



THE  
**HAMILTON**  
AND ALEXANDRA COLLEGE

CONFIDENT FUTURES



# CURRICULUM GUIDE FOR SENIOR YEARS 9 & 10

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This Curriculum Guide is correct at the time of printing. Changes may occur to subjects depending on the number of students choosing the course, potential new requirements of the Australian Curriculum and any alterations regulated by the VCAA.

# INTRODUCTION

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## COLLEGE PHILOSOPHY

The Hamilton and Alexandra College is a regional, co-educational day and boarding independent school in association with the Uniting Church. We are extremely proud of our strong history, traditional values, outstanding facilities and innovative educational programs. The College is widely recognised as the leading educational institution in the Western Victoria.

Our firm priority remains to be the best school for parents seeking academic success for their child. We have high expectations for all students in academic performance, but we also promote the need for our young men and women to develop a ‘connectedness in life’. We aspire for our students to leave College with more than an ATAR score; indeed, our focus is to ensure well-balanced, motivated young people who are equipped with the skills and capacity to be the leaders and problem solvers of the 21st Century.

Our Focus is to seek the best for and from every student.

Our Values focus on: Respect, Gratitude, Compassion, Resilience & Optimism.

Our Commitment is to improve outcomes for all students - in their levels of achievement and wellbeing.

Our school's philosophy is promoted through our website [www.hamiltoncollege.vic.edu.au](http://www.hamiltoncollege.vic.edu.au) in our strategic plan and our prospectus. Our philosophy is also articulated throughout the school in our weekly online newsletter, our Principal's termly letter and our Annual Report.

## OUR APPROACH to LEARNING in the SENIOR YEARS

Our curriculum structure is designed to provide breadth and depth of learning in the Senior Years and culminates in both VCE and VETis offerings at Year 10 onwards. Students are guided to refine their individual learning profile, as the diversity and range of subjects for selection increases. This is a collaborative process that supports and challenges every student to achieve their personal best in all areas. We know how important it is to work closely with families and place a strong emphasis on the vital three-way relationship between students-parents-teachers throughout the subject selection decision making process.

# LEARNING STRUCTURE

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## COURSE STRUCTURE and PATHWAYS PREFERENCES through the SENIOR YEARS

|   |  |  |
|---|--|--|
| <p><b>Year 9</b><br/>Core + 6 semester length electives, or equivalent</p>  | <p><b>Core Subjects</b><br/>English<br/>Geography<br/>History<br/>Mathematics<br/>PE<br/>Science<br/>Wellbeing</p> | <p><b>Pathway Preferences</b><br/>Agricultural Science<br/>Automotive Technology<br/>Business Management<br/>Chinese First Language<br/>Chinese Second Language<br/>Design - Communication Design<br/>Design - Environmental Design<br/>Design - Industrial / Product Design<br/>Drama<br/>    -Performance<br/>    -Theatre Studies<br/>Equine Foundation Studies<br/>Fashions and Textile Technology<br/>Food Technology<br/>    -Australia &amp; Asia Pacific<br/>    -Europe &amp; the Americas<br/>French<br/>Information Technology<br/>    -Robotics, Digital Electronics &amp; Programming<br/>    -Games Design &amp; Programming<br/>    -STEAM Project<br/>Literature<br/>Media<br/>Multimedia: Movie Production &amp; Web Design<br/>Music Performance &amp; Soundhouse<br/>Music Performance and Musicianship<br/>Photography<br/>Sport Science and Training<br/>Visual Arts - Drawing<br/>Visual Arts - Painting<br/>Visual Arts - Printmaking<br/>Visual Arts - Sculpture<br/>Wood Technology</p> |
| <p><b>Year 10</b><br/>Core + 6 semester length electives, or equivalent</p> | <p><b>Core Subjects</b><br/>English<br/>Geography<br/>History<br/>Mathematics<br/>PE<br/>Science<br/>Wellbeing</p> | <p><b>Pathway Subjects</b><br/>Agricultural Science<br/>Automotive Technology<br/>Business Management<br/>Chinese First Language<br/>Chinese Second Language<br/>Design - Communication Design<br/>Design - Environmental Design<br/>Design - Industrial / Product Design<br/>Drama<br/>    -Performance<br/>    -Theatre Studies<br/>Fashions and Textile Technology<br/>Food Technology<br/>    -Australia &amp; Asia Pacific<br/>    -Europe &amp; the Americas<br/>French<br/>Information Technology<br/>    -Robotics, Digital Electronics &amp; Programming<br/>    -Games Design &amp; Programming<br/>    -STEAM Project<br/>Literature<br/>Media<br/>Multimedia: Movie Production &amp; Web Design<br/>Music Performance &amp; Soundhouse<br/>Music Performance and Musicianship<br/>Outdoor Education</p>  |



PC Hardware and Software  
Photography  
Sport Science and Training  
Visual Arts - Drawing  
Visual Arts - Painting  
Visual Arts - Printmaking  
Visual Arts - Sculpture  
Wood Technology

**VETiS Subjects**

Equine Studies Units 1&2  
Hospitality Units 1&2

**External Subjects**

Sourced through RIST, TAFE, HDSC & Distance Education

**Years 11 & 12 VCE**

**Minimum Requirement**

Students must satisfactorily complete 16 units, including at least 3 units from the English group and 3 sequences of Units 3&4 in studies other than English. The school expectation is that students will aim for satisfactory completion of all the units they undertake.

**Recommendation**

-6 subjects in Year 11  
-5 subjects in Year 12

Students can choose to specialise or enrol in a broad course selection.

**Compulsory Study**

Students must enrol in English, Literature or EAL (English as an Additional Language).

**Studying a Units 3&4 Subject in Year 11**

Students may study one Units 3&4 subject while in Year 11 if:

-They have attained a B+ average in the equivalent Year 10 subject throughout Year 10 Semester 1

**OR**

-They have met additional prerequisite requirements that may be specific to the subject

**OR**

-The Units 1&2 sequence is not offered at Year 11 and the student has demonstrated a suitable standard for entry into that subject at Units 3&4 level

Approval must be granted by the Head of Faculty and Director of Teaching and Learning.

## YEARS 9&10 TIMETABLE STRUCTURE

|                      |                   |   |             |   |         |   |    |           |
|----------------------|-------------------|---|-------------|---|---------|---|----|-----------|
| Year 9<br>Semester 1 | Core Subjects     | English                                       | Mathematics | Science                                       | History | Geography                                     | PE | Wellbeing |
|                      | Periods per cycle | 10  | 10          | 8   | 5       | 5   | 4  | 3         |
|                      | Pathway Subjects  | Elective 1                                    |             | Elective 3                                    |         | Elective 5                                    |    |           |
|                      | Periods per cycle | 5   |             | 5   |         | 5   |    |           |
| Year 9<br>Semester 2 | Core Subjects     | English                                       | Mathematics | Science                                       | History | Geography                                     | PE | Wellbeing |
|                      | Periods per cycle | 10  | 10          | 8   | 5       | 5   | 4  | 3         |
|                      | Pathway Subjects  | Elective 2<br>or year long elective continues |             | Elective 4<br>or year long elective continues |         | Elective 6<br>or year long elective continues |    |           |
|                      | Periods per cycle | 5   |             | 5   |         | 5   |    |           |

|                       |                   |   |             |   |         |   |    |           |
|-----------------------|-------------------|---|-------------|---|---------|---|----|-----------|
| Year 10<br>Semester 1 | Core Subjects     | English                                       | Mathematics | Science                                       | History | Geography                                     | PE | Wellbeing |
|                       | Periods per cycle | 10  | 10          | 8   | 5       | 5   | 4  | 3         |
|                       | Pathway Subjects  | Elective 1                                    |             | Elective 3                                    |         | Elective 5                                    |    |           |
|                       | Periods per cycle | 5   |             | 5   |         | 5   |    |           |
| Year 10<br>Semester 2 | Core Subjects     | English                                       | Mathematics | Science                                       | History | Geography                                     | PE | Wellbeing |
|                       | Periods per cycle | 10  | 10          | 8   | 5       | 5   | 4  | 3         |
|                       | Pathway Subjects  | Elective 2<br>or year long elective continues |             | Elective 4<br>or year long elective continues |         | Elective 6<br>or year long elective continues |    |           |
|                       | Periods per cycle | 5   |             | 5   |         | 5   |    |           |

