadactyl limb, fossils, and natural selection.

The final area of study is Ecosystems. Students learn about abiotic and biotic factors making up an ecosystem, feeding and symbiotic relationships. Students participate in field work around population measurement techniques this included direct census of Eucalyptus trees, Capture-recapture of snails, large area transect lines and the use of quadrats. Problems facing ecosystems is investigated, human impact and recovery strategies is a focus.



Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge

- Understand that cells are the basic unit of life and learn about the characteristics of life
- Identify cell types and cell organelles
- Differences in DNA as the mechanism for genetic biodiversity
- Explain how adaptations allow organisms to survive in their environment
- Examine the 5 lines of evolution
- Threats to biodiversity such as climate change
- Describe the effects of climate change on the biosphere



## Key Skills

- Using microscopes to identify cell types
- Experiments and Practical work writing
- Fieldwork for population sampling techniques of ecosystems



## Key Assessment Tasks

- SAC 1: Characteristics of Life & Cells Test (graded)
- SAC 2: Evolution Research Poster (graded)
- SAC 3: Transect Line Fieldwork Report (graded)
- End of Semester Examination



## Additional Information

## Who do I contact about this subject?

Ms Tracy Lee and Ms Samantha Norris

# Yr10 Physical Sciences

Curriculum Area: Science

## Subject Description

The Physical Sciences are a combination of both Physics and Chemistry. This unit is recommended for students who wish to study VCE Chemistry or Physics.

### Chemistry:

Chemistry is the study of substances – how they can be made, how they behave, how they can be detected and measured, and most importantly, what causes their behaviour.

On completion of this unit, students will be able to:

- Make predictions about the properties of elements
- Explain the bonding of atoms. They will investigate how different types of chemical reactions are used to produce a range of products

### Physics:

Physics is the study of natural phenomena such as electricity, heat, sound, light, forces, motion, magnetism, the nucleus of the atom and radioactivity.

This subject will focus on a quantitative approach to Motion and Electromagnetism experiments.

On completion of this unit, students will be able to:

- Describe the relationship between forces, mass, velocity, acceleration and time using the Equations of Motion
- Describe how objects can undergo transformation between kinetic and gravitational potential energy and calculate the efficiency (%) of this transformation
- Use the field model to explain how motors & alternators work using the interactions between magnets, current-carrying wires and forces on the wires

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge



- Explain the different types bonding in atoms
- Write and balance chemical reactions
- Classifying different types of chemical reactions
- Use Newton's Laws of Motion and the Equations of Motion to predict the motion of objects
- Analyse and evaluate data and present it in a scientific report

## Key Skills



- Formulate questions or hypotheses that can be investigated scientifically
- Analyse patterns and trends in data and draw conclusions that are consistent with evidence
- Communicate scientific ideas and information for a particular purpose using appropriate scientific language, conventions and representations

## Key Assessment Tasks



- Practical Experiments
- Tests
- Projects/Assignments
- Scientific Poster
- End-of-semester exam

## Additional Information

### Who do I contact about this subject?

Ms Tracey Eagle, Ms Karissa Sexton and Ms Samantha Norris

# The Arts



At Year 10 the following subjects are those offered by the Arts faculty in 2024:

## Visual Arts

### *Art*

- Semester Subject

### *Digital Art*

- Semester Subject

### *Media*

- Semester Subject

### *Visual Communication and Design*

- Semester Subject

## Performing Arts

### *Dance*

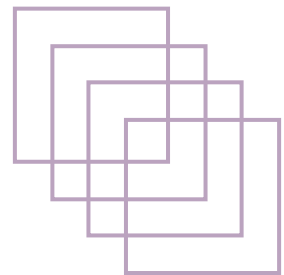
- Semester Subject

### *Drama*

- Semester Subject

### *Music*

- Semester Subject



**Who do I contact about this Curriculum Area:**

Ms Hayley Townsend

# Yr10 Art

Curriculum Area: The Arts - Visual



## Subject Description

In Art, students focus on the art traditions of the Asia and the South Pacific regions and explore a range of materials, techniques and processes. They refine their personal aesthetic through working and responding perceptively as an artist, craftsman or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints. Students engage in research, idea generation, design and the execution of their own creative artworks based off starting points and artistic inspiration.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works
- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences
- Analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences



## Key Skills

- Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions



## Key Assessment Tasks

- Art Journal of development work (graded)
- Folio of finished artworks (graded)
- Written research and evaluation assignments (graded),
- End of Semester exam (graded)

## Additional Information

## Who do I contact about this subject?

Mr Michael Portley and Ms Hayley Townsend

# Yr10 Digital Art

Curriculum Area: The Arts - Visual

## Subject Description

The use of digital media in the Visual Arts is a powerful and popular means of modern communication. In Digital Arts, students will build their knowledge in traditional and digital based media to enhance and develop artistic abilities.



