



# Middle Years Course Selection Handbook

2020



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# INTRODUCTION

This handbook is a resource for students and parents/guardians, which outlines the Middle Years curriculum in line with the Victorian Curriculum Standards, offered at Springside West Secondary College across Years 9 and 10.

This handbook is designed to assist students and parents in understanding the structure of the Middle Years program and the various options available to students. It is also designed as a tool to assist with the subject selection process, in order to support students' career aspirations and associated pathways into the Later Years.

Part of this handbook also includes the expectations of Middle Years students here at Springside West Secondary College regarding future enrolment into VCE and VCAL programs.

This handbook has four sections:

- Overview of the Year 9 and 10 programs
- Important questions to consider
- Course Selection Process
- Description of Course Options\*

*\*Please note: All subject offerings at Springside West Secondary College are dependent upon sufficient student numbers per class.*

## MIDDLE YEARS COURSE OVERVIEW

The Middle Years program at Springside West Secondary College provides students with the opportunity to begin diversifying their academic program, whilst also meeting all of the requirements of the Victorian Curriculum. As outlined below, students engage in a combination of core programs, as well as elective rotations beginning in Year 9 and expanding into Year 10.

The following table gives a broad overview of the course structure for students in the middle years:

| TIMETABLE STRUCTURE                |                                    |                |                                    |
|------------------------------------|------------------------------------|----------------|------------------------------------|
| YEAR 9                             |                                    | YEAR 10        |                                    |
| Subject Area                       | # of periods per fortnightly cycle | Subject Area   | # of periods per fortnightly cycle |
| English                            | 7                                  | English        | 8                                  |
| Mathematics                        | 7                                  | Mathematics    | 8                                  |
| Science                            | 7                                  | Elective Block | 8                                  |
| Humanities                         | 7                                  | Elective Block | 8                                  |
| Health & Physical Education        | 6                                  | Elective Block | 8                                  |
| Arts Elective Block                | 5                                  | Elective Block | 8                                  |
| Technology Elective Block          | 5                                  | All You Can Be | 1                                  |
| Italian / Alternate Elective Block | 5                                  | Assembly       | 1                                  |
| All You Can Be                     | 1                                  |                |                                    |
| <b>TOTAL</b>                       | <b>50</b>                          | <b>TOTAL</b>   | <b>50</b>                          |

The following sections outline the opportunities students will have in each of the elective rotations as highlighted in the table above. Detailed outlines of the specific course offerings are subsequently located towards the end of this handbook.

# YEAR NINE PROGRAM

The Year 9 program is designed to continue building upon the essential learning undertaken by students across Years 7 and 8. The bulk of the Teaching and Learning program is based around core subject areas. Students are however, provided with an opportunity to begin exploring a variety of electives in different key learning areas.

At Year 9, the following courses run as core compulsory subjects for the duration of the year:

- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- All You Can Be

The elective block offered to Year Nine students consists of 6 x semester based courses. Students must select:

- 2 x electives from the Arts faculty [including Visual and/or Performing Arts]
- 2 x electives from the Technology faculty [including Design, Technology and/or IT]

In the third elective block students have a wider range of options to select from. These include:

- Undertaking 2 x semesters of Italian as a continuation of the program commenced in Years 7 and 8
- Undertaking additional Arts or Technology electives
- Undertaking alternate elective options, including:
  - Soccer Skills & Coaching [as a year-long course; limited numbers available]
  - The Duke of Edinburgh Program
  - City Experience

The course descriptions for each of the subjects offered in Year 9 can be found at the end of this handbook.

*With all elective options, students will be asked to nominate their choices in order of preference. Whilst every effort will be made to accommodate students' first preferences as much as possible, all subject offerings are dependent upon availability and class sizes.*

# YEAR TEN PROGRAM

The Year 10 program is designed to prepare students for the high expectations of work habits and academic performance in VCE and VCAL. The program is modelled on the assessment style and structure of VCE, where students undertake six units of study [subjects] each semester and participate in exams towards the end of each semester.

This is an important time for students. Students will receive a range of information about VCE, VCAL, careers, apprenticeships and traineeships, tertiary study at Universities and TAFES - all via the *All You Can Be* program. They will also be offered a range of pathways, incursions and excursions, and career counselling sessions to support them during this process. Students should utilise all learning opportunities and think carefully about their preferred pathway as they will need to make decisions that will affect their education for the years ahead.

