Thornbury High School

Year 10
HANDBOOK
2014

Name: ..................................................

Please retain this handbook for reference to subjects, events and policies throughout 2014
## CONTENTS

**Proposed Year 10 2014 Planner**  
Message from the Principal 4  
Goals for 2014 4

**Student Responsibilities & Parent Information** 5  
Discipline Policy 5  
Uniform, Lockers, Planner 5  
Homework Attendance, ABSENCE LINE 6  
Leaving school grounds, collecting sick students 7  
Contacting school and Teachers 7  
School Detention, Excursions, Valuables 7  
Canteen Text books, Illegal Substances 8  
Punctuality and Bell times 8  
Student Services, Bullying Survey, ICT 9  
Parent Involvement, Newsletter, EMA 9  
Student Activities 10  
Assessment and Reporting 11  
CAT submission process, Year 10 Curriculum Overview 12  
Promotion Policy 13

**Year 10 Program** 14  
English, Mathematics 15  
Science, Personal Development 16  
History, Business & Civics 17

**Year 10 Electives & Levies** 18  
Amateur Radio, Architectural Design & Model Making 19  
Art Studies, Astronomy/Astrophysics, Boatbuilding 20  
Dance, Drawing and Printmaking, EAL 21  
Environmental Studies, Food Technology (Menu Production) Graphic Design 22  
Information Technology, Introduction to Psychology, Legal Studies 23  
Media Studies, Mural Painting and Community Public Arts, Music 24  
Music Production, Recording and Technology, Nutrition, Outdoor Education 25  
Pâtisserie, Physical Education, Sport and Recreation 26  
Studio Arts: Photography, Theatre Studies, Visual Communication and Design 27  
Languages: Greek, Indonesian, Italian & Mandarin 28

**VET courses** 29  
Hospitality, Interactive Digital Media 29  
Retail, Sport & Recreation 30

**VCE Acceleration units** 31  
Biology, Business Management 31  
Music 31

**Elective selection process** 32
### Proposed Year 10 planner for 2014

<table>
<thead>
<tr>
<th>Term 1</th>
<th>29th Jan – 4th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Support Student Activities</td>
<td></td>
</tr>
<tr>
<td>First Assembly- Introduction to Year 10</td>
<td></td>
</tr>
<tr>
<td>Goal Setting</td>
<td></td>
</tr>
<tr>
<td>School Photos</td>
<td></td>
</tr>
<tr>
<td>SRC Assembly</td>
<td></td>
</tr>
<tr>
<td>Swimming Carnival</td>
<td></td>
</tr>
<tr>
<td>Interim Reports, Parent Teacher Interviews</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>22nd Apr - 27th Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Opinion and Bullying Survey</td>
<td></td>
</tr>
<tr>
<td>Athletics Day</td>
<td></td>
</tr>
<tr>
<td>Managed Individual Pathway Interviews for all students</td>
<td></td>
</tr>
<tr>
<td>General Assembly Middle School to Host</td>
<td></td>
</tr>
<tr>
<td>Elective confirmation for Semester 2</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Work Experience 16th – 20th June 2014</td>
<td></td>
</tr>
<tr>
<td>Health Week/ First Aid Cert 11</td>
<td></td>
</tr>
<tr>
<td>Elevate Study skills</td>
<td></td>
</tr>
<tr>
<td>Semester 1 Reports distributed to students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>14th Jul - 19th Sep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 Award Assembly/Student Survey results</td>
<td></td>
</tr>
<tr>
<td>Senior School Curriculum Handbook distributed to students</td>
<td></td>
</tr>
<tr>
<td>Year 10 into Year 11, 2015 Parent Information Evening /Expo</td>
<td></td>
</tr>
<tr>
<td>Individual Counselling and Decision Making for Year 11 course selection</td>
<td></td>
</tr>
<tr>
<td>Interim Reports, Parent Teacher Interviews</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>6th Oct - 28th Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Confirmation of 2015 course</td>
<td></td>
</tr>
<tr>
<td>Year 11/2015, completion of VCAA paperwork and subject fees</td>
<td></td>
</tr>
<tr>
<td>Awards Evening</td>
<td></td>
</tr>
<tr>
<td>Semester 2 Reports distributed</td>
<td></td>
</tr>
</tbody>
</table>

**To be advised:**

- Various subject-based competitions: mathematics, science, debating.
- Interschool camps, interschool sports, excursions, leadership forums, curriculum days.
- Please refer to our website or monthly newsletter for up-to-date details.
Message from the Principal

At Thornbury High School we believe that a safe and secure learning environment, high academic standards and opportunities for students to pursue individual interests are the essential elements of an outstanding education.

At Thornbury High our purpose is to prepare students for a changing, diverse and sustainable world by:

- Building knowledge and skills,
- Encouraging effort and excellence,
- Fostering resilience and integrity,
- Developing a caring and cooperative learning community.

At Thornbury High School there are three distinct phases in education:

- Establishment and Support (Year 7 and 8).
- Empowerment and Independence (Year 9).
- Specialisation and Pathways (Year 10, 11 and 12).

In Year 10, students will be prepared for their VCE studies but also have a range of curriculum choices. These choices include VCE studies, Advanced Mathematics, Vocational and Education studies (VET) and a range of electives.

Peter Egeberg, Principal

Our Goals

The middle school years at Thornbury High School are crucial in the development of young people for them to achieve their potential through education. Research indicates that the habits and skills developed by young people in the middle school years have a direct impact on their success at VCE or VCAL.

Our goals are to help our students confidently develop their skills and abilities in an educational environment where they feel valued and have influence while maintaining a strong framework in the key areas of learning. We provide our students with increasing choices and control of their learning.

Throughout Year 10, students participate and complete a variety of career support programs and subject counselling so they are able to make confident choices in their future decisions. We hope their journey in the Middle School will continue to be as rewarding as their education thus far.

All the best from the Middle School Team
Student responsibilities and parent information

Discipline policy
The School has a structured Discipline Policy which is published in the School Planner. Copies are available from our website: www.thornburyhs.vic.edu.au
We expect Thornbury High students to behave at all times with courtesy, common sense and consideration for others.

Wearing of uniform
All students must wear the correct uniform when going to and from school and on other occasions as directed. The full school uniforms requirements are outlined in the school planner. Sport uniform must be worn during Sport, Physical Education Core and Elective Programs and during inter school sport days and when representing the school.

Hats are only to be worn outside the school buildings.

Uniforms are available to buy from the Academy uniform shop which operates at the school during lunchtimes on Wednesdays. Uniform may also be bought from Monday to Saturday at the Academy shop at 238 Wolseley Place, Thomastown 3074. Phone 94608011

Lockers
All students are issued with a locker. On entry to the school, students are requested to pay a $20 deposit to the General Office where they will be issued with a combination lock.

Students are required to put their bags in their locker. They are not permitted to carry their bags to class including PE classes or at recess and lunchtime. A small bag should be used to take their sport uniform to the gymnasium.