This subject contains both practical and theory components. Students explore a range of digital art forms using a variety of software, including Photoshop and 3D printing software, use input devices such as cameras, pen tablets and flatbed scanners as well as traditional media. Inspiration for artworks will be taken from a range of art styles and artists, both past and present, working in digital and traditional media.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Understanding of the design process
- Understanding of art elements and principles
- Investigate the 3D modelling process
- Development of understanding of artistic influences



## Key Skills

- Use of ICT including drawing tablets, cameras and computers and 3D printers
- Use of software including Adobe Creative Suite, 3D modelling and slicing software
- Creation of individual artworks/designs using ICT
- Use of artists from the past and present to inspire your work



## Key Assessment Tasks

- Practical work in a variety of mediums and styles in response to selected themes and topics (S/N, graded)
- Maintenance of a visual art diary which records and annotates student experiences and evaluations of practical work (S/N, graded)
- Research/Presentation and class discussion on selected Artworks and Artists (graded)
- End of Semester Exam

## Additional Information

## Who do I contact about this subject?

Mr John Woodlock and Ms Hayley Townsend



# Yr10 Media

Curriculum Area: The Arts - Visual

## Subject Description

In Year 10 Media we take a Film Studies approach – learning to read and analyse the structure of film narratives. We investigate what is: Narrative structure, Visual Codes and Conventions, and 'Who's the Audience?' Students will also investigate how these elements operate in different Genres.

Then, in the second term, we seek to apply this knowledge to making your own short films. Learn how to put it all together from: creating a story, organising a production plan, creating and editing your film.



Four topics are studied:

- i. Media Representations, Media Forms in Production, Australian Stories.
- ii. Narrative, Style and Genre, Narratives in Production, Media and Change
- iii. Narratives and their Context., Research, Development and Experimentation., Pre-Production Planning.
- iv. Media Production., Agency and Control in the Media.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge

Cinema Studies/Understanding narrative:

- Students will investigate and analyse narrative genres to develop their understanding of how meaning is constructed and conveyed to an audience
- Students will study the use of story and production codes and conventions in the creation of narratives
- Students will view texts with the aim of understanding narrative structure techniques

Unit: Short film production:

- Students apply the theory of narrative structure to the planning and production of short films
- Students work with genre and narrative techniques for a specific audience
- Students will seek to develop production skills required for VCE Media Studies



## Key Skills

- Analysis of visual texts
- Development of production plans
- Working collaboratively to complete productions



## Key Assessment Tasks

- Textual analysis responses (graded)
- Production folio (S/N)
- Production Piece (graded)
- End of Semester Examination



## Additional Information

### Who do I contact about this subject?

Mr Nick Mortensen and Ms Hayley Townsend

# Yr10 Visual Communication and Design

Curriculum Area: The Arts - Practical



## Subject Description

Take a look, everything around you is designed community centres, cars, chairs, clothes! The Year 10 Visual Communication and Design course concentrates on skills to prepare you for the VCE course in Visual Communication Design, exploring various types of design. You will follow the design process to draw, render and design objects, messages, and environments.

This involves 2D and 3D drawing techniques, such as one- and two-point perspective drawing, observational drawing, and visualisation sketches. Students build on the skills that they learnt in Year 9 Visual Communication Design and find solutions to real world problems through design. Many of the skills learned will transfer to Technology subjects and Art.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- The design process
- The role of the brief within the design process
- Using the elements and principles of design during the design process
- Exploring past and contemporary designs to use as research and inspiration
- Creative, critical and reflective thinking strategies



## Key Skills

- Rendering drawings with tone and texture to show surface and form
- Using the design process to create your own unique designs.
- Using a wide variety of manual and digital methods, materials and media, to experiment and find the best method of presentation of your design.
- Technical drawing skills
- Build 3-dimensional forms to communicate a design solution



## Key Assessment Tasks

- Drawing Folio (graded)
- Object Design task (graded)
- Tiny houses (graded),
- Visual Diary (S/N)
- End of Semester Examination

## Additional Information

## Who do I contact about this subject?

Ms Tara Moore and Ms Hayley Townsend

# Yr10 Dance

Curriculum Area: The Arts - Performing



## Subject Description

This unit is about creating complex choreography that communicates a theme, story or idea. In this class the focus is separated into learning choreography from teachers; choreographing small group dances; and analysing a professional dance routine.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Movements from a range of dance styles
- A full length dance routine



## Key Skills

- You will learn the physical and technical skills needed for dancing and how to improve your technique
- You will learn about how the elements of dance can be manipulated to create meaningful choreography



## Key Assessment Tasks

- Analysis of professional dance routine
- Students' performance of the dance routines they learn in class
- Students' performance of the dance routines they choreographed in class

## Additional Information

Students wishing to study Yr10 Dance or VCE Dance should see the separate VET Handbook for VET Dance information.