At Year Ten, the following courses run as core compulsory subjects for the duration of the year:

|                |               |
|----------------|---------------|
| English        | Mathematics^^ |
| All You Can Be | Assembly      |

^^The Mathematics program at Year 10 consists of three separate pathways. Students must select one of these pathways:

- Numeracy [*Pathway into VCAL Numeracy*]
- General Mathematics [*Pathway into VCE General Mathematics and Mathematical Methods*]
- Advanced Mathematics [*Pathway into VCE General Mathematics, Mathematical Methods, and Specialist Mathematics*] ^^

^^Acceptance into the Advanced Mathematics stream is by application only. Students will be provided with the opportunity to apply for this stream as part of the subject selection process. Their progress throughout Year 9 Mathematics will be taken into consideration when determining their preparedness for this program.

The elective block offered to Year Ten students consists of 8 x semester based courses. Over the course of the academic year, students must select at least:

- 1 x elective from the Science faculty
- 1 x elective from the Humanities faculty
- 1 x elective from the Arts, Design & Technology faculty
- 1 x elective from the Health & Physical Education faculty

The remaining 4 x semester elective slots can be filled with any combination of the following:

- Undertaking 2 x semesters of Italian as a continuation of the Year 9 program
- Undertaking additional Science / Humanities / Arts, Design & Technology / Health & Physical Education electives / English electives
- Undertaking alternate elective options, including:
  - Soccer Skills & Coaching [as a year-long course continuing on from Year 9; limited numbers available]

- Undertaking an approved Unit 1 & 2 course sequence in one of the VCE programs offered at the school. Please see the *VCE Early Access Program* section of this handbook for additional information regarding Year 10 access to VCE programs.

The course descriptions for each of the subjects offered in Year 10 can be found at the end of this handbook.

*With all elective options, students will be asked to nominate their choices in order of preference. Whilst every effort will be made to accommodate students' first preferences as much as possible, all subject offerings are dependent upon availability and class sizes.*



## GLOSSARY OF TERMS

|                               |   |
|-------------------------------|---|
| A+ - E                        | Student receives this grade if they have achieved a result above 40% in SAC   |
| Alternative tasks             | The alternative tasks can include completed classwork, homework tasks or practice SACs. This will be agreed to by the teacher and coordinator   |
| Make up SAC                   | A SAC that has been rescheduled because a student was absent. Absence must be approved by a medical certificate   |
| N – Not Satisfactory for SAC  | Student has not satisfactorily demonstrated the key knowledge and key skills for the SAC (below 40%) or resit SAC, or shown satisfactory understanding in an alternative format   |
| N - Not Satisfactory for unit | Student has not satisfactory demonstrated the key knowledge and key skills for one or more of the SACs  |
| Resit SAC                     | An opportunity for the student to resit the SAC and demonstrate key knowledge and skills to achieve an S result for the SAC   |
| SAC                           | School Assessed Coursework which includes tests, research projects, folios etc.   |
| S – Satisfactory for Unit     | A satisfactory result for the semester long unit  |
| UG - Ungraded                 | Student receives this grade if they achieve below 40% on original SAC but is able to demonstrate satisfactory understanding in a resit/ resubmission or alternative task.   |
| Unit                          | One semester of work for each subject   |
| VCAA                          | Victorian Curriculum & Assessment Authority<br><i>VCAA is the body which administers curriculum in Victorian schools including the Study Designs for VCE and VCAL, which oversees assessment processes across all Victorian schools</i> |
| VCAL                          | Victorian Certificate of Applied Learning   |
| VCE                           | Victorian Certificate of Education  |

# VCE AND VCAL REQUIREMENTS

## Requirements to enrol in VCE at Springside West SC

Students must meet the minimum academic requirements to enrol in VCE:

- An S in a minimum of 11 out of 14 units across Year 10
- An S in at least one unit of English in Year 10
- An S in at least five out of seven units in Semester 2 of Year 10

If a student does not meet these academic requirements, but wishes to enrol in VCE, their work habits will be considered by the Year Level Coordinator and the student and their parents will be required to attend a pathways meeting. If a student is in this situation, they must enrol in a VET subject as part of their VCE.

## VCE Maths Prerequisites

Maths teachers will recommend a VCE maths pathway that will best suit each student. This recommendation will be based on the student's work habits and grades.