For security reasons, students are not permitted to go to their locker during class time unless they have signed permission in their planner from their classroom teacher.

Student planner
On enrolment, each student will be supplied with a planner. The planner is to be used exclusively for school-related matters. It is not a personal diary. If not maintained in good condition free of stickers, graffiti and personal annotations, the planner must be replaced.

The planner is a very important document and our students are expected to take this to each class. The planner outlines important information. It contains detailed information on uniform requirements, school policies, regulations, rules and consequences, student goals, study plans, the times of classes and other information relevant to our students.

The planner is used to record all homework.

Parents are asked to check the planner each night for homework, notes from teachers, etc. The planner can be used as a means of communication to teachers if parents wish to write messages back to the co-ordinator, form teacher or class teacher.
**Homework**
Regular homework is given. All homework should be entered in the student planner by the student. Homework can take a number of forms: finishing off class work, revising, completing set tasks, researching, redrafting, homework assignments or completing class assignments and common assessment tasks, practising an instrument and reading.

A Homework timetable is issued at the beginning of each semester to all Years 7-9 students. Year 10 students should be mature and responsible enough to organise the nights they have homework.

Parents should not accept students constantly telling them they do not have homework.

The Homework Club operates after school twice a week in the Library where assistance in English and Maths is available.

**Homework Club**
The Homework Club commences at 3.10pm twice per week, for one hour. The Homework Club is supervised by staff and teachers who are available to assist students with their work during this time. Details concerning the location and the day when this will occur in 2014 will be available in the Newsletter at the beginning of the school year.

**Student absence**
All students are expected to be punctual and regular in their attendance.

Students are required to maintain a minimum 90% attendance rate at school. If your child is absent for any reason parents are requested to ring the ABSENCE LINE and leave a message on the voice mail. If the student is absent for an extended reason, a doctor’s certificate is required.

Dental or doctor appointments should not be made during school time unless absolutely unavoidable.

If your child is away for a lengthy period of time, work can be arranged to be sent home. Please contact your child’s Year Level Co-ordinator.

**ABSENCE LINE ONLY**
94586125
MESSAGES TAKEN 24 HOURS
Late arrivals can also be notified via the absence line
Please leave: student name, form, contact number, reason for absence and, if late, time of estimated arrival.

**Students sick at school**
If a student is unwell at school, the school will contact the parent or guardian before sending the student home. No student is permitted to go home unless the school has contacted the parent or guardian. Students are not permitted to use mobile phones if they are sick to contact parents without permission from a staff member.

It is important that when all students are enrolled at the school, emergency phone numbers are given as well as a contact number for the parent/guardian. It is also important that these phone numbers are kept up to date and changes are made with the General Office.
Collecting your child from school
If for any reason you need to collect your child during the school day, please report to the General Office. Please use the ‘Early Leavers’ book to sign your child out.
For safety reasons, we cannot allow students to wait for parents in the car park or surrounding areas.

Permission to leave the school
Students are not permitted to leave the school grounds during the school day without official permission. If it is necessary for a student to leave the school during school hours for any reason, they need to provide a note to their Year Level Co-ordinator and sign the ‘Early Leavers’ book which is located at the General Office.

Contacting the School
If you have any enquiries regarding your child’s program or progress, please contact your child’s Year Level Co-ordinator who will either answer your queries or direct you to the appropriate person. The Year Level Co-ordinator closely monitors all students in their care, so it is important to notify them of anything which may affect your child’s progress at school.

Teacher Contact
Parents are invited to contact teachers. If you wish to see a teacher, parents must ring and make an appointment. Please be aware that teachers are not always available as they have classes, meetings and other commitments. Parents may also email staff via the ‘contact our staff’ page on the school website.

School Detention
An official school detention runs from 3.10 until 4.00pm. Students required to attend a school detention will be issued with a detention notice which requires a parent signature and which states the reason for the detention.
If students are late to class, or have not completed homework, they can receive a ten minute detention after school from 3.10 to 3.20pm. Parents will not be notified in this case unless there is no improvement shown.

Catch-up classes are held on the weekends for students needing to complete CATs. Parents are notified in writing. Weekend detention classes are also held.

Excursions/Sporting events:
All activities which involve students leaving the school grounds require parental/guardian permission in writing. It is the student’s responsibility to ensure the appropriate forms are taken home, filled in correctly with all relevant contact numbers, and returned by the due date to the organising teacher. If this is not done, students may miss the opportunity to be involved in the activity/excursion.

Text books
We are very aware of the cost to our parents in educating their child. We take particular care that we do not have an extensive book list so that we can reduce the cost for our parents. It is important that all our students have the necessary text books for all their subject areas.
Students will be notified when second hand books are available for sale at the end of the year.

Students may hand in their books at the end of the year to sell. We suggest that students take care of their books as this will increase the value of their books when they wish to re sell them - and further reduce the cost of books to parents.
Canteen
The school has a canteen available which provides food to our students. It is open before school as well as at recess and lunchtime. Lunch orders can be placed before school and at recess. Students are not permitted to leave the school grounds at any time to buy their lunch at other facilities. There is a separate queue for girls.

Lockers, Money and Valuables/Mobile Phones
Money or valuables should be left at the General Office for safe keeping during the day. The school will not take responsibility for the security of any possessions or valuables not handed to the General Office. Mobile phones and iPods cannot be used during class time.
No photographs or film/video recordings using mobile phones is permitted in school buildings or on the school grounds.

Legal and illegal substances NOT to be used at school
Whilst students are at school or travelling to and from school, or attending any school function, or wearing school uniform they are
- not permitted to have or use any tobacco products.
- not permitted to use or process, sell or be under the influence of alcoholic beverages, mind altering substances or illegal substances

The following substances are banned from all school buildings, grounds and vehicles
- Chewing gum
- Liquid paper, white-out or other similar substances
- Permanent markers/textas

Punctuality
We expect all our students to be punctual to school and class. All students begin the day with a form assembly. Students are expected to be at school by 8.45am so that they can collect their books from their lockers.
Students who arrive late on more than three occasions will be given a school detention.