## Who do I contact about this subject?

Mr Christopher Hewitt and Ms Hayley Townsend

# Yr10 Drama

Curriculum Area: The Arts - Performing

## Subject Description

This class involves learning about the expressive skills and performance skills required to create and present dramatic work. Students create drama works based on stimulus material and complete class workshops using various theatrical techniques.

Students will research, improvise, script, edit and refine to create their performances. Students will study a variety of theatre makers and apply the theatre maker's techniques to their ensemble performances.

Students deep dive into the performance style of Realism and create and present their own solo performances at the end of the semester.

Student will explore four area of study:

- i. Improvisation + Performance Skills
- ii. Production Areas
- iii. The Stanislavski Method
- iv. Realism and Monologues

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Expressive skills
- Performance skills
- Production areas
- Dramatic elements
- Devising works
- Direction



## Key Skills

- Devising works
- Acting and directing
- Use of expressive skills
- Use of performance skills
- Use of dramatic elements



## Key Assessment Tasks

- Performance Skills (graded)
- Production Areas (graded)
- Stanislavski (graded)
- Workbook (S/N)
- End of Semester Examination



## Additional Information

## Who do I contact about this subject?

Ms Hayley Townsend

# Yr10 Music

Curriculum Area: The Arts - Performing



## Subject Description

Music provides students with a preparatory course to enable them to feel ready for VCE Music Unit 1. Students will learn group and solo pieces to perform in a public concert and will prepare for performance through analysis of performance pieces and present a multimedia presentation.

Students will also study music theory, develop aural skills and compose their own works.

Students explore two areas of study:

- i. Music Practices
- ii. Respond and Interpret

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Music theory knowledge to at least Grade 1 AMEB standard includes;
  - Pitch and Tonality, Keys and Scales, Intervals, Chords, Time and Rhythm, Transposition and Terminology
- Compositional techniques
- Rehearsal techniques and performance practices
- Critical listening, analysing and responding to music
- Knowledge of the elements of music, and how they influence the organisation of music



## Key Skills

- Performance skills on an instrument or voice
- Demonstration of compositional techniques (digital or traditional)
- Aural skills including recognition of ascending intervals, major and minor triads and scales, rhythm transcription (4/4, 3/4, 2/4)
- Theory skills including reading notation and rhythm, bass and treble clef note recognition, construction of scales and chords
- Recognition of the elements of music - duration, pitch, tone colour, texture, structure, dynamics and articulation



## Key Assessment Tasks

- Solo and group performance (graded)
- Multimedia analysis of works for performance (S/N)
- Demonstrate music theory and aural skills in examination (Graded)
- Composition (graded)
- Listening journal (S/N)
- End of Semester Examination

## Additional Information

While it is not mandatory, it is highly recommended that students enrolled in VCE Music undertake instrumental lessons with a private tutor at GSC or externally.

## Who do I contact about this subject?

Ms Kitty Skeen and Ms Hayley Townsend

# Technology



At Year 10 the following subjects are those offered by the Technology faculty in 2024:

*Automotive Innovation*

- Semester Subject

*Digital Technology*

- Semester Subject

*Design and Technology - Textiles*

- Semester Subject

*Design and Technology - Wood*

- Semester Subject

*Engineering – Welding and Fabrication*

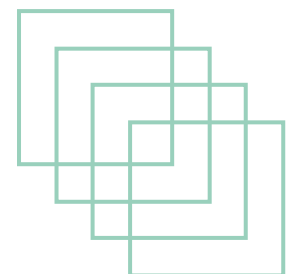
- Semester Subject

*Electronics and Robotics*

- Semester Subject

*Food Technology*

- Semester Subject



**Who do I contact about this Curriculum Area:**

Mr Nick Maxwell

# Yr10 Automotive Innovation

Curriculum Area: Technology

## Subject Description



This course equips students with the understanding and skills necessary to dismantle, assess and prepare engines suitable for powering a designed vehicle. Taught content includes the identification of engine components and functionality, in addition to gaining valuable diagnostic skills. Scope exists within this course to focus on contemporary alternatives to the internal combustion engine, for example electric or hybrid configurations. Students learn to work safely in a workshop environment using a broad range of tools and equipment, necessary to perform servicing procedures and fabrication of engineered designs. Student projects are guided by the principles of the product design cycle. Using a variety of resources, students will investigate design concepts necessary to inform their engineered product designs and complete a product evaluation to inform future product designs.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Safe work procedures: Awareness of relevant OH&S for selected tools and equipment
- Innovate: Critique needs or opportunities to develop design briefs
- Generate: Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas
- Production: Work safely to test, select, justify and use appropriate technologies to perform necessary tasks
- Evaluate: Evaluate design ideas, processes and solutions against established criteria

## Key Skills



- Demonstrate the safe use of equipment and tools
- Ability to apply critical and creative thinking to developing design briefs
- Ability to develop informed, engineered design plans
- Perform taught, routine servicing techniques
- Structure and complete product evaluation against pre-determined criteria

## Key Assessment Tasks



- Safe work procedure documents (S/N)
- Workshop conduct and tasks (graded)
- Project folio (graded)
- Production (S/N)
- End of Semester Examination

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

## Who do I contact about this subject?

Mr James Woodward and Mr Nick Maxwell

# Yr10 Design and Technology - Textiles

Curriculum Area: Technology



## Subject Description

Students learn about the world of fashion, surface decoration and textiles creation. They have the opportunity to learn new techniques including stencilling, photographic transfer printing, embroidery and other embellishment techniques. Students get an opportunity to show their flair through designing and creating a garment/textile item using a variety of these decorative features.

This course contains both hands-on and theoretical work which will prepare students for further studies in either Product Design and Technology or Art at a VCE level.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Fabric properties and characteristics
- Machine safety
- Developing design briefs
- Textiles techniques



## Key Skills

- Creating designed solutions
- Problem solving
- Evaluating a finished product
- Hand & machine sewing
- Planning & managing a project



## Key Assessment Tasks

- Portfolio of design work (S/N)
- Textile creation (graded)
- Textile Techniques Investigation (S/N)
- End-of-semester exam (graded)

## Additional Information

## Who do I contact about this subject?

Ms Tara Moore and Mr Nick Maxwell



# Yr10 Design and Technology - Wood

Curriculum Area: Technology



## Subject Description

Students develop skills and processes when working with wood with a particular focus on joining methods. Students learn to use complex tools and equipment correctly, safely and competently when producing a Join Box and Table. Students complete a design folio, which includes technical drawings, production plans and cutting and costing lists along with Safe Working Practices on any power tools used. Students will explore the timber production process along with other areas of the Australian Timber Industry.

Students explore two area of study:

- i. Wood Theory - completion of a design folio, which includes technical drawings, production plans, cutting and costing lists, along with SWP's on any power tools used. Research on the Australian Timber Industry.
- ii. Practical Projects - completion of Join Box and Table including evaluations.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Tool identification
- Generating, developing, communicating and testing design ideas and processes
- Workshop safety
- Joining methods
- Material characteristics & properties



## Key Skills

- Managing a project
- Measuring & marking
- Identify hazards
- Using hand & power tools
- Using static machines
- Evaluating a finished product



## Key Assessment Tasks

- ATI research task (graded)
- Practical Projects (graded)
- End of Semester Exam (graded)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

## Who do I contact about this subject?

Mr Chris Wilson and Mr Nick Maxwell

# Yr10 Digital Technology

Curriculum Area: Technology

## Subject Description



Students consolidate previously learnt content, students establish how a digital technology integrates into digital systems in detail, while exploring and analysing different network configurations including one built by them, consolidating the understanding of how data can connect us around the world. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their potential for innovation.

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Digital Technologies
- Cyber Safety
- Hardware and software
- Networking and configurations
- Data and information – Understanding informatics
- Manipulation of data
- Software development

## Key Skills



- Identify components of a computer
- Recognise the difference between hardware and software and identify their use
- Understand networks and network configurations
- Collect, collate, manipulate, and present an array of data from different sources
- Develop practical skills using digital technology
- Use computers safely

## Key Assessment Tasks



- Understanding Digital systems (S/N)
- Informatics (graded)
- Coding and app development (graded)
- 21st Century thinker (graded)
- End of Semester Examination

## Additional Information

Pre-requisite: Year 9 Digital Technology

## Who do I contact about this subject?

Mr James Mifsud and Mr Nick Maxwell

# Yr10 Engineering – Welding and Fabrication

Curriculum Area: Technology

## Subject Description

Students learn to use welding and machining methods to produce a barbecue spit roaster. This can be a standard model or a modified product after consultation with the teacher.