## Requirements to enrol in VCAL at Springside West SC

Students must meet the minimum academic requirements to enrol in VCAL:

- An S in a minimum of 11 out of 14 units across Year 10. If the student has not achieved this minimum, they must be able to show that they have attempted all SACs and attended all resits.

When applying for VCAL, students must:

- Complete a written application form. In this form, students must be able to show why VCAL is the appropriate pathway for them and their career aspirations.
- Attend an interview with the Year Level Coordinator/ Pathways Coordinator
- Sign a VCAL work habits contract

# PROCESS FOR AWARDING AN S OR N FOR A UNIT

To achieve an S result for a unit, a student must meet a satisfactory standard for all SACs in the Unit. This may be demonstrated in resit SACs or alternative tasks.

The student receives an N for the unit when they do not demonstrate a satisfactory understanding of knowledge and skills in one of the SACs in that unit. This may be because:

- The work does not demonstrate a satisfactory understanding of the relevant knowledge and skills
- The student has failed to meet a school deadline for the SAC, including if an extension of time has been granted for any reason
- The work cannot be authenticated
- There has been a substantial breach of rules

# PROCESS FOR AWARDING AN S OR N FOR A SAC

## SACs

Students must achieve a score of 40% or more in a SAC to demonstrate a satisfactory understanding. If a student achieves a score of less than 40%, they are at risk of not achieving a S for the Unit. All students have the opportunity to resit or resubmit the SAC to show a satisfactory understanding. The original score received is displayed on the school report.

## Resits

Students are required to resit a SAC if they achieve below 40% on their SAC. Students will complete the resit SAC on a Wednesday after school.

The conditions and permitted materials for the resit SAC may be the same or different to the original SAC. This will be made clear to the student prior to the resit SAC date and will appear on the resit SAC cover page. Conditions will be consistent across subjects with more than one class. The intention is to determine that students are demonstrating the key knowledge and key skills.

If the students received below 40% on a SAC research project, the students will have one week to re-submit the task to a satisfactory standard, after they have received their grade and feedback.

If the student did not submit their SAC by the due date, they must attend the work redemption detention on a Wednesday after school and submit the work within one week of the original due date. This submission will be treated like a SAC resit, where students will not have another opportunity to submit the task if they receive below 40%.

Parents will be notified of SAC resit/ re-submissions via Compass email. This email will outline the work that needs to be completed and make it clear that the student is at risk of not achieving an S result for the unit. If the student does not achieve above 40% on the resit/ resubmission, the YLC will notify parents.

## Make ups

If a student misses a scheduled SAC, they must have the absence approved with a medical certificate or because they were on another school activity. If the absence is approved, students have an opportunity to sit the original SAC. This will be scheduled for afterschool on the next Wednesday. If the absence is not approved, the SAC will be treated as a SAC resit.

Parents will be notified of the SAC make up session via Compass email.

## Alternative tasks

If a student does not demonstrate a satisfactory understanding of key knowledge and skills in the resit SAC, the teacher will look for other opportunities for the student to demonstrate or have demonstrated their understanding. These alternative tasks can include class work, set homework tasks or other tasks deemed appropriate by the classroom teacher.

## Determining a student's grade on a SAC

| Scenario  | Grade  |
|---|--|
| Student achieves greater than 40% on SAC                  | <ul style="list-style-type: none"> <li>Students receive an A+ - E grade on SAC</li> </ul>  |
| Student achieves less than 40% on SAC                     | <ul style="list-style-type: none"> <li>Student to complete a resit SAC (see resit process) and will receive either a UG or N</li> </ul>  |
| Student does not submit the task by the due date          | <ul style="list-style-type: none"> <li>Student to submit the SAC within a week of the original due date and attend work redemption.</li> <li>SAC to be treated as a resit and student will either receive a UG or N</li> </ul> |
| Student has an unapproved absence for date of SAC         | <ul style="list-style-type: none"> <li>Student to make up the SAC on the following Wednesday after school.</li> <li>SAC to be treated as a resit and student will either receive a UG or N</li> </ul>                          |
| Student has an approved absence for date of SAC           | <ul style="list-style-type: none"> <li>Student to make up the SAC on the following Wednesday after school</li> <li>SAC makeup to be treated as original SAC and student has opportunity of achieving A+ - E</li> </ul>         |
| Student achieves greater than 40% on resit SAC            | <ul style="list-style-type: none"> <li>Student receives a UG grade on SAC</li> </ul>   |
| Student achieves less than 40% on resit SAC               | <ul style="list-style-type: none"> <li>Teacher and YLC notify parents</li> <li>Student has opportunity to complete an alternative task</li> </ul>  |
| Student completes alternative task satisfactorily         | <ul style="list-style-type: none"> <li>Student receives a UG grade on SAC</li> </ul>   |
| Student does not complete alternative task satisfactorily | <ul style="list-style-type: none"> <li>Student receives an N grade on SAC and overall unit</li> </ul>  |

# WORK REDEMPTION

If a student does not submit a homework task the classroom teacher will set a detention.