<table>
<thead>
<tr>
<th>SCHOOL BELL TIMES</th>
<th>EARLY DISSMISAL BELL TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCKERS 8.50 am</td>
<td>LOCKERS 8.50 am</td>
</tr>
<tr>
<td>FORM ASSEMBLY 8.55 am</td>
<td>FORM ASSEMBLY 8.55 am</td>
</tr>
<tr>
<td>PERIOD 1 9.04 am</td>
<td>PERIOD 1 9.05 am</td>
</tr>
<tr>
<td>PERIOD 2 10.16 am</td>
<td>PERIOD 2 10.05 am</td>
</tr>
<tr>
<td>RECESS 11.28 am</td>
<td>RECESS 11.10 am</td>
</tr>
<tr>
<td>LOCKER BELL 11.52 am</td>
<td>LOCKER BELL 11.25 am</td>
</tr>
<tr>
<td>PERIOD 3 11.57 am</td>
<td>PERIOD 3 11.30 am</td>
</tr>
<tr>
<td>LUNCH 1.09 pm</td>
<td>PERIOD 4 12.35 pm</td>
</tr>
<tr>
<td>LOCKER BELL 1.53 pm</td>
<td>END OF DAY 1.40 pm</td>
</tr>
<tr>
<td>PERIOD 4 1.58 pm</td>
<td>PD – SESSION 1 2.15-3.30 pm</td>
</tr>
<tr>
<td>END OF DAY 3.10 pm</td>
<td>PD – SESSION 2 3.30-4.15 pm</td>
</tr>
<tr>
<td>PERIOD 5 4.22 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

Early Dismissal
On Thursday (blue week) afternoons three times per term students are dismissed at 1.40pm for staff professional development. Please check newsletter for dates.
**Student Services**
Thornbury High School has the services of the following:
- Student Wellbeing Co-ordinator
- Social Worker (part time)
- Adolescent Health Nurse (part time)
- Youth Worker
- Integration Program

The School has a Student Well Being Team which meets regularly to discuss programs for individual and groups of students. This team consists of administration, year level co-ordinators, sub-school managers, integration and the personnel listed above.

**Bullying Survey**
Harassment is any behaviour, verbal or physical, which is unwelcome, dangerous, intrusive, violent, abusive or discriminatory in nature or offensive to a person. Harassment will not be tolerated in any way.

The school conducts an annual survey of students to:
- Ascertain the level of the problem.
- Identify areas of the school where students feel less safe.
- Identify students who bully and provide appropriate consequences and support.

**ICT**
Students need to pay for their printing. Five dollar, two dollar and 50cent top-up cards should be purchased from the General Office either before school, recess or lunch.

**Parent involvement**
At Thornbury High School, we strongly promote the partnership between our parents and staff in providing the best education for each individual child. An important aspect of this partnership is to keep our parents informed about the progress of their child and the events which are occurring in the school. We do this in a variety of ways:

**Parent Newsletter**
The Newsletter is issued three times a term and is emailed or posted home to each family to inform our parents of the events which are occurring in the school. Please read this newsletter as it will keep you up to date with all important events and all activities that are going on in the school.
The Newsletter is also found on the school web page [www.thornburyhs.vic.edu.au](http://www.thornburyhs.vic.edu.au)

**Parent participation**
There are many ways parents can be more involved in the school’s programs. These include many of the committees which operate within the School. Please let the office know if you are interested in participating in any of the school’s committees.
These include: School Council, its various sub committees and the Music Parents Association

**Education Maintenance Allowance**
Parents on EMA need to be aware of the date that these forms need to be completed and handed in to the General Office.
Reminder dates are published in the school newsletter. Please ring the School’s Business Manager if you have any queries regarding EMA.

**Student activities**

The school offers Years 10 students the opportunity to be involved in a number of activities throughout their time in the middle school. These include the following:

**Inter-school sports**

The whole school participates in a number of sporting events and students are encouraged to be involved in any of school’s sport teams. Students interested in a particular sport should attend the information meeting and any practice sessions outside class hours as required by the coach of that team.

Parents are most welcome to attend any of the sporting events. Information concerning the times of training sessions is published in the Student Bulletin and on the 9/10 noticeboard.

**House sports**

All students are allocated a House team (Onus/Nicholls/Saunders/Blair) and participate in the Swimming and Athletics Carnival days.

**School Representative Council (SRC)**

The School Representative Council is an active body in the school with students participating in decision making processes on important issues relating to students. SRC representatives run year level assemblies and organise events during the school year. The SRC also supports various charities by arranging and taking part in fundraising events.

**Peer Support**

Selected students in Year 9 2013 will be trained in the Peer Support Program. Leaders will be selected from this core group to assist the Year 7 Transition Program in 2014.

**Debating**

The School has for many years had a significant involvement in debating, fielding many teams at different levels with great success including competitions established by the Debating Association of Victoria.

**Concert/Stage/Rock Groups/ Music Program**

Students who learn an instrument can be involved in one of the above groups. These groups perform regularly and attend a Music Tour, usually interstate.

**Overseas/Cultural/Language tours**

Thornbury High School has two sister school relationships with schools in Beijing, China, and San Marco, Italy. In 2005, a tour to Beijing, China, and Malaysia, was organised for students. In January, 2006, there was a music tour to the United States. In 2008 students visited our sister school in Italy. In 2011 students visited their sister school in China. These overseas tours usually occur every second year.
**Competition and special events**
Throughout the year, students have the opportunity to participate in a variety of competitions and special events.

These special events include:
- Competition - Mathematics
- Science Competitions
- Languages Competitions
- School Musical Production/play
- Sporting Events
- Public Speaking
- Peer Support Program
- Leadership Training
- Thornbury’s Got Talent

**Assessment and Reporting**

**Reporting to parents**
Parents are invited to contact their child's Co-ordinator to discuss their child's progress at any time. Teachers may contact the parent, at any time, via the planner, e-mail or by making a phone call to the parent, if there is some concern about a student's progress.

There are four occasions throughout the year when there is a more formal reporting of a child's progress. This occurs at the end of each term.
At the end of Terms 1 and Term 3, Interim or Progress Reports are issued and Parent Teacher Interviews are conducted. This is an important time for parents to meet class teachers to discuss a child's progress.
An end of semester report is issued at the end of Semester 1 and 2. This is a more detailed report.

**Examinations**
All students in Year 10 are required to sit for exams at the end of each semester in all their subjects.

**Compulsory Assessment Tasks (CATs)**
All students in years 7 to 10 will be provided with a list of CATs for all core subjects and electives at the beginning of each semester.
Students in year 10 who are studying a VET or VCE subject will also be provided with a list of School Assessed Coursework (SACs) and due dates for these subjects.

Students are expected to complete all CATs by the due date at an acceptable standard. Students may be issued with an extension. This is outlined in the diagram below:
Overview of the Year 10 Curriculum

Year 10 is considered a preliminary VCE Year. It forms a bridge between the middle years of schooling and the VCE years. This is reflected in the general curriculum structure and the provision for some students to access selected VCE units in the elective structure as part of our accelerated learning program. The curriculum at Year 10 is made up of core (compulsory) and elective subjects.

Both core and elective subjects are drawn from the Victorian Essential Learning Standards (VELS). The VELS provide the basis for curriculum planning, assessment and reporting from Prep to Year 10.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Periods/fortnight (sem.1)</th>
<th>Periods/fortnight (sem.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>History/Business &amp; Civics</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Elective 1 / Elective 3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Elective 2 / Elective 4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Personal Development</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

The above chart gives an overview of the Year 10 curriculum and indicates the number of periods per fortnight allocated to each subject or Key Learning Area.

Each period is for a 72 minute period.