## SENIOR YEARS MATHEMATICS PATHWAYS

### Requirements and Recommendations

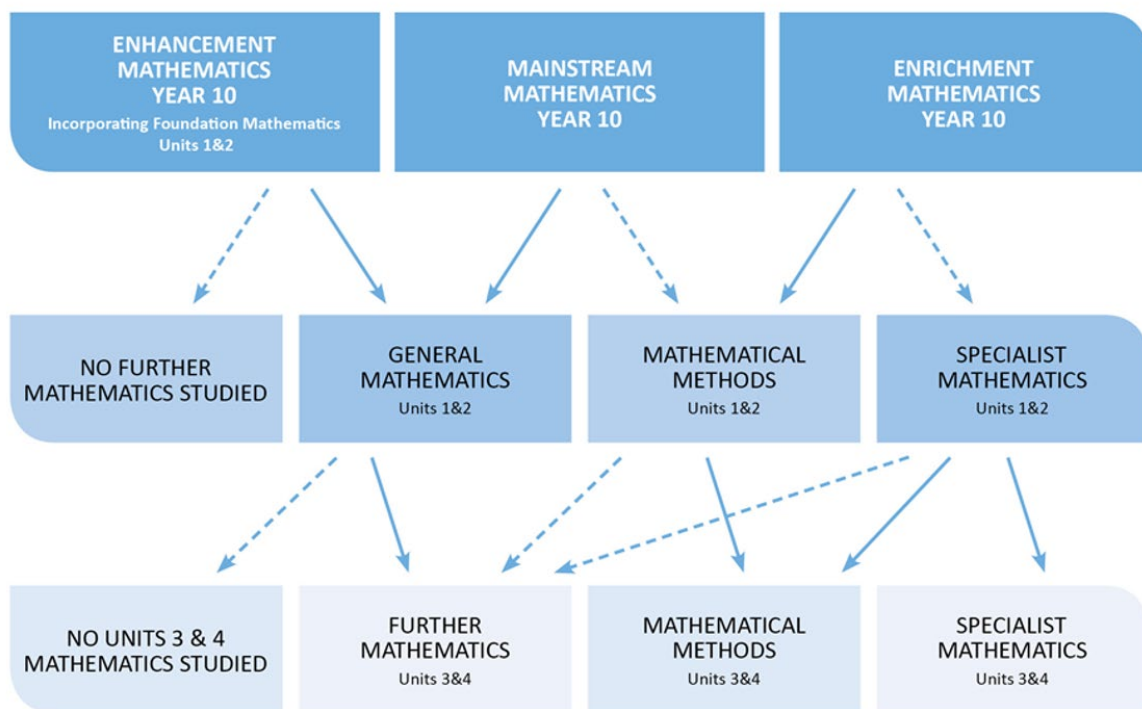
Solid lines indicate recommended pathways for most students

Dotted lines indicate pathways that fewer students may take

All VCE pathways are subject to teacher recommendation

If unsure, consult the Head of Careers and your Mathematics teacher

To keep your options open, undertake the highest level Mathematics available to you



Tertiary pre-requisites vary from course to course and from year to year. It is the student's responsibility to obtain current information from relevant sources. Interstate universities may not require prerequisite subjects, but will list specific subjects as Recommended Studies or Assumed Knowledge subjects. The level of Mathematics in each state will vary and will be named differently. Again it is the responsibility of students to check details carefully. For details visit [www.vtac.edu.au](http://www.vtac.edu.au)

| Year 9   | Year 10                            | Unit 1 & 2                    | Unit 3 & 4                                |
|--|------------------------------------|-------------------------------|---|
| <b>English</b>                                     |                                    |                               |   |
| English  | English/EAL Literature             | English/EAL Literature        | English/EAL Literature                    |
| <b>Mathematics</b>                                 |                                    |                               |   |
| Mathematics  | Enhancement Mathematics            | General Mathematics           | Further Mathematics                       |
|  | Mainstream Mathematics             | Mathematical Methods          | Mathematical Methods                      |
|  | Enrichment Mathematics             | Specialist Mathematics        | Specialist Mathematics                    |
| <b>Science</b>                                     |                                    |                               |   |
| Science  | Science                            | Biology                       | Biology                                   |
|  |                                    | Chemistry                     | Chemistry                                 |
|  |                                    | Physics                       | Physics                                   |
|  |                                    | Psychology                    | Psychology                                |
| <b>Humanities</b>                                  |                                    |                               |   |
| Geography  | Geography                          | Geography                     | Geography                                 |
| History  | History                            | History – Global Empires      | Australian History<br>History Revolutions |
| <b>Health and Physical Education</b>               |                                    |                               |   |
| HPE  | HPE                                | Physical Education            | Physical Education                        |
| Health and Nutrition                               | Health and Nutrition               |                               |   |
|  | Sport Science and Training         |                               |   |
| <b>Languages</b>                                   |                                    |                               |   |
| French   | French                             | French                        | French                                    |
| Chinese SL   | Chinese SL                         | Chinese SL                    | Chinese SL/SLA                            |
| Chinese FL   | Chinese FL                         | Chinese FL                    | Chinese FL                                |
| <b>Visual Arts</b>                                 |                                    |                               |   |
| Visual Art – Printmaking                           |                                    | Studio Art                    | Studio Art                                |
| Visual Art – Drawing                               |                                    |                               |   |
| Visual Art – Sculpture                             |                                    |                               |   |
| Visual Art – Painting                              |                                    |                               |   |
| Fashion and Textile Technology                     |                                    |                               |   |
| Photography  |                                    |                               |   |
| Media  |                                    | Visual Communication & Design | Visual Communication & Design             |
| Design – Communication Design                      |                                    |                               |   |
| Design – Environmental Design                      |                                    |                               |   |
| Design – Industrial and Product Design             |                                    |                               |   |
| <b>Performing Arts</b>                             |                                    |                               |   |
| Drama Performance                                  |                                    | Drama                         | Drama                                     |
| Drama: Theatre Studies                             |                                    |                               |   |
| Music Performance and Sound-house                  | Music Performance and Sound-house  | Music Performance             | Music Performance                         |
| Music Performance and Musicianship                 | Music Performance and Musicianship |                               |   |
| <b>Technologies</b>                                |                                    |                               |   |
| IT STEAM Project                                   |                                    |                               | CISCO                                     |
| IT (Robotics, Digital Electronics and Programming) |                                    |                               |   |
| IT (Games Design and Programming)                  |                                    |                               |   |
| IT Multimedia (Movie Production & Web Design)      |                                    |                               |   |
| PC Hardware and Software                           |                                    |                               |   |
| <b>Business and Economics</b>                      |                                    |                               |   |
| Business Management                                |                                    | Business Management           | Business Management                       |

| <b>VET Pathways</b>   |             |   |  |
|-----------------------|-------------|---|--|
| Agricultural Science  |             | Certificate II Agriculture<br>(external – RIST) | Certificate III Agriculture<br>(external – RIST) |
| Equine Foundations    |             | Certificate II in Equine<br>Studies             | Certificate II in Equine<br>Studies              |
| Food Technology       | Hospitality | Certificate II in Hospitality                   | Certificate II in Hospitality                    |
| Wood Technology       |             | Possible external courses                       |  |
| Automotive Technology |             | Possible external courses                       |  |

# COURSE SELECTION

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## SELECTING an APPROPRIATE COURSE

The selection of subjects at Years 9 & 10 requires thoughtful consideration.

Students are guided to refine their individual learning profile as the diversity and range of subjects for selection increases. It is essential that students make their decisions about subject choices in consultation with their parents, subject teachers, Heads of Faculty and the Head of Careers. We know how important it is to work closely with families and we place a strong emphasis on the vital three-way relationship between students-parents-teachers throughout the subject selection process. When making decisions, it is important to consider Pathway subjects that are tailored to prepare students for specific VCE and VETiS subjects in Years 10, 11 & 12.

## SUBJECT SELECTION – KEY DATES

|        |                       |  |
|--------|-----------------------|--|
| TERM 3 | <b>August</b>         | The Years 9 & 10 Curriculum Guide for the following year is available online through the College website. Parents are encouraged to read through the relevant sections of the Guide with their child.  |
|        | <b>August</b>         | The Years 9 & 10 Information Night for the following year takes place in the MPAC and Subject Selection Forms are distributed. It is most important that all Years 8 & 9 students and parents attend this evening to receive information concerning subject selection advice for the following year. The Deputy Principal, Director of Teaching and Learning, Careers teacher, representatives from RIST/TAFE/HDSC and subject teachers are available on this evening. |
|        | <b>Late August</b>    | The Years 9 & 10 Subject Selection Forms are due to the Director of Teaching and Learning.   |
|        | <b>Late September</b> | The Years 9 & 10 subject selection blockings and classes are finalised by the Deputy Principal and the Director of Teaching and Learning. While every attempt is made to satisfy student requests for chosen subjects, please be aware that if a subject is over-subscribed, preference is given to Year 10 students and those students who have submitted their selections in a timely manner.  |
| TERM 4 | <b>October</b>        | Years 8 & 9 students receive confirmation of their Year 9 or Year 10 subject selection for the following year.   |

# ASSESSMENT & REPORTING

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## ASSESSMENT & REPORTING

At the Senior Campus we operate our reporting system through the online platform, SIMON.

Such an approach provides parents with online feedback regarding their child's learning progress in a timely and relevant manner. Using PAM (Parent Access Module) within SIMON, parents are able to access grades as the learning unfolds. By doing this, we are inviting parents to actively track and monitor their child's learning progress. This, along with Parent/Teacher/Student interviews at the commencement of Terms Two, Three and Four, offers transparency and opportunities for frequent teacher feedback throughout the year. Parents are encouraged to regularly log-on to PAM to view their child's academic progress.

For each subject, students receive grades that are based on the skill level achieved for a specific Cornerstone Assessment Task. At the end of Terms One and Three, the subject teacher writes a formative Learning Advice comment that aims to identify areas for improvement and strategies to improve skill acquisition and cognitive growth.

Assessment also focuses on the learning behaviours and dispositions that have a profound influence on student learning. Each term, teachers provide parents with an indication of their child's work ethic, attitude toward learning and organisational skills. Furthermore, a wellbeing comment is provided by the Mentor at the end of Semester One and the Head of House at the end of Semester Two.