If the student does not attend the detention, or complete the work, the student will be required to attend an after school work redemption detention on a Wednesday after school.

If a student does not submit a SAC, the student will be required to attend the work redemption detention and submit the task within a week of the original date.

Parents will be notified of the work redemption detention via Compass email. This email will outline the date of the detention and the work that the student is to complete.

# GRADING SCALE

| Grade | Percentage  |
|-------|---|
| A+    | 100 - 90%   |
| A     | 89 - 80%  |
| B+    | 79 - 75%  |
| B     | 74 - 70%  |
| C+    | 69 - 65%  |
| C     | 64 - 60%  |
| D+    | 59 - 55%  |
| D     | 54 - 50%  |
| E+    | 49 - 45%  |
| E     | 44 - 40%  |
| UG    | Below 40% on original SAC, shown satisfactory understanding in resit SAC or alternative task          |
| NS    | Below 40% on original SAC, have not shown satisfactory understanding in resit SAC or alternative task |

# VCE EARLY ACCESS PROGRAM

The Victorian Certificate of Education [VCE] provides students with the opportunity of completing a senior certificate by selecting from a range of studies. Students are able to focus on studies that will provide a pathway to University, TAFE or employment. For more information about the VCE and the details of the courses offered at Springside West Secondary College, please refer to the *Senior Years Course Selection Handbook*.

The VCE Early Access Program, provides Year 10 students with the opportunity to utilise two of their elective blocks [2 x consecutive semester blocks] undertaking a Unit 1 and 2 study. These units will then contribute to students' attainment of the VCE at the end of Year 12. Students undertaking the VCE Early Access Program engage in classes alongside Year 11 students. It is expected that students engaging in this program, maintain this course for the duration of the year.

Eligible students will be able to access any of the VCE Unit 1 and 2 programs offered by the school, with the following exceptions:

- The studies in English [English, Literature, English Language] are unavailable for early access
- Specialist Mathematics is unavailable for early access

*As with all electives, students will be asked to nominate their VCE choices in order of preference. Whilst every effort will be made to accommodate students' first preferences as much as possible, all subject offerings are dependent upon availability and class sizes. Places for Year 11 students will be prioritised when considering positions within each course.*

## QUALIFYING FOR VCE EARLY ACCESS

Early access to VCE programs in Year 10 is at the discretion of the school. A minimum academic and attendance requirement is expected of students wishing to apply for the VCE Early Access Program. An outline of these requirements is below:

- Throughout Semester 1 of Year Nine, students must maintain an average academic grade of B or above across all of their studies.
- Throughout Semester 1 of Year Nine, students must maintain at least 90% attendance in all of their academic studies.

All cases of application to the VCE Early Access Program will be considered on an individual basis. In the event that students have extenuating circumstances which may impact their ability to meet the above requirements, these can be discussed with the Middle Years leader.

## SATISFACTORY COMPLETION OF UNITS

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for each school to decide in alignment with the Victorian Curriculum and Assessment Authority [VCAA] VCE Study Designs. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance in the unit. This includes, but is not limited to, student performance in assessment tasks. Students must also abide by all school and VCAA policies including authentication and attendance policies. The school's Senior Years Course Selection Handbook provides more details about these policies and can be accessed on the SWSC website.

# IMPORTANT QUESTIONS TO CONSIDER

## HOW DO YOU BEGIN PLANNING?

Students should use the middle years as a time to explore a variety of different courses and pathways. As students begin to refine their choices in Year 10, this may mean a number of choices within a general interest area, or a number of choices that run across interest areas. This approach is important for a number of reasons:

With most VCE subjects, it is highly recommended that students have undertaken an equivalent course in Year 10. In doing so, they will have engaged with some of the key concepts, skills and knowledge in advance of studying the course at VCE level.

Some students will start individual subjects and find that they are not interested or motivated in that area. Therefore they should have sufficient subject breadth to be able to change direction.