Exams will be held at the end of each semester for all subjects. SACs (School Assessed Coursework) will be held in all VCE and VET subjects selected by our Year 10 students. In all non-VCE or VET subjects, CATs will be given to students throughout each semester.
Policy on Promotion

We regard the learning and teaching process as a partnership between students, parents and staff. Thus, we expect our students to actively participate in this process, and to take increasing personal responsibility for their own learning.

We similarly expect our parent community to support their children both directly, by providing them with appropriate materials, monitoring homework and wide-reading, as well as indirectly, by supporting the college and its policies. Parents and students should be well aware that promotion of students to a higher year level is not automatic.

**Promotion to Year 11 requires**
1. Achieve an acceptable work standard in all Work Habits
   - Complete all compulsory assessment tasks (CATs) to an acceptable standard in all subjects.
   - Complete all tasks in English and Mathematics and gain a satisfactory result in both semesters.
2. Have acceptable attendance
   - Minimum attendance of 90% this means a minimum of 9 days attendance every fortnight.
   - Consistently punctual to class.

**Inability to meet promotion requirements**
If student does not meet these promotion requirements, there are three possible courses of action which will be decided by a panel consisting of the Year 10 Co-ordinator, 9/10 Manager, parents, teachers and student:
1. Offered the chance to repeat the current year level.
2. Assisted in transferring to another school or alternative setting.
The Year 10 Program

Co-Curricular
- Work experience
- Camps
- Inter-school sports
- House sports
- Concert/Stage/Rock Groups
- Music Program/Band
- Instrumental music lessons
- Debating
- Leadership
- SRC
- Peer Support
- Mathematics Competitions
- Science Competitions
- Public speaking
- Motivational speakers
- Keys Please
- University master classes
- Managed Individual Pathways (MIPs) plan

Core
- English
- Mathematics
- Science
- Personal Development
- History
- Business & Civics

Electives
- Amateur Radio
- Astronomy/ Astrophysics
- Architectural Design & Model Making
- Art Studies
- Boat Building
- Dance
- Drawing Printmaking
- English as an Additional Language
- Environmental Studies
- Food Technology (Menu Prod.)
- Graphic Design
- Information Technology
- Introduction to Psychology
- Legal Studies
- Media Studies
- Mural Painting & Community Public Arts
- Music
- Music Production Recording & Technology
- Nutrition & Healthy Lifestyles
- Outdoor Education
- Patisserie
- Physical Education
- Sport & Recreation
- Studio Arts Photography
- Theatre Studies
- Visual Communication & Design

Languages
- Greek
- Indonesian
- Italian
- Mandarin

Enrichment VCE units
- Biology
- Business Management
- Music Performance

VET units
- VET Hospitality Cert II
- VET Interactive Digital Media Cert III
- VET Sport & Recreation Cert II
- VET Retail Cert III
YEAR 10 CORE CURRICULUM

The following subjects are compulsory for all Year 10 students

CORE: English

Curriculum Focus
The focus of English is the extension of students’ abilities in the dimensions: Writing, Reading, Speaking and Listening. Year 10 includes the study of both print and non-print texts, writing techniques and strategies and oral activities. Homework reflects and extends the work being undertaken in the classroom.

Students will read a range of texts including at least one novel, one play, various short stories, poetry and newspaper items. Students will respond to the texts in a number of ways including a critical evaluation of a current media issue in terms of its logic and techniques of persuasion. All students are encouraged to read widely from a range of fiction and non-fiction books available in the library.

Students will engage in both formal and impromptu oral activities to demonstrate their own interpretation of complex information and awareness of how context should affect language.

They will produce a series of edited pieces of written work for different purposes and audiences, two of which are text response essays under test conditions. They will use writing to explore different perspectives on texts and issues and experiment with techniques.

CATs

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Folio x 3</td>
<td>Writing Folio x 3</td>
</tr>
<tr>
<td>Text Response</td>
<td>Essay ‘Romeo and Juliet’</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Exam</td>
</tr>
<tr>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

CORE: Mathematics

Curriculum Focus
The Mathematics program focuses on: Number, Measurement, Chance and Data, Structure, Space and Working Mathematically.

Students will follow one of two courses dependent on their mathematical achievement and VCE aspirations. The Pre-Methods course has more emphasis on advanced algebra in preparation for VCE Mathematical Methods in Year 11. The Pre-General course has more emphasis on fundamental topics in preparation for General Mathematics in Year 11. There will be opportunities to change course at the end of each term if necessary and only in consultation with the Mathematic Co-ordinator.

CATs

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Tests</td>
<td>Topic Tests</td>
</tr>
<tr>
<td>Problem Solving Tasks</td>
<td>Problem Solving Tasks</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam</td>
</tr>
</tbody>
</table>
CORE: Science

Curriculum Focus
The Year 10 Science program focuses on:
- Science knowledge and understanding
- Science at work

Topics which will be investigated include chemical bonding, genetics, motion and space science. They learn about collecting and analysing information and applying the scientific method. They also complete a range of computer-based activities.

Students will be expected to maintain an organised workbook with a record of all class activities – notes, diagrams and practical reports. They should also have a consistent home study program. This will include a review of key concepts and a glossary of science terms for each unit.

CATs
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>Practical report</td>
</tr>
<tr>
<td>Topic tests</td>
<td>Topic tests</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam</td>
</tr>
</tbody>
</table>

CORE: Personal Development

Curriculum Focus
The Year 10 Personal Development course looks at a range of social and cultural factors that influence the development of personal identity and values. Students will learn to identify and explain the rights and responsibilities associated with developing greater independence.

Students will compare and evaluate perceptions of challenge, risk and safety. They will demonstrate understanding of appropriate assertiveness and resilient strategies. They will be required to analyse the positive and negative health outcomes of a range of personal behaviours and community actions. Students will identify health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

Topics covered include:
- Personal learning strategies, values,
- Healthy relationships, sex and sexuality,
- Healthy living and mental wellbeing, licit and illicit drugs,
- Safe driving and road safety
- Sun smart.

CATs
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research project</td>
<td>Research project</td>
</tr>
<tr>
<td>Interview and report</td>
<td>Brochure and report</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam</td>
</tr>
</tbody>
</table>
Humanities
As part of the Humanities program, students will study History and Business and Civics for a semester each.

CORE: History - Conquest and Resistance

Curriculum Focus
In History, students are encouraged to analyse representations of historical events. Students are expected to be able to look carefully at the way history has been recorded by writers, painters, cartoonists, pamphleteers, poets etc, and form opinions about the available evidence. Students are required to analyse representations of events from a variety of sources and viewpoints.

Students are expected to complete tasks in all of the following formats - work book entries, research activities, mapping, comprehension exercises, analytical exercises, class tests and an end of semester exam.

CATs
<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written task</td>
</tr>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Guided essay</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

➤ VCE Pathways: History Units 1&2

CORE: Business and Civics

Curriculum Focus
This unit is about jobs and the future of work in Australia. Current issues such as new technology pay and conditions, health and safety and the way businesses are managed and studied. Learning skills when applying for a job, such as:
- resume writing,
- interview skills,
- filling out forms, letter writing,
- setting personal goals,
- employee rights and expectations and responsibilities, are also a part of this course.