In practical terms, it means that academic reports are no longer written as summative accounts at the end of each semester. Instead, teachers are continually tracking and updating each student's learning profile and parents are able to access this information online from PAM at any stage throughout the academic year. At the end of Semester One and Two, full pdf summaries (including comments) for all subjects are generated.



## VOCATIONAL EDUCATIONAL TRAINING in SCHOOLS

The Hamilton and Alexandra College offers Certificate II in Hospitality and Certificate II in Equine Studies. These courses are delivered at the College according to Competency Based Training and Assessment principles. The programs help students gain skills, knowledge and competencies that are required for work in industry. Competency standards set out the skills, knowledge and attitudes required to operate effectively in industry/employment. This includes the ability to perform individual tasks, to manage and respond to contingencies or breakdowns and deal with the responsibilities of the workplace. For further advice, please refer to comprehensive details in The Hamilton and Alexandra College VET Handbook, The Hamilton and Alexandra College Hospitality Handbook and The Hamilton and Alexandra College Equine Studies Handbook.

The Hamilton and Alexandra College will make the following contribution to the below external courses studied by a student in 2020:

### **RIST**

- Certificate II up to \$500.00

### **Hospitality**

- Units 1 & 2 up to \$500

### **Distance Education**

- Units 1 & 2 up to \$500

### **Equine**

- Units 1 & 2 up to \$500

### **Hamilton District Skill Centre/South West TAFE**

- Certificate II – Automotive up to \$500 per year
- Certificate II – Building and Construction up to \$500 per year
- Certificate II - Screen Media up to \$500

# COURSE DESCRIPTIONS & ASSESSMENT

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YEAR 9  
CORE SUBJECTS

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## ENGLISH

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | In Semester One, the focus is on developing students' knowledge and understanding of the skills of listening and speaking, reading and writing. Students study a wide range of texts with a focus on analysis and creative response. They explore themes of human experience, cultural significance and interpersonal relationships. Students practise the recognition and application of persuasive techniques in both written and oral contexts. Written responses are created in a range of styles of writing for different audiences and purposes.   | Oral Presentation<br>Reading and responding to text: analytical and creative tasks<br>Responding to issues in the Media<br>Semester 1 Examination |
| SEMESTER<br>2 | In Semester 2 the focus is on developing reading comprehension and analysis skills, using a wide range of short texts including poetry, video games, short films and plays. The texts studied in are dealt with in a contextual manner. Students continue to have one wide reading lesson per cycle where they are encouraged to read for enjoyment and to broaden their experience of literature. Writing remains a principal component of the course and students will write for a variety of purposes and audiences. The focus is on effective communication and continued development of their writing skills, including accurate spelling, punctuation and grammar. | Oral Presentation<br>Reading and responding to text<br>Writing Folio<br>Semester 2 Examination  |

## GEOGRAPHY

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | <b>Geographies of Interconnection</b><br>This unit's focus is on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world. | The Characteristics of Tourism Task<br>Tourism Test<br>Trade and Commodities Presentation<br>Semester 1 Examination |
| SEMESTER<br>2 | <b>Biomes and Food Security</b><br>This unit's focus is on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.   | Agricultural Production Research Task<br>Land Management Presentation<br>Semester 2 Examination                     |

## HISTORY

|                    | DESCRIPTION  | ASSESSMENT  |
|--------------------|--|---|
| SEMESTERS<br>1 & 2 | <p><b>The Making of the Modern World</b></p> <p>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the way people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p> <p>A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> <li>• What were the changing features of the movements of people from 1750 to 1918?</li> <li>• How did new ideas and technological developments contribute to change in this period?</li> <li>• What was the significance of World War I?</li> </ul> | <p>Industrial Revolution Invention Presentation</p> <p>William Buckley/Settlement of Victoria Task</p> <p>Early Experiences of Non-Europeans in Australia Task (class task)</p> <p>White Australia Policy Investigation Federation Essay</p> <p>Propaganda Poster Task</p> <p>Semester 1 and 2 Examinations</p> |

## MATHEMATICS

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | <p>Throughout the semester students make connections between whole numbers index notation and develop the relationship between perfect squares and square roots. They solve problems by applying their number skills to financial mathematics. Fluency in Algebra is continually encouraged using a range of strategies to solve equations. Pythagoras’ Theorem is investigated and students use the theorem to enhance their problem-solving skills. Students interpret ratio and scale factors in similar figures and they learn how to explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Tablet PCs are incorporated in the mathematics classroom to enhance learning.</p> | <p>Indices &amp; Surds Test</p> <p>Linear Equations Skills Test</p> <p>Linear Equations Analysis Task</p> <p>Pythagoras’ Theorem Test</p> <p>Congruence &amp; Similar Test</p> <p>Financial Mathematics Investigation</p> <p>Semester 1 Examination</p> |
| SEMESTER<br>2 | <p>Throughout the semester students make connections between Linear Relations and Quadratic Relations. They solve problems graphically and algebraically and they investigate everyday problems involving both Linear and Quadratic Functions. Fluency in Algebra is continually encouraged using a range of strategies to solve equations. The use of Probability and Statistics in the real world is investigated. Students model authentic situations to make their learning meaningful. Tablet PCs are incorporated in the Mathematics classroom to enhance understanding.</p>   | <p>Linear Graphing Test</p> <p>Quadratic Algebra Test</p> <p>Quadratic Graphs Test</p> <p>Statistics Assignment</p> <p>Probability Test</p> <p>Semester 2 Examination</p>   |

## PHYSICAL EDUCATION

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>1 | Throughout Semester 1 students participate in a wide range of physical activities including swimming, athletics, hockey, world football, basketball, rock-climbing, cricket, tennis and a fitness assessment. Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures. | Practical Swimming Assessment<br>Practical Athletics Assessment<br>Practical Unit Term 2         |
| SEMESTER<br>2 | In Semester 2, students are involved in practical units, including basketball, rock-climbing, cricket and tennis. Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures.   | Practical Unit 2 (Basketball or Rock Climbing)<br>Practical Unit Term 3<br>Practical Unit Term 4 |

## SCIENCE

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>1 | Throughout the semester, students develop their knowledge and skills of experimental design and practical report writing. Students discover the flow of energy and matter within ecosystems. In particular, links are made between Photosynthesis and Cellular Respiration as a means of cycling energy. Students investigate the internal structure of the atom and the applications of radioactivity. Over the course of the semester students complete theoretical and practical activities whilst utilising technology to enhance their understanding.  | Science Inquiry Test<br>Slime Mould Investigation<br>Ecosystems Test<br>Nuclear Radiation Investigation<br>Inside The Atom Test<br>Semester 1 Exam   |
| SEMESTER<br>2 | Throughout the semester, students are introduced to concepts in Biology, Chemistry and Physics. The semester commences with a study of heat transfer and electrical circuits. Waves, sound and light are investigated using practical activities and related to our senses of hearing and sight. Chemical reactions are conducted to explore basic chemistry principles and the development of experimental skills. Knowledge of many of our body systems are revisited and extended throughout the unit on Control and Coordination. The nervous and endocrine systems provide a focus on how our bodies respond to the environment. The final unit involves the study of disease and the immune system, concluding with researching and acting out a scene involving an infectious disease. | Heat and Electricity Test<br>Chemical Reactions Test<br>Practical Report: Antacid Investigation<br>Energy Transmission Test<br>Control, Coordination and Your Brain Test<br>The Body at War Test<br>Disease Presentation<br>Semester 2 Examination |



## WELLBEING

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>1 | Students complete units on Positive Education, Relationships, Body Image and Self Concept and Resilience. Students complete Positive Education Interventions specifically focussing on kindness and gratitude. The Relationships Unit explores social intelligence, friendships, group dynamics and coping skills that can assist students in everyday life and also with their experiences in China. Students develop an understanding of what makes people resilient and also participate in activities to develop their own resilience from both cognitive and values based perspectives. Each unit utilises theory, practical activities and case studies to assist students in expanding their Health and Well-being knowledge, skills and understanding. | Journaling Task<br>Body Image Assignment<br>Resiliency Exercises (not a graded assessment)   |
| SEMESTER<br>2 | Students complete units on Sexual Health, Drugs and Alcohol and Positive Education. Students are required to complete Positive Education interventions specifically focussing on mindfulness as class activities. Students complete the Get Ready Drugs and Alcohol Program which encourages students to make safer choices and also teaches students that substance use is generally not approved of by their peer group. The Sexual Health unit focuses on the concept of safer sex from social, emotional and physical perspectives. Each unit utilises theory, practical activities and case studies to assist students in expanding their Health and Well-being knowledge, skills and understanding.  | Sexual Health class worksheets, quizzes and participation in class activities<br>Get Ready Drug Education<br>End of Year Examination |

YEAR 10  
CORE SUBJECTS

CONFIDENT FUTURES

## ENGLISH

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | In Semester 1 the focus is on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students study and respond to a range of texts, with emphasis on investigative journalism. Students produce oral and written responses to text which reflect an analytical approach and include detailed reflection and research.  | Oral presentation<br>Reading and responding to text<br>Writing Folio<br>Semester 1 Examination                              |
| SEMESTER<br>2 | During Semester 2 the focus is on developing students' knowledge and understanding of the media. Through this area of study students develop skills in listening, speaking, reading, viewing, writing and creating. Students are encouraged to develop to be critical of the media, to read and research current issues of interest and to develop a point of view. Students develop the ability to read and analyse the arguments and persuasive language techniques used by writers to position an audience. The course also provides students with the opportunity to read and compare texts and develop the language appropriate to the task. | Oral presentation<br>Comparative Response to text<br>Analysis of Argument and Persuasive Language<br>Semester 2 Examination |