Other students will find they do not perform well in a particular subject. This information will be useful during the course counselling process in Year 10 when selecting preferences for the later years.

As the timetable for each year is designed around the elective choices and preferences of students, subject changes amongst the electives will be limited in both Year 9 and 10. As such, students need to carefully consider the elective preferences prior to submission. In some cases, depending upon availability and class sizes, an alteration to the electives assigned will not be possible.

## HOW DO YOU CHOOSE YOUR SUBJECTS?

After identifying studies that you should complete in preparation for later years studies, students should then consider two other factors - studies that they enjoy and studies that they are good at. Students should carefully read the subject descriptions and consider the content of each subject and ways in which each subject is taught.

It is worth checking for the studies you are interested in, whether there is advice about doing some introductory courses in Year 10 before attempting the equivalent course in Year 11. For example, if you are interested in studying Chemistry it is recommended that you undertake the Chemistry elective, as well as any other Science electives that you may be interested in, before attempting a sequence of Units 1 and 2.

## CAN YOU DO A UNIT 3 & 4 VCE STUDY IN YEAR 11?

Yes. Those students who have successfully completed a Unit 1 and 2 sequence of studies in Year 10 as part of the VCE Early Access Program, can subsequently undertake a Unit 3 & 4 study in their first year of the VCE [Year 11]. It is advised that all students undertake VCE courses with the aim of completing the full Units 1 - 4 sequence of study.

## WHAT HAPPENS IF I HAVE PROBLEMS COMPLETING WORK ON TIME?

A written description of the *Assessment Tasks* to be completed for each unit will be provided for each student along with a definite due date set by the teacher for all these tasks. Students who expect difficulty meeting the due date should discuss this with their class teacher well before. In some cases an extension of time may be granted in accordance with the SWSC Assessment Policy.

# COURSE SELECTION PROCESS

When designing your pathway remember to:

- Choose subjects you like and are good at. Seek guidance from a wide range of people rather than relying on the judgement of any one person:
  - Parents
  - Relatives
  - Careers Advisors
  - Year 7 & 8 teachers

## SUBMITTING COURSE SELECTIONS

Students will submit their course selections online and in paper form. The online system will be open during weeks 1 - 3 of Term 3, with a link to the website on Compass. Students will be given advice on how to access this system. The hardcopy of selections must be signed by the student and a parent. **This must be submitted to the Careers Office [in the library] by Friday 31st July 2020.**

Once students have settled on a range of subjects that enables a balance of interests, abilities and subject requirements, some choices will need to be made. The selection of subjects should be guided by the information in this handbook, which contains descriptions of the Year 9 and 10 studies being offered at Springside West Secondary College. Please note, whether a subject proceeds or not will depend on sufficient students numbers applying for the course in that particular year.

## ALTERING SUBJECT SELECTIONS

The new timetable is built based upon the initial subject selections of students. Depending on the timetabling options and available spaces in classes, changing a course may be possible for students who realise that a particular subject does not suit their interests, strengths and aspirations. However, this change may not always be possible or sensible:

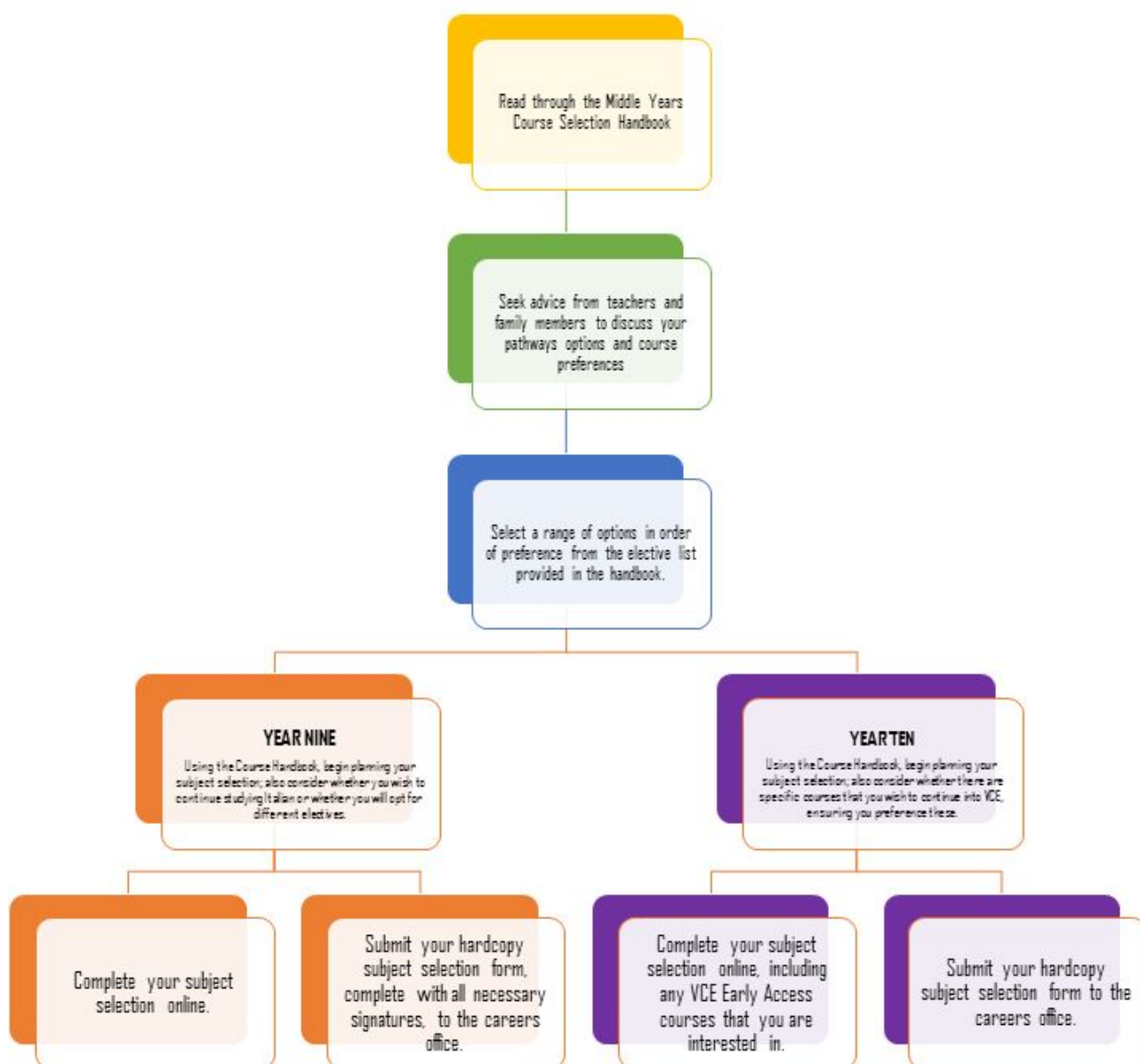
- Class size and timetabling constraints may prevent a transfer from one subject to another

Consequently, it is in each student's best interests to think seriously and thoroughly about their selections in the first place, to avoid late changes at that beginning of the school year.

As mentioned above, students undertaking the VCE Early Access Program in Year 10 must undertake their Unit 1 & 2 units as a sequence and cannot change their selections after the beginning of Term 1.



# COURSE SELECTION PROCESS OVERVIEW



# 2021 YEAR NINE PROGRAMS

The following subjects are offered at Year Nine. Subjects will only run if there is sufficient demand.

| YEAR NINE   |      |
|---|------|
| Subject Area  | Page |
| <b>CORE SUBJECT AREAS</b>                             |      |
| English   | 20   |
| Mathematics   | 20   |
| Science   | 20   |
| Humanities  | 21   |
| Health & Physical Education                           | 21   |
| <b>ARTS ELECTIVES</b>                                 |      |
| Drama   | 21   |
| Media   | 21   |
| Music   | 22   |
| Studio Arts   | 22   |
| Visual Communication Design [VCD]                     | 22   |
| <b>DESIGN &amp; TECHNOLOGY ELECTIVES</b>              |      |
| Electronics   | 22   |
| Food Studies  | 23   |
| Metal   | 23   |
| Robotics  | 23   |
| Textiles  | 23   |
| Wood  | 24   |
| <b>ITALIAN / ALTERNATE ELECTIVES</b>                  |      |
| Italian* <i>[year-long elective]</i>                  | 24   |
| Soccer Skills & Coaching* <i>[year-long elective]</i> | 24   |
| The Duke of Edinburgh International Award             | 24   |
| City Experience                                       | 26   |

# 2021 YEAR TEN PROGRAMS

The following subjects are offered at Year Ten. Subjects will only run if there is sufficient demand.