Students are required to keep an up to date work book which will include class exercises and homework tasks. Students are also required to develop a folio of finished exercises which includes student’s resume. Another requirement is a project researching three different kinds of employment.

CATs
<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
</tr>
<tr>
<td>Folio of class work</td>
</tr>
<tr>
<td>Job research assignment</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

➤ VCE Pathways: Accounting Units 1&2
➤ VCE Pathways: Business Management Units 1&2
# 2014 Year 10 Electives

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Elective</th>
<th>2014 Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/EAL</td>
<td>1.</td>
<td>EAL</td>
<td>$0</td>
</tr>
<tr>
<td>Health &amp; P.E</td>
<td>2.</td>
<td>Outdoor Education</td>
<td>$240</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>P.E.</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Sport and Recreation</td>
<td>$80</td>
</tr>
<tr>
<td>Humanities</td>
<td>5.</td>
<td>Environmental Studies</td>
<td>$50</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>Information Technology</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Legal Studies</td>
<td>$0</td>
</tr>
<tr>
<td>Languages</td>
<td>8.</td>
<td>Italian</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>9.</td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Indonesian</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>12.</td>
<td>Astronomy/Astrophysics</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>13.</td>
<td>Amateur Radio</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>14.</td>
<td>Nutrition and Healthy Lifestyles</td>
<td>$40</td>
</tr>
<tr>
<td></td>
<td>15.</td>
<td>Introduction to Psychology</td>
<td>$40</td>
</tr>
<tr>
<td>Technology</td>
<td>16.</td>
<td>Food Technology (Menu)</td>
<td>$50</td>
</tr>
<tr>
<td></td>
<td>17.</td>
<td>Pâtisserie</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>18.</td>
<td>Boat Building</td>
<td>$50</td>
</tr>
<tr>
<td>The Arts</td>
<td>19.</td>
<td>Music Production Recording and Technology</td>
<td>$70</td>
</tr>
<tr>
<td></td>
<td>20.</td>
<td>Art Studies</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>21.</td>
<td>Theatre Studies</td>
<td>$75</td>
</tr>
<tr>
<td></td>
<td>22.</td>
<td>Mural Painting and Community Public Arts</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>23.</td>
<td>Graphic Design</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>25.</td>
<td>Media</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>26.</td>
<td>Music Semester 1 and 2</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>27.</td>
<td>Studio Arts: Photography</td>
<td>$90</td>
</tr>
<tr>
<td></td>
<td>28.</td>
<td>Visual Communication</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>29.</td>
<td>Dance</td>
<td>$40</td>
</tr>
<tr>
<td></td>
<td>30.</td>
<td>Drawing and Printmaking</td>
<td>$25</td>
</tr>
<tr>
<td>VET subjects (Year long)</td>
<td>31.</td>
<td>Certificate II Hospitality Unit 1 &amp; 2</td>
<td>$580</td>
</tr>
<tr>
<td></td>
<td>32.</td>
<td>Certificate III Retail Unit 1 &amp; 2</td>
<td>$60</td>
</tr>
<tr>
<td></td>
<td>33.</td>
<td>Certificate II Sport and Recreation</td>
<td>$210</td>
</tr>
<tr>
<td></td>
<td>34.</td>
<td>Certificate II Media (Interactive Digital Media)</td>
<td>$160</td>
</tr>
<tr>
<td>VCE Subjects (Year long)</td>
<td>35.</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>36.</td>
<td>Unit 1 &amp; 2 Business Management</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>37.</td>
<td>Unit 1 &amp; 2 Music Group and Solo</td>
<td>TBA</td>
</tr>
</tbody>
</table>

*Information is correct at the time of printing and is subject to change.*
YEAR 10 ELECTIVES

Instructions
- Students must choose 10 elective units in total from each of the three columns.
- Preferences must be numbered 1-10 (1 being the most preferred and 10 being the least preferred of all your choices).
- You must choose at least 2 electives from each column.

Please note that:
- some electives do not run because of insufficient numbers, or
- there are timetable clashes of electives, or
- approval is not given for you to study a VCE subject, VET Retail Cert III, or
- there are no places available in the VCE study of your choice.

ELECTIVE: Amateur Radio

Curriculum Focus
This unit looks at the design and construction of various electronic and radio projects. Skills will be developed in the appropriate use of tools and equipment to design, build and test devices containing electronics and radio. We will focus on:
- Communication; Electronics theory
- Transmitters/ Receivers; Wireless Technology
- Radio Telescopes/Satellites

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a simple transmitter</td>
</tr>
<tr>
<td>Build a simple receiver</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Physics units 1&2

ELECTIVE: Architectural Design and Model Making

Curriculum Focus
Students will use the design process to design constructions that can be lived in. They will look at sustainable energy designing. Students will use Google Sketch UP and Adobe drawing programs, as well as traditional drawing techniques to record their designs. The finished solution will then be made into an architectural model. Students will visit and research sustainable buildings.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of drawings to solve a brief</td>
</tr>
<tr>
<td>Folio of computer generated drawings</td>
</tr>
<tr>
<td>2 architectural models representing students’ design</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Vis. Com. & Design units 1&2
**ELECTIVE: Art Studies**

**Curriculum Focus**
In this subject, students will work on a sequential series of skills based pieces of Art Work. These explore the elements of design and also experimental and imaginative processes.

Students will learn to draw from life and create artworks using a variety of media including painting, digital and mixed media production. Students will undertake theory based research which relates to their own art making ideas and explores the visual world they live in.

**CATs**
- One semester only
- Folio
- Visual Diary
- Exam

**VCE Pathways:** Art units 1&2

---

**ELECTIVE: Astronomy/Astrophysics**

**Curriculum Focus**
Laws of motion: Philosophy of Aristotle, Galileo, Newton, Einstein (classical and modern physics). The relativity principle (Galileo and Einstein), Energy: Fission/fusion, Space Science: Dark matter, Tokosky’s Equation, the Hoffman transfer function, Newton’s Universal law of Gravitation and Bernoulli’s ideas, the Fermi paradox and black holes. Electromagnetic theory: Faraday’s Law of electromagnetics induction, James Clerk Maxwell’s wonderful discovery, Maxwell’s equations – to be admired only), work from Hertz.

**CATs**
- One semester only
- Practicals
- Data analysis
- Exam

**VCE Pathways:** Physics Units 1&2

---

**ELECTIVE: Boat Building**

Yes, that is right, boat building! In this elective, you will work in a team to design and build a wooden rowboat. Beginning with a scale model and finishing with a wooden dinghy capable of carrying 2 or 3 people, your team will create everything, right down to the oars.

Please note that due to size and cost only 4 of these vessels can be constructed per class. Boats will be sold at cost to interested students. Remaining boats will be auctioned to recoup material costs.