A similar product of similar manufacture complexity (e.g., engine stands/motorcycle stands) can also be designed through negotiation with the teacher. Tools such as lathes, drill press, milling machines and angle grinders are used in conjunction with MIG/Oxy Acetylene gas welding.



Students explore four areas of study:

- i. Gain insight into a career path in an engineering fabrication trade/occupation
- ii. Safe operation of cut off saws, oxy-acetylene and MIG welding processes, and basic machining operations
- iii. To fabricate useful structures and implements from steel materials
- iv. Application of investigation to inform design choices

Subject Length: Semester 8 Periods Per Cycle

## Key Knowledge



- Investigate: Critique needs or opportunities to develop design briefs
- Generate: Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas
- Production: Work safely to test, select, justify and use appropriate technologies to make designed solutions
- Evaluate: Evaluate design ideas, processes and solutions against criteria

## Key Skills



- Ability to develop an informed design brief
- Produce detailed, engineering drawings
- Ability to safely enact taught procedures for a wide variety of tools and equipment
- Conduct product evaluation against pre-determined criteria

## Key Assessment Tasks



- Submit a short investigation (market research) comparing attributes of available outdoor cooking products with the model we are producing (BBQ spit roaster) and propose informed improvements arising from this research (graded)
- Engineering plans/drawings for model (S/N)
- Production task- complete the BBQ spit roaster (or negotiated alternative) and include recommended improvements (graded)
- End of Semester Examination - Engineering Theory (graded)

## Additional Information

All students are required to supply a pair of footwear appropriate for the workshop (enclosed toe, leather construction. Steel cap is not essential, but recommended).

## Who do I contact about this subject?

Mr James Woodward and Mr Nick Maxwell

# Yr10 Electronics and Robotics

Curriculum Area: Technology



## Subject Description

In Year 10 Electronics and Robotics students further develop their knowledge of electronic, electrical and mechanical components, and learn how to solve problems in DC circuits. They build general electronics projects of their choice from scratch such as manually controlled vehicles, sirens, amplifiers, timers, counters, light displays etc. TinkerCAD is used to simulate electronic circuits and create Computer Aided Design models that can be 3D printed. Robotics projects, such as sensor-controlled LED lights and remote-controlled vehicles, can incorporate Arduino or PICAXE microcontrollers. This course leads to VCE Systems Engineering and VET Electrical Industry (Electrician pre-apprenticeship) courses.

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Electronic Systems
- Electrical Circuit Laws
- Robotic Systems
- Safe Working Procedures
- Systems Design Process



## Key Skills

- Identify safe working practices
- Research electronic and robotic systems
- Use tools, equipment and power machinery correctly and safely
- Record, design, sketch, computer simulate, produce, perform diagnostic tests and evaluate a range of electronic and robotic systems
- Complete practical work



## Key Assessment Tasks

- Short answer electronics and robotic systems test (graded)
- Research tasks (graded)
- Practical electronics and robotics projects (graded)
- Design folio (graded)
- End of Semester Exam (graded)

## Additional Information

## Who do I contact about this subject?

Mr Dominic Tyley-Miller and Mr Nick Maxwell

# Yr10 Food Technology

Curriculum Area: Technology



## Subject Description

In Food Technology, students make judgment on how the principles of food safety, preservation, preparation, presentation and sensory perception influence the creation of food solutions for healthy eating. They investigate ethical and sustainable production of food and the impact of technology on food production. Using design solutions students create healthy recipes and look at how nutrition plays a major role in shaping us.

Students explore four area of study:

- i. Basic Food Safety and Hygiene
- ii. Food Science and Preparation Principles
- iii. Ethical and Sustainable Production of Food
- iv. Nutrition

Subject Length: Semester 8 Periods Per Cycle



## Key Knowledge

- Kitchen safety and hygiene
- Food preservation
- Nutrition/Healthy eating
- Food science
- Genetically modified foods



## Key Skills

- Food preparation & cooking
- Use of kitchen equipment
- Reading & designing recipes
- Identifying flavours
- Critiquing food



## Key Assessment Tasks

- Restrictive (Fad) Diet Task (graded)
- Healthy Café Product Design Task (graded)
- Course work (S/N)
- End of semester exam (graded)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

## Who do I contact about this subject?

Ms Carol Borg and Mr Nick Maxwell

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we are preparing young people  
for living and learning.