## GEOGRAPHY

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | <b>Environmental Change and Management</b><br>Students investigate how humans interact with the environment, with a specific focus on the issues of climate change and inland water. With the application of their geographical skills and knowledge, students assess the impact on specific environments as well as develop possible strategies to manage these impacts. Practical tasks, investigations and case studies are utilised throughout this subject. | Creating New Climates Investigation<br>Climate Change Solutions Response<br>Inland Waters Fieldwork<br>Semester 1 Examination |
| SEMESTER<br>2 | <b>The Geographies of Human Wellbeing</b><br>Students investigate what makes a good life, how human wellbeing changes and geographical differences in wellbeing. With the application of their geographical skills and knowledge, students assess the factors that impact upon human wellbeing and quality of life in a variety of different countries. Practical tasks, investigations and case studies are utilised throughout this subject.                   | Group task - Improving the well-being of women<br>Film Review – “Cry Freedom”<br>Semester 2 Examination                       |

## HISTORY (including VCE Unit 2 History: Twentieth Century History 1945-2000)

|                    | DESCRIPTION   | ASSESSMENT   |
|--------------------|---|--|
| SEMESTERS<br>1 & 2 | <p><b>The Modern World and Australia</b></p> <p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p> <p>At this year level, a framework for developing students’ historical knowledge, understanding and skills is provided by the following key inquiry questions:</p> <ul style="list-style-type: none"> <li>• How did the nature of global conflict change during the twentieth century?</li> <li>• What were the consequences of World War II? How did these consequences shape the modern world?</li> <li>• How was Australian society affected by other significant global events and changes in this period?</li> </ul> <p>VCE Outcomes focus on analysis and discussion of post-war ideologies and political systems, evaluation of challenges to established powers within society and understanding issues that arise from political, economic and/or technological change.</p> | <p>Investigation of the Causes of WW2</p> <p>Kokoda Track Investigation</p> <p>VCE Outcome 1 Task: Cuban Missile Film Analysis</p> <p>VCE Outcome 2 Task: Analysis of Primary Sources</p> <p>Challenge and Change Research Task</p> <p>Semester 1 and 2 Examinations</p> |

## MATHEMATICS (OFFERED AT THREE LEVELS)

### MATHEMATICS ENRICHMENT

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | Enrichment Mathematics at Year Ten is designed to prepare students for studies in Unit 1 & 2 Mathematical Methods and Unit 1 & 2 Specialist Mathematics. Use of the TI-Nspire CAS is integrated throughout the course, although there is also a requirement that students can solve particular problems without the use of technology. Throughout Semester One students revise Linear Algebra and improve their ability to expand and factorise expressions. They solve linear equations and inequations and work with algebraic fractions. Students apply this knowledge to sketching linear graphs and begin solving simultaneous equations algebraically and graphically. Students learn more about expanding and factorising quadratic expressions, solving quadratic equations and graphing quadratic functions.            | Linear Algebra Test<br>Quadratic Equations Test<br>Quadratic Application Task<br>Quadratic Graphs Test<br>Semester 1 Examination  |
| SEMESTER<br>2 | Enrichment Mathematics at Year Ten is designed to prepare students for studies in Unit 1 & 2 Mathematical Methods CAS and Unit 1 & 2 Specialist Mathematics. Use of the TI-Nspire CAS is integrated throughout the course, although there is also a requirement that students continue to develop skills without the use of technology. Throughout Semester Two students revise Surds and Indices and are introduced to Exponential Functions. They study Trigonometry and Geometry and Measurement, focusing on deductive reasoning. They learn how the formulae for total surface area and volume are derived and can be used in real world applications. Finally, students learn to describe Bivariate Data and statistical relationships. They assign probabilities to multi-step events and recognise conditional language. | Measurement & Geometry Test<br>Measurement & Geometry Assignment<br>Probability & Statistics Test<br>Surds and Indices Test<br>Statistics Investigation<br>Semester 2 Examination |

### MAINSTREAM MATHEMATICS

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | Throughout the semester students study Algebra, Linear and Quadratic Equations, Linear and Quadratic Graphs. They solve problems involving linear equations and explore the connections between algebraic and graphical representations of relations. They find unknown values after substitution into formulas and perform the four operations with algebraic fractions. Students expand binomial expressions and factorise quadratic expressions using a variety of techniques. Students solve quadratic equations and pairs of simultaneous equations. Appropriate use of technology is encouraged with a focus on the use of the TI-Nspire CAS handheld units. | Linear Algebra Test<br>Linear Graphs Test<br>Quadratic Equations Test<br>Quadratics Application Task<br>Semester 1 Examination                        |
| SEMESTER<br>2 | Throughout the semester students study Trigonometry, Statistics and Probability. Students use trigonometry to calculate unknown angles in right-angled triangles. They apply Trigonometry and Pythagoras' Theorem in order to calculate the perimeter, area and volume of complex shapes. Students learn to analyse sets of data and draw conclusions based on their calculations. The students list outcomes for multi-step chance experiments and assign probabilities for these experiments and they calculate quartiles and inter-quartile ranges. Appropriate use of technology is encouraged with a focus on the use of the TI-Nspire CAS handheld units.    | Surds and Indices Test<br>Measurement Analysis Task<br>Statistics Test<br>Trigonometry Test<br>Probability Application Task<br>Semester 2 Examination |

## MATHEMATICS ENHANCEMENT

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>1 | Year 10 Enhancement Mathematics students are enrolled in VCE Foundation Mathematics. The course is designed to give students a basis in the practical mathematics that they will use in their lives and also to prepare them for Year Eleven VCE General Mathematics. The course requires the use of the TI-Nspire CAS. Throughout the semester students learn about basic Consumer Arithmetic, including percentage and different types of interest. This is followed by Statistics: finding the mean, median, mode, range and drawing various types of graphs. The third topic covered is Pythagoras' Theorem; calculating length using 2-dimensional and 3-dimensional shapes. Students also investigate more about linear graphs; including plotting graphs, finding gradient, finding the equation of a straight line and x- and y- intercepts.   | Financial Numeracy Test<br>Financial Maths Investigation<br>House Price Assignment<br>Pythagoras' & Theorem Test<br>Linear Algebra Test<br>Matrices Test<br>Semester 1 Examination   |
| SEMESTER<br>2 | Year 10 Enhancement Mathematics students are enrolled in VCE Foundation Mathematics. The course is designed to give students a basis in the practical mathematics that they will use in their lives and also to prepare them for Year Eleven VCE General Mathematics. The course requires the use of the TI-Nspire CAS. To start the semester, students will investigate Geometry, using proved identities and logic to justify solutions, then investigate its application in day to day situations. This leads effectively into the study of Trigonometry which uses similarity to calculate lengths and angles in right-angled triangles. To finish the term the class will look at a number of games and recreations that use Probability. In Term Four, students will further their use of Measurement to find lengths, areas and volumes, with particular emphasis on selecting appropriate formulae. Finally, students are introduced to Bivariate Data and learn how to interpret two variable statistics. | Geometry Test<br>Scale Factors Test<br>Trigonometry Assignment<br>Trigonometry Test<br>Probability Task<br>Measurement Assignment<br>Measurement Test<br>Data Representation and Interpretation Task<br>Semester 2 Examination |

## PHYSICAL EDUCATION

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>1 | Throughout Semester 1 students participate in a wide range of physical activities including swimming, athletics, fitness, handball, football, volleyball, baseball, a recreation unit and a fitness assessment. Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They are also provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures. | Practical Swimming Assessment<br>Practical Athletics Assessment<br>Practical Unit Term 2 |

|                   |   |  |
|-------------------|---|--|
| <b>SEMESTER 2</b> | In Semester 2, students are involved in practical units of work including volleyball, football, netball, handball, baseball and a recreation unit. Students also undertake the Australian Fitness Education Award. Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They are also provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures. | Practical Unit Term 3<br>Practical Unit Term 4 |
|-------------------|---|--|

## SCIENCE

|                   | DESCRIPTION   | ASSESSMENT  |
|-------------------|---|---|
| <b>SEMESTER 1</b> | In Semester 1 students undertake a unit of study from each of the three main fields of Science. Biological concepts are studied within a Genetics unit, where the structure and function of DNA, inheritance patterns, pedigrees and genetic techniques are investigated. A Chemistry unit focuses on the understanding of The Periodic Table, atomic structure and chemical bonding. The study of motion, speed and acceleration are explored in the area of Physics. Students use their knowledge of scientific concepts to draw conclusions that are consistent with evidence collected during practical work.   | Research Report: Genetic Issues<br>Getting Into Genes Test<br>Chemical Patterns Test<br>Practical Report: Quantified Reactivity<br>Speed and Acceleration Test<br>Semester 1 Examination  |
| <b>SEMESTER 2</b> | In Semester 2 students consolidate their experiences in the areas of Biology, Chemistry and Physics. Students apply the theory of Forces to their practical work involving acceleration and collisions. Throughout the Chemistry Unit, students build on their basic knowledge and become aware of the various reaction types and the correct method of balancing chemical equations. In small groups, students design, conduct and report on an experiment to investigate the rate of reactions; this is an important skill needed for further study in VCE Science. Students develop an awareness of the process of evolution, investigating the evidence that scientists have accumulated on our evolutionary history. All areas of science are drawn upon during the Forensic Investigations Unit. The tools and techniques used by forensic scientists are experienced through a variety of scenarios. | Forces and Motion Test<br>Forces in Action Assignment<br>Practical Report: Reaction Rates Investigation<br>Chemical Reactions Test<br>Evolution Test<br>Forensic Science Test<br>Forensic Investigation Booklet<br>Semester 2 Examination |