**CATs**
- One semester only
- Model design
- Production Plan
- Finished product
- Group evaluation
- Exam

**VCE Pathways:**
ELECTIVE: Dance

Curriculum Focus
In this elective students participate in both practical and theory dance classes. In the practical, they work in collaboration to develop a whole group performance piece from start to finish including theme, music and choreography selection, whilst also developing a solo piece. This involves learning how to use the various elements of dance to create an aesthetic, unique and original piece of work.

In the theory component of the elective, students will examine: what is choreography, who are choreographers and how have choreographers changed the face of dance over time? This will involve the study of several famous choreographers over the past 100 years, as well as the analysis of current live performance pieces.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous choreographer Article</td>
</tr>
<tr>
<td>Student Led Warm Ups</td>
</tr>
<tr>
<td>Practical Examination</td>
</tr>
<tr>
<td>Written Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Dance Units 1&2

ELECTIVE: Drawing and Printmaking

Curriculum Focus
In this elective, students are introduced to a broad range of technical and application skills. They will experiment with different drawings on print media then take these into the development of a printed artwork. Students will be given the opportunity to explore lino cut, etching and screen printing.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of experimental and finished prints or drawings</td>
</tr>
<tr>
<td>Research assignment on a chosen printmaker/prints</td>
</tr>
<tr>
<td>Written Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Art Units 1&2

ELECTIVE: English as an Additional Language (EAL) – Semester 1 and 2

Curriculum Focus
ESL (English as a Second Language) is offered only to students who have been in Australia fewer than seven years and for those students whose education in English has been interrupted due to living overseas for an extended period of time.

The course is designed to help students gain confidence in using the English language and to develop their skills in reading, writing, listening and speaking. It also assists students with mainstream English.

CATs

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing folio</td>
<td>Writing folio</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam</td>
</tr>
</tbody>
</table>
ELECTIVE: Environmental Studies

Curriculum Focus
It is hard to imagine what the world might be like 50 years from now. But with the world’s population expected to reach 9 billion by the year 2050, the land and its resources will come under ever-increasing pressure. There is evidence that our climate is changing and the time for action is now. Although it may not be possible to undo the past, we can prevent further harm. In this elective, students examine topics and key issues facing all countries along with Australia, including: threatened environments, global warming and climate change. Through geographical investigation and fieldwork, students will gain a better understanding of these significant issues and how they might take action.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a Local Environmental Management Plan</td>
</tr>
<tr>
<td>Create a video that on how to reduce a carbon footprint</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Environmental Science Units 1&2

ELECTIVE: Food Technology (Menu Production)

Curriculum Focus
This is mainly a practical subject with some theory lessons. Students will be shown new cooking techniques and will be required to utilise these in the design and planning of various menus. As the course progresses, students will need to investigate and design more complex menus, taking into account nutrition, environmental impact and designing to budgeting constraints.

This subject will provide a good transition to both VCE Food Technology or VET Hospitality.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of work</td>
</tr>
<tr>
<td>Practical Work</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VET Pathways: Hospitality Cert II
VCE Pathways: Food Technology Units 1&2

ELECTIVE: Graphic Design

Curriculum Focus
Students will design and produce graphic designs by hand and using a variety of Adobe computer programmes. Students will learn about typography, working with imagery and layout. This will include practical projects and theory of design.

Students will learn to create a design brief, produce finished art and pitch a project to the client.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual diary – all development and assignments</td>
</tr>
<tr>
<td>Folio of 3 finished works</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Vis. Com. & Design Units 1&2
VCE Pathways: Art Units 1&2
**ELECTIVE: Information Technology (IT)**

**Curriculum Focus**
The IT elective extends student knowledge of commonly used Microsoft programs. Introductory computer programming using Visual Basic allows students to create simple games and other applications. Advanced use of Microsoft Excel includes the use of macros to automatically manipulate data and display information.

<table>
<thead>
<tr>
<th>CATs</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester only</td>
</tr>
<tr>
<td>Excel project</td>
</tr>
<tr>
<td>Applications brochure</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

**VCE Pathways:** IT Units 1&2

**ELECTIVE: Introduction to Psychology**

**Curriculum Focus**
Psychology is the study of the mind and behaviour in both humans and animals. This course introduces students to scientific research and what psychologists do. It investigates different strands of Psychology including sport, clinical and forensic.

This area of study focuses on:
- the role of a psychologist and why psychology is considered a science
- the history of psychology
- working as a psychologist
- the responsibilities of a psychologist
- psychology as a Science – the scientific method will be explored

<table>
<thead>
<tr>
<th>CATs</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester only</td>
</tr>
<tr>
<td>Empirical research activity (ERA)</td>
</tr>
<tr>
<td>Multimedia presentation</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

**VCE Pathways:** Psychology Units 1&2

**ELECTIVE: Legal Studies**

**Curriculum Focus**
In this subject students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.

<table>
<thead>
<tr>
<th>CATs</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester only</td>
</tr>
<tr>
<td>Criminal Law Investigation</td>
</tr>
<tr>
<td>“The Law and You” Topic Test</td>
</tr>
<tr>
<td>Australian Politics and Democracy Research</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

**VCE Pathways:** Legal Studies Units 1&2
ELECTIVE: Media Studies

Curriculum Focus
Topic: Horror and Film Noir Genres: Analysis and Production

Film texts: "Psycho" (Hitchcock, 1960) & excerpts of "Sin City" (Miller, 2005)

This Media Studies course offers the fundamental building blocks for VCE Media Studies 1 - 4. You will learn the necessary skills required for the analysis of a Media text, whilst exploring the use of 'Production Elements' and 'Story Elements' within the texts construction. This course will also offer you the skills required to develop and create your own Media products in both Print Media and Video Production.

CATs
<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Visual Presentation</td>
</tr>
<tr>
<td>Film Text Analysis</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

**VCE Pathways:** Media Units 1&2

---

ELECTIVE: Mural Painting and Community Public Arts

Curriculum Focus
Community Arts would involve getting commissions for wall paintings either in areas of the school or in the wider community. Students would work in groups and come up with designs for large works and they would then be painted on panels to be mounted on walls. There will be an emphasis on painting in a variety of techniques. Students will investigate the role of contemporary artists, street artists (such as Banksy) and muralists.

CATs
<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual journal</td>
</tr>
<tr>
<td>Panel pieces</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

**VCE Pathways:** Art Units 1&2

---

ELECTIVE: Music (Semester 1 and 2 – all year elective)

Curriculum Focus
Year 10 Music is a whole year subject that runs alongside VCE Music without the formal requirements of VCE. The main focus is on **music performance**. Students can play whatever instrument they want (including voice) and the styles of music performed are up to the student. Other aspects of the course include improving **performance technique**, as well as **Musicianship** (theory and aural skills). Students are expected to perform on a regular basis, and lessons will need to be taken on the student’s chosen instrument. Part of the subject will include use of the school’s recording studio, which has brand new equipment within. Composition (writing songs) will also be incorporated into Semester Two.

CATs
<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance (Performing a program of 3 songs each sem)</td>
</tr>
<tr>
<td>Aural and Theory (Listening and written exam)</td>
</tr>
<tr>
<td>Recording (recording a CD)</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

**VCE Pathways:** Music Units 1&2
ELECTIVE: Music Production, Recording and Technology

**Curriculum Focus**
Have you ever wanted to know how chart-topping songs are produced? Do you want to be able to create your own hits? OR are you interested in recording these hits? This subject will teach you how to run a recording studio, (including microphone technique, mixing, effects and mastering), how to use GarageBand effectively (more than just click and drag loops) and how to put on live performances (including setting up P.A. systems, speakers, D.I. boxes etc.). A must-do for any techy wannabe!

**CATs**

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording of band - GarageBand</td>
</tr>
<tr>
<td>Event management</td>
</tr>
<tr>
<td>Exam (recording techniques)</td>
</tr>
</tbody>
</table>

▶️ VET Pathways: Music Technology Cert III

ELECTIVE: Nutrition and Healthy Lifestyles

**Curriculum Focus**
Why am I told that ‘fake’ sugar is not good for me? What happens if I eat Hungary Jacks every night of the week? Is it true that if I leave a cheese burger for 2 months nothing happens to it? Should we be eating preservatives? Our ancestors had different diets to the modern day human, has evolution changed the way we digest and the nutrients we need? Were they healthier? What is a fad diet? Is it really that harmful to me? This elective will answer all of these topical questions using practical and research based learning to construct an understanding of nutrition and dietetics and how it impacts on healthy lifestyles.

**CATs**

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Eating Practical Report</td>
</tr>
<tr>
<td>Healthy Living Diet and Lifestyle Plan</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

▶️ VCE Pathways: Health and Human Development Units 1&2

ELECTIVE: Outdoor Education

**Curriculum Focus**
Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves, through interaction with the environment through local and out of school excursions. The course will focus on outdoor activities in a range of environments, and may include activities such as bushwalking, kayaking, horse riding, ice skating, roller blading, climbing or orienteering. It will provide students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature.

**CATs**

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Environment Presentation</td>
</tr>
<tr>
<td>Logbook Write Ups</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

▶️ VCE Pathways: Outdoor Education Units 1&2
**ELECTIVE: Pâtisserie**

Curriculum Focus
This elective will focus on developing skills working with pastries, baked goods and cake decorating. The food involved will include savoury pastries and breads as well as cakes, biscuits and slices. Students will also investigate and design work on various aspects of this subject and be expected to evaluate their products.

**CATs**

<table>
<thead>
<tr>
<th>One semester only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing assessment of production</td>
<td></td>
</tr>
<tr>
<td>Investigation and design research task</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

▶ VET Pathways: Hospitality Cert II
▶ VCE Pathways: Food Technology Units 1&2

**ELECTIVE: Physical Education**

Curriculum Focus
This elective encourages students to assess and improve their personal fitness and provides them with the opportunity to develop healthy living habits. It will also provide a theoretical pathway for students who wish to study VCE Physical Education. Facilities at school and in the local community will be used to develop and complete a personal fitness program. Topics and activities include:
- Participation, team play and physical activity, fitness and health; Body systems
- Safety, first aid & sport injury management

**CATs**

<table>
<thead>
<tr>
<th>One semester only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles in Sport Assignment</td>
<td></td>
</tr>
<tr>
<td>Fitness and Training Assignment</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

▶ VCE Pathways: Physical Education Units 1&2

**ELECTIVE: Sport and Recreation**

Curriculum Focus
This elective is a practical subject with a theory component. The subject helps students to understand the differences between Sport and Recreation, and aims to expose them to a varied selection of both. The elective provides students with a building block towards a VET Sport and Recreation qualification.

Facilities at school and in the local community will be utilised. Various activities may include, but are not limited to, Bocce, Archery, Swimming, Table Tennis, Bowls, Soccer, Football, Rugby, Indoor Soccer and Indoor Cricket.

**CATs**

<table>
<thead>
<tr>
<th>One semester only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Coaching</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

▶ VET Pathways: Sport & Recreation Cert II
ELECTIVE: Studio Arts - Photography

Curriculum Focus
In Photography, students will learn the processes of black and white photography and then undertake photographic assignments to develop their skills. They will learn the basic composition and camera techniques as well as analysing photographs. Students will keep a visual diary containing all work.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo analysis (magazine)</td>
</tr>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Workbook</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Studio Arts (Photography) Units 1&2

ELECTIVE: Theatre Studies

Curriculum Focus
“All the world’s a stage, And all the men and women merely players” William Shakespeare

As the name suggests, in this subject we study theatre. More specifically, we shall be exploring the historical context and conventions of specific pre-modern and modern theatre styles and practitioners as well as examining contemporary theatre with these values in mind. Additionally, we will build skills in analysing and critiquing theatre performance, both our own pieces and professional shows. As such, we shall have several incursions and excursions in order to see shows as a group. Lastly, we will explore stage craft and performance skills and use these to produce and perform our own pieces.

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process folio</td>
</tr>
<tr>
<td>Production Stagecraft Design and Development</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Theatre Studies Units 1&2

ELECTIVE: Visual Communication and Design

Curriculum Focus
In this elective students will study the Visual Communication production processes as a means to develop ideas into finished pieces of artwork. The course will place emphasis upon conventional drawing including freehand and rendering processes. Students will explore:

- Architectural drawing; Packaging
- Digital imaging techniques; Photography techniques
- Photoshop, CAD

CATs

<table>
<thead>
<tr>
<th>One semester only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Workbook</td>
</tr>
<tr>
<td>Exam</td>
</tr>
</tbody>
</table>

VCE Pathways: Visual Communication& Design Units 1&2
ELECTIVE: Languages – Semester 1 and 2

Languages offered as part of the Year 10 languages programme in 2013 are:

- Greek
- Indonesian
- Italian
- Mandarin

Why should I do Languages in Year 10?
Doing a Language in Year 10 is an advantage when it comes to planning for your VCE course in Years 11 and 12. You should also be aware that doing a LOTE in Year 12 can help you improve your ATAR score that is required for many courses in universities, because you can gain bonus marks when you complete your Year 12 Language.

What other advantages are there to continuing with Languages?
Continuing to study Languages also improves your chances of gaining employment. A wider variety of career opportunities are available to students who know more than one language. Apart from employment opportunities, studying another language enriches your life and helps you appreciate the culture of other nations, especially when travelling.

What will we study in Languages?
You will continue to develop the skills of Listening, Speaking, Reading and Writing in your chosen Languages. You will also gain a greater understanding and appreciation of the culture of the country of the Languages you are studying. In Languages you will complete a variety of activities including reading, listening, comprehension and writing tasks. You will take part in role plays, make Power Point presentations, watch movies and DVDs, go on excursions, listen to music and use computers to produce movies and other interesting products.