## WELLBEING

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | During Semester 1, students study; Fitness Training Principles and Body Systems. Students are introduced to the components of fitness and the principles of training and are encouraged to apply their knowledge in the development and use of a variety of fitness tests for various activities. The Body Systems Unit provides an introduction to exercise physiology with a focus on the application of this knowledge to relevant exercise and sporting examples. Each unit utilises theory, practical activities and specific examples to assist students in expanding their health and wellbeing knowledge, skills and understanding.             | <p>Fitness Components Analysis Task</p> <p>Energy Systems Test and participation in classroom activities</p> <p>Body Systems Test</p> <p>Semester 1 Examination</p>                               |
| SEMESTER<br>2 | During Semester 2, students study World Religions; Positive Education, Sexual Health and Illicit Drugs. In the Positive Education unit students explore a Positive Psychology Intervention of their choice and analyse the impact of the intervention to their own wellbeing. The Sexual Health unit focuses on the concept of safer sex from social, emotional and physical perspectives. Drugs in sport as well as recreational drugs are focussed on during the Illicit Drugs unit. Each unit utilises theory, practical activities and case studies to assist students in expanding their health and wellbeing knowledge, skills and understanding. | <p>Positive Education Assignment</p> <p>Drugs in Sport Research Task</p> <p>World Religions presentation</p> <p>Sexual Health class worksheets, quizzes and participation in class activities</p> |



YEARS 9 & 10  
PATHWAY SUBJECTS

CONFIDENT FUTURES

## AGRICULTURAL SCIENCE

|                   | DESCRIPTION  | ASSESSMENT  |
|-------------------|--|---|
| SEMESTER<br>1 & 2 | <p>Each semester will cover differing content to allow this subject to be taken as a full year subject if desired.</p> <p>Throughout this course, students focus on the science that serves as a foundation to the changing scene of agriculture in our region. Investigations of the following industries and applications are selected upon each semester: fertilizer applications, reproductive technologies in animals, selective breeding practices in plants and animals, biotechnology within cropping and horticulture, soil quality assessment and improvement, pasture development and maintenance, cow and sheep dairy production, bee-keeping and honey production, alpaca farming, machinery development and global positioning technologies. Field excursions, guest speakers and hands-on activities are imperative to the delivery of this course.</p> | <p>Field Excursion Reports</p> <p>Research Investigations</p> <p>Multimedia Tasks</p> |

## AUTOMOTIVE TECHNOLOGY

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | <p>Automotive Technology is a pre-certificate program designed to introduce students to automotive theory and culture. It provides a solid foundation in the practical skills that can be developed in further Automotive study.</p> <p>This course is designed for students who have an interest in working with a variety of vehicles, to understand how the electrical and mechanical systems and components operate. At the end of the course, the student completes a self-evaluation sheet.</p> <p>The course will be delivered off-campus at the Hamilton District Skills Centre. Students will be bussed to and from the venue. This subject would be valuable for future studies or a career in Automotive design and repair. This course can be lead to enrolment at the HDSC in VET Certificate II in Automotive.</p> <p><i>Students may be required to source and provide their own material for the subject, with the guidance of their teacher.</i></p> | <p>Identification of systems and components</p> <p>Resolve routine problems in automotive workplace</p> <p>Environmental and sustainable best practice in the automotive industry</p> <p>Ability to problem solve</p> <p>Safe workshop behaviour</p> <p>Class participation</p> <p>Accuracy with hand &amp; power tools</p> |

## BUSINESS MANAGEMENT

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | <p>Semester One focuses on small business in the Australian context. It provides an opportunity for students to explore the operations of a small business and its likelihood of success. Some of the aspects examined include how a small business contributes to the Australian economy as well as how they interact with other businesses and organisations. The decision making and planning processes required to set up a small business is investigated. Throughout this process, students consider the ethical and social responsibility aspects of small businesses.</p> | <p>Characteristics of a Small Business Test</p> <p>Impact of a Small Business on the Australian Economy Report</p> <p>Establishing a Small Business Group Project</p> <p>Semester 1 Examination</p> |

|                   |   |   |
|-------------------|---|---|
| <b>SEMESTER 2</b> | <p>Semester Two continues to focus on small business in the Australian context. In particular, students examine the decision making and planning processes required to set up a small business. They also explore the day-to-day operations of a small business, examining in particular aspects relating to accounting. Throughout the unit students need to consider the ethical and social responsibility aspects of small businesses.</p> | <p>Submission of a Business Plan</p> <p>Day-to-Day Operations Accounting Task</p> <p>Semester 2 Examination</p> |
|-------------------|---|---|

## CHINESE - YEAR 9: FIRST LANGUAGE (Year long subject)

|                          | DESCRIPTION  | ASSESSMENT   |
|--------------------------|--|--|
| <b>SEMESTERS 1&amp;2</b> | <p>Students continue to develop their bilingual and bicultural identities. They are immersed in Chinese as Chinese is the language of classroom instruction and interaction. Students use language in a range of contexts across family, school, community and social situations to further develop their skills in communicating with a range of audiences and contexts. Students present, debate and discuss issues. Students read in both simplified and traditional characters, view and listen to a range of print, digital and online text types and resources, including newspaper reports, news websites, magazines, teen fiction, films and documentaries. Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They learn to transcribe complex spoken texts and develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch.</p> | <p>Chinese Written Tasks</p> <p>Chinese Oral Tasks</p> <p>Listening and Responding Tasks</p> <p>Text Reading and Responding Tasks</p> <p>Semester 1 and 2 Examinations</p> |

## CHINESE - YEAR 10: FIRST LANGUAGE (Year long subject)

|                          | DESCRIPTION  | ASSESSMENT   |
|--------------------------|--|--|
| <b>SEMESTERS 1&amp;2</b> | <p>Students continue to develop their bilingual and bicultural identities. They are immersed in Chinese as Chinese is the language of classroom instruction and interaction. Students use language in a range of contexts across family, school, community and social situations to further develop their skills in communicating with a range of audiences and contexts. Students present, debate and discuss issues as they become more aware of their role as citizens of the world and the actions they can take to improve the social situation in China and the challenges faced by different Chinese communities. Students read in both simplified and traditional characters, view and listen to a range of print, digital and online text types and resources, including newspaper reports, news websites, magazines, teen fiction, films and documentaries. Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They learn to transcribe complex spoken texts and develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch.</p> | <p>Chinese Written Tasks</p> <p>Chinese Oral Tasks</p> <p>Listening and Responding Tasks</p> <p>Text Reading and Responding Tasks</p> <p>Semester 1 and 2 Examinations</p> |

**CHINESE - YEAR 9: SECOND LANGUAGE (Year long subject)**

|                  | DESCRIPTION  | ASSESSMENT  |
|------------------|--|---|
| SEMESTERS<br>1&2 | In the classroom, Chinese is the language of instruction and interaction. Students bring prior knowledge of Chinese language and culture, and a range of language learning strategies to their learning. They use Chinese for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters. The likely contexts for interaction are extended to encompass the exchange of information and opinions on topics that will assist students to develop a deeper appreciation of cultural practices and traditions in diverse Chinese-speaking communities. Such topics include personal introductions, travel, shopping online, the house and the town you live in and the weather. Text types include short informative texts from various websites, opinion pieces from personal blogs, and online chat forums conducted in Chinese with users in diverse locations. | Pinyin and Chinese Character<br>Written Tasks<br><br>Chinese Oral Tasks<br><br>Listening and Responding Tasks<br><br>Text Reading and Responding Tasks<br><br>Semester 1 and 2 Examinations |

**CHINESE - YEAR 10: SECOND LANGUAGE (Year long subject)**

|                  | DESCRIPTION   | ASSESSMENT  |
|------------------|---|---|
| SEMESTERS<br>1&2 | In the classroom, Chinese is the language of instruction and interaction. Students bring prior knowledge of Chinese language and culture, and a range of language learning strategies to their learning. They use Chinese for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters. The likely contexts for interaction are extended to encompass the exchange of information and opinions on topics that will assist students to develop a deeper appreciation of cultural practices and traditions in diverse Chinese-speaking communities. Such topics include school life, aspects of social life, leisure activities and personal interests, health and personality. Text types include short informative texts from various websites, opinion pieces from personal blogs, and online chat forums conducted in Chinese with users in diverse locations. | Pinyin and Chinese Character<br>Written Tasks<br>Chinese Oral Tasks<br>Listening and Responding Tasks<br>Text Reading and Responding Tasks<br>Semester 1 and 2 Examinations |

## DESIGN - COMMUNICATION DESIGN

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>1 | This Unit explores the design industry and the requirements of design for advertising and information. Students will be working through graphic design tasks that introduce conventions and applications of different design formats. Text and Type characteristics and conventions will be explored and students will be required to understand the application of type to their work. Drawing and digital design will be used to work through the design process which will be documented in their folio. Some key aspects of Communication Design will include packaging nets, surface graphics and print presentation formats. Possible design tasks could include print publications, illustration, logo design and brand identity. Students will study the history of design and look specifically at the movements of design of the 20 <sup>th</sup> century. This subject is a pathway to the Visual Communication Design Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