Where do I get more information on continuing Languages in Year 10?
Your Year 9 Languages teacher will be able to help you decide if you should consider going on with Languages in Year 10.
VOCATIONAL EDUCATION AND TRAINING (VET)

What is VET?
VET aims to enhance senior school studies. VET allows a secondary student to combine their Year 10, VCE or VCAL studies with vocational training.

Features of VET
- It is an accredited program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (eg. Certificate II in Hospitality) and their Year 10 studies,
- It allows students to go directly into employment or receive credit towards further studies.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

Contribution to VCE
VET may contribute to VCE. Some VET programs have a Victorian Curriculum Assessment Authority (VCAA) recognised unit 1-4 structure. Partial or full completion of other programs may contribute via Block Credit to the completion of VCE.
- With the exception of English, there is no limit to the number of VET units which can be counted towards your VCE.
- A student’s primary four subjects may be made up of English, with all other sequences derived from scored VCE VET programs.
- Fees range depending on the VET program and the materials students are required to have. All fees must be paid prior to the commencement of the elective.

ELECTIVE: VET Certificate II in Hospitality Unit 1 and 2
SIT20307 Certificate II in Hospitality (Kitchen Operations) and
SIT20207 Certificate II in Hospitality (DUAL PROGRAM) (Units 1-4)

Curriculum Focus
This program is designed to provide students with training and skills to be competent to work in the hospitality industry with a particular focus on commercial cookery.

ELECTIVE: VET Certificate III in Interactive Digital Media Unit 1 and 2

Curriculum Focus
This program provides students with knowledge and skills that will enhance their employment prospects within the media industry and a wide range of multimedia industries, as well as preparing them for Multimedia and Media courses at TAFE and university.

Certificate III in Interactive Digital Media core units include: producing and preparing photo images (Photoshop), working effectively in the screen and media industries and participating in occupational health and safety processes.

Electives may include: creating animation (Flash), preparing audio assets, following a design process and producing drawings to represent and communicate the concept (Illustrator).
ELECTIVE: VET Certificate III Retail Unit 1 and 2 - School Based Apprenticeship

Curriculum Focus
The aim of the program is to provide an introduction into the retail environment. Students will benefit from on-the-job training as well as structured flexible learning. A bonus of this course is employment within McDonalds Australia which can then lead to many career paths. As this is paid employment, the applicant will be subjected to an interview process and must complete the EXPRESSION OF INTEREST FORM. This is a one year program.

ELECTIVE: VET Certificate II in Sport and Recreation

Curriculum Focus
This course provides you with the knowledge and skills to work in the sport and recreation industry. Pathways are available for further studies in Certificate III or IV in Sport and Recreation and other sport programs. Core subjects include; Organise and complete daily work activities, apply first aid and work effectively in sport and recreation environments.
VCE ACCELERATION SUBJECTS

Students who want to undertake one of these subjects, need to complete an Expression of Interest Form.

Please note: NOT all Year 10 students will be recommended to study a VCE subject in Year 10. Recommendations will depend on student level of achievement and results in Year 9. Expressions of Interest Forms are available from the Middle School office. These forms need to be signed and returned with the Elective Preference Form.

VCE subjects run for the whole year as students complete two units.

ELECTIVE: VCE Biology Unit 1 and 2

Curriculum Focus
Unit 1- Unity, Diversity, Organisms and the Environment
This unit examines the activities of cells and the relationships between the specialised structures of cells and the processes that maintain life. Another focus studies the relationship between features of organisms and how organisms meet the requirements of life.

Unit 2- Signatures of Life and Continuity and Change
Students examine the activities of cells at a Molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students explore the mechanisms of inheritance, genes, DNA, mitosis, and meiosis; leading to an understanding of the origins and diversity of living organisms and how they evolved.

ELECTIVE: VCE Business Management Unit 1 and 2

Curriculum Focus
Business Management examines the ways in which managers can manage an organisation’s resources to achieve the objectives of the organisation. The study recognises the range of management theories and exposes students to real business scenarios.

Unit 1 - This unit studies generic business concepts, which apply to the management of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

Unit 2 - This unit studies how change affects management and investigates how management responds. It also involves consideration of the relationship of management with the operating environment and the planning and marketing processes.

ELECTIVE: VCE Music Unit 1 and 2 (Group and Solo)

Curriculum Focus
Students develop skills in recognising and using music language relevant to performance encompassing:
- Describing the use of selected elements of music for instruments in combination.
- The recognition, performance and transcription of selected elements of music.
- The use of music notation for performance interpretation and transcribing purposes.

Unit 1 and 2
- Group and solo Performance
- Aural
- Analysis of Music
How to choose electives

Step 1 Reflection
- In terms of your education: What are your strengths? What do you enjoy doing?
- At this stage what career path interests you? i.e., Sport/Rec Industry, Health/Beauty Industry, Sciences, Commerce, Small Business, Law, Information Technology or the Music or the Arts.
- You could check these references to research possible courses [www.myfuture.edu.au](http://www.myfuture.edu.au) which gives students the opportunity to explore their interest and skills.

Step 2 Some Advice
- Year 10 is a challenge; there are many new subjects, new electives, new co-curricular activities and new friends to make. Think about your future – **choose what suits you** not what your current friends want to do. This is a time to explore and think about where you’re heading, how to make the most of the opportunities being offered.
- The elective program offers a wide range of units. You will do **two electives units each semester**. Choose units which sound interesting to you, and that you may want to continue to study in VCE or VCAL.
- Some Year 10 students will be given the opportunity to accelerate and select a VCE subject as part of their Individual Learning Pathway in the elective program. Students who are interested in studying one of the available VCE units will also need the recommendation of their current teacher in that subject area and of their core curriculum teachers. Expression of Interest Forms are available from 9/10 Manager.
- Read the Year 10 Handbook carefully for unit descriptions. Each unit lasts for one semester unless specified and cannot be repeated. Discuss your options with teachers and parents if you’re not sure!
- Students need to read the handbook carefully or ask the relevant teachers if they require further information. Once students have been placed on a published elective roll, and their elective choices have been confirmed in writing changes cannot be made to selections.
- Parents are encouraged to participate in assisting their child in selecting their electives and must note that some electives and ALL VET ELECTIVES incur a cost.
- **To confirm enrolment in the Electives that incur a cost, payment must be paid prior to the commencement of the Elective.**

Process of elective selection

The selection process will operate in the following manner:

1. Each student will be required to complete the **Elective Preference Form. Parents are encouraged to discuss elective choices with their child.** Students are to indicate their first twelve preferences, in order, for each column (1 to 10). At least one elective must be chosen from every column. We hope to give students their first and second choice, but in some cases this may not be possible

2. Once parental approval has been given for the student’s choice of electives, by the signing the elective form, the form must be returned to the Co-ordinator’s office by the due date. Students who hand in their selection sheets late may have a limited choice of electives.

3. The information received from the forms will be used to derive the level of demand for each elective. Students whose first choice cannot be fully satisfied will be given their second or third choice.

4. When all students’ choices have been finalised, the elective subjects available to each student will be confirmed to the parent and the student in writing.