## DESIGN - ENVIRONMENTAL DESIGN

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>2 | Environmental design covers the fields of architectural design, interior design, landscape design, set design and exhibition/display design. Students will look at conventions and language associated with designing for the environment. Both two and three-dimensional drawing techniques will be explored, along with perspective drawing. Sustainability and Australian standards with regards to design are aspects that will be covered in detail. Students will look at the history of architecture and design and use this as inspiration for their own work. Some model making and computer generated work will be included. An A3 folio of ideas, inspiration and progress will be maintained and assessed throughout this Unit. This subject is a pathway to the Visual Communication Design Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

## DESIGN - INDUSTRIAL AND PRODUCT DESIGN

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>2 | This unit looks at the aspects of Industrial design, product design and furniture design. Students work through the design process to create solutions to design problems. Understanding of measurement, dimensioning and the application of these to technical drawing will be a key aspect of this unit. Perspective and isometric drawing techniques will be the underpinning skills of students presenting their ideas. Rendering of objects will be used to enhance design and they will develop an understanding of the application of colour and texture. They will be required to complete a range of tasks that demonstrate skill and understanding of design conventions for Industrial Design. This subject is a pathway to the Visual Communication Design Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

**DRAMA: PERFORMANCE (Year long subject)**

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | Students work through a series of units focusing on exploration and imagination, acting skills and developing their ability to communicate through effective use of language and movement. They also learn to develop interesting characters; examining status relationships and role play and experience tension in drama by participating in devised work and exploring dramatic tension and conflict. At the same time, students learn valuable lessons in self-confidence, communication and teamwork. They develop the ability to move creatively between the concrete and the abstract and start to understand and apply the elements of drama in their devising. | Unit 1 Coursework: Exploration and Imagination<br><br>Unit 2 Coursework: Drama Skills<br><br>Monologue Performance  |
| SEMESTER<br>2 | Students participate in a series of lessons to practically introduce them to non-naturalism as well as the major themes and ideas of major playwrights and practitioners of non-naturalistic theatre. Students learn the dramatic elements and theatrical conventions of these theatre styles and practically implement them into devised performances. Students also reflect on their work in written tasks and learn to incorporate dramatic terminology into written analysis.   | Unit 1 Coursework: Non-naturalistic ensemble performance<br><br>Unit 2 Coursework: Artaud, Surrealism, Melodrama and Shakespearean Theatre<br><br>End of Year Examination |

**DRAMA: THEATRE STUDIES**

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | This semester long subject is suited to students who have an interest in studying theatre as an evolving art form, to be analysed and reviewed. Students read and analyse contrasting play scripts. In the study of Henrik Ibsen's 'A Doll's House' students research the development of realism in theatre and understand how social and cultural ideologies can help shape and define an evolving art form. The second text of study will require students to study the more modern 'An Inspector Calls' by J.B Priestly. There is an element of practical work to this course, as an avenue of understanding character development but the focus is predominantly around language, themes, narrative development and analysis of scripts. | 'A Doll's House' Introductory Research Task<br><br>'A Doll's House' Character Sketch and Reader's Theatre<br><br>'An Inspector Calls' Introductory Research Task<br><br>'An Inspector Calls' Analytical Essay |

**EQUINE FOUNDATION STUDIES Year 9 only (Year long subject)**

|                  | DESCRIPTION  | ASSESSMENT  |
|------------------|--|---|
| SEMESTERS<br>1&2 | This course prepares students for the VCE VET Certificate II in Equine Studies. It aims to broaden the student's knowledge of equine management and increase the skill level of the student as a horse person. Many facets of equine management will be covered within this subject, in a predominately theory based curriculum. Introductory investigations into topics such as the history and origins of the horse, horse husbandry, daily care of horses, as well as equine accident and emergency issues will be covered. Students will explore career options within the equine industry, as well as study typical Olympic disciplines; Dressage, Show jumping and Horse Trials. Students will explore the cultural diversity associated with horse and human relationships, both historically and within contemporary settings. | <p>Evolution of the Horse Portfolio<br/>PowerPoint Presentation</p> <p>Daily Care of Horses Practical Work<br/>Performance Applications at the<br/>Equestrian Centre</p> <p>Daily Care of Horses Test</p> <p>Equine Accident and Emergency<br/>Activity and Work Project</p> <p>Careers in the Equine Industry<br/>Portfolio Investigation Report</p> <p>Olympic Equine Disciplines Portfolio<br/>Investigation Report</p> <p>Horses Work Project and Oral<br/>Presentation</p> |

**FASHIONS AND TEXTILE TECHNOLOGY**

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>2 | Using fibres and fabrics, students will explore the use of materials and techniques in the fashion and textile industries. Understanding fibres and the construction of fabrics through traditional and contemporary techniques will be a major focus. Fabric decoration and surface design along with different applications will be used and students will be able to experiment with decorative fabric techniques and create individual textile designs. Safely using hand stitching and the sewing machine will be processes that are explicitly taught along with Health and Safety within the industry. Fashion drawing and illustration will be used to create mood boards and look books. The history of fashion and garment construction and clothing will be a component of the course and inform student choice. Working through the design process, students are required to present their ideas and processes in an A3 Visual Art Diary. This subject is a pathway to the Studio Arts and Visual Communication Design Units in VCE. | <p>Practical Work (process and skills)</p> <p>Final Artworks</p> <p>Research and Analysis Tasks</p> |

**FOOD TECHNOLOGY: AUSTRALIA & ASIA PACIFIC**

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | Students predominately focus on the preparation and production of the cuisine of Australia and Asia Pacific. They develop the skill and knowledge required to be competent in a range of food preparation techniques. Activities involve the application of specific practical skills in a defined context. The recipes produced in practical classes reflect current multicultural, busy lifestyle, while promoting that food should be easy to prepare, fresh and nutritionally appropriate. This provides students with the necessary information to make decisions about their own lifestyle choices. They study the production, development and presentation of food. | <p>Cuisine and Festivals Assignment</p> <p>Australian Practical Cookery Task</p> <p>Chinese Practical Cookery Task</p> <p>South Asian Practical Cookery Task</p> <p>Eastern Asian Practical Cookery<br/>Task</p> <p>Indian Practical Cookery Task</p> |

## FOOD TECHNOLOGY: EUROPE & THE AMERICAS

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>2 | Throughout the semester, students predominately focus on the preparation and production of the cuisine of Europe and the Americas. They develop the skills and knowledge required to be competent in a range of food preparation techniques. Activities involve the application of specific practical skills in a defined context. The recipes produced in practical classes reflect current multicultural, busy lifestyle, while promoting that food should be easy to prepare, fresh and nutritionally appropriate. This provides students with the necessary information to make decisions about their own lifestyle choices. They study the production, development and presentation of food. | <p>European and the Mediterranean Cuisine Practical Cookery Task</p> <p>Middle Eastern Practical Cookery Task</p> <p>Eastern European Practical Cookery Task</p> <p>North American Practical Cookery Task</p> <p>South American Practical Cookery Task</p> <p>Cuisine and Festivals Assignment</p> |

## FRENCH - YEAR 9 (Year long subject)

|                  | DESCRIPTION   | ASSESSMENT   |
|------------------|---|--|
| SEMESTERS<br>1&2 | Students are in the second year of their French studies and should have acquired language skills enabling them to communicate in the language in the classroom with an increasing level of independence. Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts. | <p>French Written Tasks</p> <p>French Oral Tasks</p> <p>Listening and Responding Tasks</p> <p>Text Reading and Responding Tasks</p> <p>Semester 1 and 2 Examinations</p> |



**FRENCH - YEAR 10 (Year long subject)**

|                  | DESCRIPTION   | ASSESSMENT   |
|------------------|---|--|
| SEMESTERS<br>1&2 | Students have prior experience of learning French and bring a range of capabilities, strategies and knowledge that can be applied to new learning. French is increasingly used for classroom interactions and routines, for elements of task participation and for structured discussions. Learners use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences. They gain more control of grammatical and textual elements. They use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. | <p>French Written Tasks</p> <p>French Oral Tasks</p> <p>Listening and Responding Tasks</p> <p>Text Reading and Responding Tasks</p> <p>Semester 1 and 2 Examinations</p> |

**INFORMATION TECHNOLOGY: ROBOTICS, DIGITAL ELECTRONICS & PROGRAMMING**

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | This course is a hands on course designed to introduce students to the concept of problem-solving via the use of robotics, digital electronics and digital control systems. Students are required to complete a number of extended design challenges, working both individually and in teams. Materials used may include, Lego NXT Robotics, SparkFun Digital Electronics, Spheros, Spider Drones, Hummingbird Robots, 3D Printers, Laser Cutters, Arduinos along with various programming languages. | <p>Lego Robotics Programming Project</p> <p>Digital Electronics Project</p> <p>Digital Control System Project</p> |

**INFORMATION TECHNOLOGY: GAMES DESIGN & PROGRAMMING**

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>2 | This course is designed to introduce students to the concept of problem-solving and creativity via the use of computer based games. Students are required to complete a number of extended game design and programming tasks, working both individually and as part of a team. Topics covered may include, Kodu, Minecraft, CodeCombat, TouchDevelop along with various other game development tools. | <p>Kodu Game Making Project</p> <p>TouchDevelop Game Making Project</p> <p>Minecraft Programming Project</p> |

## INFORMATION TECHNOLOGY: STEAM Project

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>2 | <p>This course is designed to introduce students to the concept of project based learning encompassing the STEAM (Science, Technology, Engineering, Art, and Mathematics) disciplines using a practical approach. Students will develop dexterity and coordination through learning experiential activities. The use of Design and Technologies aims to motivate and engage students in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.</p> <p>It is envisaged that students would work in small groups on one extended project over the entire semester. The choice of topic will be determined by the teacher.</p> | <p>Project Management Skills</p> <p>Design and Construction Skills</p> |

## LITERATURE

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>2 | <p>This unit encourages the development of students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary perspectives, conventions and storytelling traditions. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. In the creation of imaginative texts, students explore and experiment with aspects of style and form. Students also develop language and knowledge of the way texts are adapted and transformed.</p> | <p>Creative Response to Text:</p> <p><i>Flowers for Algernon</i></p> <p>Adaptations and Transformations</p> <p><i>F. Scott Fitzgerald's The Great Gatsby &amp; the film The Great Gatsby by Baz Luhrmann (2013)</i></p> |

## MEDIA

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>2 | <p>Throughout this unit students will explore a broad range of illustration and computer generated techniques. They will examine a number of drawing, photography and layout conventions to establish a greater understanding of scale, proportion and space. The exploration of the potential and constraints of each medium will form the basis of their own making of media works. They use the design process to generate, develop, refine and produce their ideas. Students create a practical folio to demonstrate their skill development and knowledge of the techniques. They will be required to investigate, experiment and explore their ideas, maintaining a detailed up-to-date record of their progress in their sketchbook. In responding to art, students research various media and investigate practical methods that relate to their folio. This subject is a pathway to both the Visual Communication Design and Studio Arts Units in VCE.</p> | <p>Practical Work (process and skills)</p> <p>Final Artworks</p> <p>Research and Analysis Tasks</p> |

## MULTIMEDIA: MOVIE PRODUCTION & WEB DESIGN

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | Students study various forms of multimedia using both software programs and peripheral devices to capture data and produce designs. They will develop skills in planning, storyboarding, recording and editing “green screen” video productions. Students work with HTML coding techniques along with Adobe Dreamweaver to construct and develop web pages. Minecraft and CAD packages are used to design and construct 3D models which can then be printed out on 3D printers and laser cutters. | Green Screening Movie Project<br>HTML Coding Tasks<br>Web Site Creation Project<br>3D Design and Production Project |

## MUSIC PERFORMANCE & SOUNDHOUSE

|               | DESCRIPTION  | ASSESSMENT  |
|---------------|--|---|
| SEMESTER<br>1 | Throughout this course, students develop a theoretical and practical understanding of the features of music technology and how they can be used to enhance and broaden musical understanding and appreciation. Students spend a large portion of their class time interacting with music technology hardware and software. They create, perform and record an original piece of music with lyrics. Students develop an understanding of the technical aspects of sound production, including the use of microphones and the manipulation of digital audio. | Speech Song Composition<br>Live Matrix Digital Audio Manipulation Performance<br>Creative Composition Song Writing Task<br>Digital Audio Workstation (DAW) Creating, Composing and Arranging Audio Skills |

## MUSIC PERFORMANCE & MUSICIANSHIP

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>2 | Throughout this course, students focus on extending their musicianship and instrumental performance skills, in solo and group contexts, through the development of stylistic understanding and performance conventions. Scale forms, chords and interval types are explored for theoretical understanding. Ongoing aural comprehension exercises foster musicianship skills. Students explore and implement the process involved in preparing for a performance. | Performance Practice Assignment<br>Musicianship Tests<br>Solo and Group Instrumental Performance<br>Semester Examination |

**OUTDOOR EDUCATION Year 10 only**

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | This subject utilises numerous water and land based practical field trips to help develop an understanding of the major topics covered in the classroom. These include Safety in the Outdoors, Natural Environments, Motivations for Outdoor Experiences and Technology in the Outdoors. Students develop a deeper understanding of the codes of conduct relating to outdoor recreation activities. They are increasingly required to assess and manage risk in both recreation and everyday lives. More adventurous activities are explored as a way of understanding self and nature, and the lessons that can be learned for life. Students develop personal skills and are encouraged to be aware of group wellbeing in order to lay the foundation for ongoing safe and healthy outdoor recreation participation. A specific focus is the preparation for, and participation in, an independent lightweight journey with adult guidance and supervision. Students are able to assume increased responsibility in the planning process for the journey. They may assume practical group management leadership roles. An aesthetic appreciation of vistas and the expansive outdoors is encouraged as students develop a heightened sense of wonder for the natural world. | Water and Land-Based Practical Activities<br><br>PAKS (Practical Application of Knowledge and Skills) Journal<br><br>Motivation for Outdoor Experiences Written Report<br><br>Technology and the Outdoors Project |

**PC HARDWARE AND SOFTWARE Year 10 only (Year long subject)**

|                   | DESCRIPTION  | ASSESSMENT  |
|-------------------|--|---|
| SEMESTER<br>1 & 2 | This course covers the fundamentals of computer hardware and software along with the advanced concepts of security, networking and the responsibilities of an IT professional. Students are required to describe the internal components of a computer, assemble a computer system, install an operating system and troubleshoot, using system tools and diagnostic software. Students will also connect to the Internet and share resources in a networked environment. | Unit Tests<br><br>Practical Computer Hardware Task<br><br>End of Year Examination |

## PHOTOGRAPHY

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>1 | Throughout the semester students will develop an understanding of digital photography techniques. They will examine a variety of composition conventions and consider the elements and principles of design when producing their images. Students will learn to alter their camera settings to control the exposure of their photographs. They will use Adobe Photoshop to enhance and manipulate their work and explored different printing processes. Students will be encouraged to consider the presentation of their final pieces and reference digital art in gallery settings. Students will create a practical folio to demonstrate their skill development and knowledge of techniques taught. In responding to art they will be required to investigate, experiment and explore their ideas; maintaining a detailed up-to-date record of their progress in a photographic journal. This subject is a pathway to both the Visual Communication Design and Studio Arts Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

## SPORT SCIENCE AND TRAINING

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>2 | This course is an important introduction to VCE. It introduces students to VCE Physical Education topics such as Training Programs, Sports Coaching, Biomechanics and factors that impact our physical activity and sedentary behaviours choices. Students study fitness components and energy systems in order to understand training principles and methods. Sports coaching skills and styles are explored with a particular focus on what characterises effective communication in this area. Students learn to describe and apply biomechanical principles. They also focus on developing, implementing and refining team and individual game plans and events.<br>This pathway leads directly to VCE Physical Education. | Laboratory Write Ups<br>Topic Tests<br>Design and Evaluation of a Training Program<br>Semester Examination |

## VISUAL ARTS - DRAWING

|               | DESCRIPTION  | ASSESSMENT   |
|---------------|--|--|
| SEMESTER<br>1 | Throughout this unit students will explore a broad range of illustration techniques. They will examine a number of drawing conventions to establish a greater understanding of scale, proportion and space. Students will experiment with a variety of media to manipulate colour, tone and texture. The exploration of the potential and constraints of each medium will form the basis of their own making of artworks. They will experiment with ideas and materials and they will use their findings to improve their practical pieces. They use the design process to generate, develop, refine and produce their ideas. Students create a practical folio to demonstrate their skill development and knowledge of the techniques. They will be required to investigate, experiment and explore their ideas, maintaining a detailed up-to-date record of their progress in their sketchbook. In responding to art, students research artists and investigate practical methods that relate to their folio. This subject is a pathway to the Studio Arts Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

## VISUAL ARTS - PAINTING

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>1 | Throughout the semester, students will be involved in experimenting with a range of different painting media and exploring a range of application techniques. They will be required to document their experimentations in their sketchbook and annotate their response to each technique. Developing an individual and creative interpretation of both the media and subject matter will be encouraged throughout the unit. They will be involved in exploring the qualities of different paints and understanding the composition and properties of these different mediums. In responding to art, students will be exposed to a variety of traditional and contemporary artists and they will be required to understand their place in both history and culture. This subject is a pathway to the Studio Arts Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

## VISUAL ARTS - PRINTMAKING

|               | DESCRIPTION   | ASSESSMENT   |
|---------------|---|--|
| SEMESTER<br>2 | Throughout the semester students will explore a variety of printmaking techniques including stencil, intaglio and relief. Students will investigate traditional and contemporary printmaking practices and they will be encouraged to develop an individual and expressive style. Students will be introduced to printmaking conventions that enable them to create professional pieces of finished artwork. Students will explore a range of printmaking processes and consider the potential of each before creating an edition of prints. They will adapt techniques, styles and practical processes to enhance the quality of their folio. Students will be required to consider the art elements and principles when developing their ideas and document their progress in a sketchbook. In responding to art, students will research artists that inspire them and they will begin to understand the importance of the print in the history of art. Both traditional and contemporary printmakers will be explored from a variety of different cultures. This subject is a pathway to the Studio Arts Units in VCE. | Practical Work (process and skills)<br>Final Artworks<br>Research and Analysis Tasks |

## VISUAL ARTS - SCULPTURE

|               | DESCRIPTION   | ASSESSMENT  |
|---------------|---|---|
| SEMESTER<br>1 | <p>This unit explores the concepts, techniques and processes relating to 3Dimensional art and sculpture. Clay, wire, stone, paper and mixed media are some of the possible materials used. Students will design and construct realistic and abstract sculptural forms using a variety of materials, tools and techniques. Emphasis will be placed on the design process through research, planning and developing ideas. Class work will explore different styles and themes appropriate to the mediums studied. The students are expected to be self-directed at times, allowing for more personal choice and expression. This course includes homework exercises and an art history component that looks at both traditional and contemporary sculpture. They will examine, analyse, and interpret traditional and contemporary works of art and artefacts while their understanding of the elements and principles of art are reinforced. Students are required to present their ideas and processes in an A3 Visual Art Diary. This subject is a pathway to the Studio Arts Units in VCE.</p> | <p>Practical Work (process and skills)</p> <p>Final Artworks</p> <p>Research and Analysis Tasks</p> |

## WOOD TECHNOLOGY

|                    | DESCRIPTION   | ASSESSMENT  |
|--------------------|---|---|
| SEMESTER<br>1 or 2 | <p>This course is designed for students who have an interest in working with timber to design and construct a piece of furniture or a product to fill a need or requirement. The course covers designing, making and working out the quantities/costing of the components required to complete the task. Students complete a written task relating to the mathematical learning within the course. They apply mathematical skills in the areas of number, measurement, geometry and financial costing. They also learn to fill out a cutting list. At the end of the course, the student completes both a product evaluation and self-evaluation sheet.</p> <p>The course will be delivered off-campus at the Hamilton District Skills Centre. Students will be bussed to and from the venue. This subject would be valuable for future studies or a career in Cabinet Making, Joinery Production, Furniture Design or Building and Construction. This course can lead to enrolment at the HDSC in VET Certificate II in Building and Construction.</p> <p><i>Students will be required to source and provide their own material for the subject, with the guidance of their teacher.</i></p> | <p>Quality of design sketches</p> <p>Completion of mathematics sheet</p> <p>Ability to problem solve</p> <p>Safe workshop behaviour</p> <p>Class participation</p> <p>Accuracy with hand &amp; power tools</p> <p>Does the final design match the finished product?</p> <p>Quality of product</p> |

YEAR 10 VETIS  
PATHWAY SUBJECTS

CONFIDENT FUTURES



## EQUINE STUDIES (VETiS)

Certificate II in Equine Studies is a recognised VCE VETiS program which means that students sit an examination and they receive a Study Score that contributes directly towards their ATAR calculation. Students undertake Certificate II in Equine Studies (2246VIC). This course enables students to learn the skills and knowledge necessary to work effectively and safely in the equine industry. The program is undertaken at the College Equestrian facility and utilises online curriculum resources. **The two year Certificate II in Equine Studies course will incur an additional cost.**

It is important to note that the Units 3&4 sequence of a VCE VETiS program is not designed as stand-alone study. To receive the qualification, students must undertake the entire Units 1-4 sequence of a VCE VETiS program which normally takes 2 years and commences in Year 10.

|                                | DESCRIPTION  | ASSESSMENT  |
|--------------------------------|--|---|
| UNITS<br>1&2<br><br>Year<br>10 | <p><b>CORE UNITS OF COMPETENCY</b></p> <ul style="list-style-type: none"> <li>-Work effectively in the industry</li> <li>-Handle horses</li> <li>-Work safely in an equine organisation</li> <li>-Provide basic emergency life support</li> <li>-Provide daily care for horses</li> <li>-Equine anatomy</li> </ul> <p><b>ELECTIVE UNITS OF COMPETENCY</b></p> <ul style="list-style-type: none"> <li>-Care for pregnant mares and foals</li> <li>-Horse Breeding principles</li> </ul> | Assessed Coursework: includes a combination of Written Assignments, Portfolios, Tests & Practical Tasks                     |
| UNITS<br>3&4<br><br>Year<br>11 | <p><b>CORE UNITS OF COMPETENCY</b></p> <ul style="list-style-type: none"> <li>-Equine physiology</li> <li>-Implement horse health and welfare practices</li> <li>-Implement and monitor a horse feeding program</li> <li>-Relate equine form and function</li> </ul>   | <p>Unit 3 School Assessed Coursework (26%)</p> <p>Unit 4 School Assessed Coursework (40%)</p> <p>VCAA Examination (34%)</p> |
|                                | <p><b>STRUCTURED WORKPLACE LEARNING</b></p> <p>40 hours carried out over 2 years will also be required at both the College Equestrian facility and in other accredited workplaces that are equine industry relevant.</p>   |   |

## HOSPITALITY (VETiS)

Certificate II in Hospitality is a recognised VCE VETiS program which means that students sit an examination and they receive a Study Score that contributes directly towards their ATAR calculation. This course provides training and skill development in areas such as methods of cookery, occupational health and safety, and food and beverage service. It offers access to a range of potential career paths within the hospitality industry. At the College, students undertake Certificate II in Hospitality (SIT20213) plus 5 additional 3 & 4 Units for VCE scored assessment.

It is important to note that the Units 3&4 sequence of a VCE VETiS program is not designed as stand-alone study. To receive the qualification, students must undertake the entire Units 1-4 sequence of a VCE VETiS program which normally takes 2 years and commences in Year 10. **This subject will incur an additional cost.**

|                                | DESCRIPTION   | ASSESSMENT   |
|--------------------------------|---|--|
| UNITS<br>1&2<br><br>Year<br>10 | <p><b>CORE UNITS OF COMPETENCY</b></p> <ul style="list-style-type: none"> <li>-Work effectively with others</li> <li>-Prepare simple dishes</li> <li>-Source and use information on the hospitality industry</li> <li>-Use hygienic practices for food safety</li> <li>-Maintain the quality of perishable items</li> <li>-Participate in safe work practices</li> </ul> <p><b>ELECTIVE UNITS OF COMPETENCY</b></p> <ul style="list-style-type: none"> <li>-Provide responsible service of alcohol</li> <li>-Prepare sandwiches</li> <li>-Use hospitality skills effectively</li> <li>-Interact with customers</li> <li>-Provide service to customers</li> <li>-Show social and cultural sensitivity</li> </ul> | School Assessed Coursework:<br>includes a combination of Written Assignments, Portfolios, Tests & Practical Tasks    |
| UNITS<br>3&4<br><br>Year<br>11 | <p><b>CORE UNITS OF COMPETENCY</b></p> <ul style="list-style-type: none"> <li>-Serve food and beverage</li> <li>-Prepare and serve non-alcoholic beverages</li> <li>-Prepare and serve espresso coffee</li> <li>-Provide advice on food</li> <li>-Process financial transactions</li> </ul>   | Unit 3 School Assessed Coursework (33%)<br><br>Unit 4 School Assessed Coursework (33%)<br><br>VCAA Examination (34%) |

## EXTRA SUBJECTS

On occasions, students choose to study a VETiS subject through an external provider, such as RIST, TAFE or HDSC. External VETiS subjects are often classified as 10% increment block credit subjects at a VCE level. Please be aware that students will miss core learning class time at the College if sessions run during school time and off-campus courses attract a delivery fee with the external provider. Parents are responsible for enrolling their son/daughter with the external provider. Further information regarding VETiS subjects beyond the College can be sourced from the Deputy Principal: Teaching and Learning.

## SUBJECTS FOR SPECIFIC LEARNING NEEDS

CONFIDENT FUTURES

## EAL - YEAR 9 (ENGLISH as an ADDITIONAL LANGUAGE)

|                  | DESCRIPTION   | ASSESSMENT   |
|------------------|---|--|
| SEMESTERS<br>1&2 | The aim of this course is to improve competency in writing, reading, listening and speaking as pupils develop their vocabulary and grammatical knowledge. Students read a range of texts and develop their understanding of contemporary issues in the media. Students learn to write creatively, analytically and persuasively for a range of audiences and contexts. They apply skills to plan and develop formal arguments on increasingly complex issues and ideas from the texts studied. They learn to use evidence and opinion to justify points of view. Students present information orally and discuss issues with their peers. | Oral Presentations<br>Essay writing tasks<br>Text responses<br>Semester 1 and 2 Examinations |

## EAL - YEAR 10 (ENGLISH as an ADDITIONAL LANGUAGE)

|                  | DESCRIPTION   | ASSESSMENT   |
|------------------|---|--|
| SEMESTERS<br>1&2 | The aim of this course is to develop and hone students' communicative skills. Students participate in tasks that involve group discussions and individual presentations to their peers, whilst learning to express ideas with clarity and engage the audience. Students also read novels and plays that relate to writing creative responses, personal narratives, letters and summaries in order to further develop competency in writing. They explore a variety of issues from the Australian media and prepare structured oral and written responses. Students use essay writing techniques to present information critically with appropriate examples, justifications and opinions. | Oral Presentations<br>Essay writing tasks<br>Text responses<br>Semester 1 and 2 Examinations |

## EXTRA STUDIES

|  | DESCRIPTION  |
|--|--|
|  | At Years 9 & 10, Extra Studies students are tested to determine their eligibility for the program. Students attend, on average, two to three sessions in the 10 day cycle. This time is allocated for students to receive extra support in a range of subjects which complements their classroom learning. There is a particular focus on improving skills and developing strategies tailored to specific areas of need. Support is given individually and in small groups and depends on the students' needs when studying the mainstream curriculum. |