| YEAR TEN  |      |
|---|------|
| Subject Area  | Page |
| CORE ENGLISH STUDY                                    |      |
| English   | 27   |
| CORE MATHEMATICS STREAMS                              |      |
| Numeracy  | 27   |
| General Mathematics                                   | 27   |
| Advanced Mathematics                                  | 28   |
| SCIENCE ELECTIVES                                     |      |
| Biology   | 28   |
| Chemistry   | 28   |
| Physics   | 28   |
| Psychology  | 29   |
| HUMANITIES ELECTIVES                                  |      |
| Business & Economics                                  | 29   |
| Geography   | 29   |
| History   | 30   |
| Legal Studies & Politics                              | 30   |
| HEALTH & PHYSICAL EDUCATION ELECTIVES                 |      |
| Health & Human Development                            | 30   |
| Outdoor Education                                     | 30   |
| Physical Education                                    | 31   |
| Sport & Recreation                                    | 31   |
| Soccer Skills & Coaching* <i>[year-long elective]</i> | 31   |
| ARTS ELECTIVES  |      |
| Architectural Design                                  | 31   |

|  |    |
|--|----|
| Drama                                  | 32 |
| Media                                  | 32 |
| Music                                  | 32 |
| Studio Arts                            | 32 |
| DESIGN & TECHNOLOGY ELECTIVES          |    |
| Digi Tech                              | 33 |
| Food Studies                           | 33 |
| Metal                                  | 33 |
| Systems                                | 33 |
| Textiles                               | 34 |
| Wood                                   | 34 |
| LANGUAGES OTHER THAN ENGLISH ELECTIVES |    |
| Italian* <i>[year-long elective]</i>   | 34 |
| ENGLISH ELECTIVES                      |    |
| English Language                       | 35 |
| Literacy                               | 35 |
| Literature                             | 35 |

# COURSE DESCRIPTIONS

## YEAR NINE

### English

The Year 9 English course focuses on students evaluating and integrating ideas from texts to form their own interpretations. Students explore social issues present in the text, 'The Outsiders' and use the themes and literary devices utilised by the author to create their own narrative. Students also study the Shakespearean play, 'A Midsummer Night's Dream' where they select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. There is a focus on the development of proofreading skills, encouraging students to edit for effect and selecting appropriate vocabulary and grammar while using accurate spelling and punctuation. Students are introduced to the Comparative text response, through the analysis of short stories from the text 'The Stolen Children' and the film 'Rabbit Proof Fence.' Additionally, students analyse how texts position an audience, and develop an understanding of how to use a variety of language features to create different levels of meaning. They apply these skills when creating presentations and actively contributing to class and group discussions, comparing and evaluating responses to ideas and issues.

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### Mathematics

Each student has a fully individualised learning plan, and will be growing along a personal continuum via fully differentiated work and assessments. This covers all areas of the curriculum at all levels up to advance year 10 Maths. Through a modular framework, students are provided with the opportunity to select content that is targeted towards their point of need. Students complete tests following each of the two week learning cycles where their Growth, Effort and Accuracy are evaluated. This data is used to inform the goals that each student will develop with their teacher. Mini lessons, rich learning tasks and week-long projects are also utilised to support students in developing a deep understanding of what they are learning.

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### Science

In this course, students will be looking at extending their knowledge of atoms in terms of their behaviour in chemical reactions (Combustion, Corrosion, Acid and Nuclear). They will understand that chemical reactions involve rearranging of atoms and that these reactions can occur at different rates. Electric circuits will be looked at to study its various components in terms of voltage and current. The theory of plate tectonics will be used to explain global patterns of geological activity and continental movement (Earthquakes and Volcanoes). Lastly, the body's response to a stimulus will be studied in terms of the role of the Neurons (its structure including synapse) in the Central Nervous System and the impact of the infectious diseases on the human body.

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## Humanities

The Humanities course at Year Nine covers geography, history, civics and economics. In geography students will investigate biomes and food security. They will examine how places and people are interconnected through trade and technology. History focuses on the industrial revolution and the way this transformed the societies of Britain and Australia. World War One will also be studied with an emphasis on significant events in the conflict and the way this war shaped Australia's relationships with other nations in the 20th century. In civics students begin to study the nature of the Australian legal system and the key principles of justice. Economics explores the nature of work, the way Australia trades with other nations and the impact this trading has on our living standards.

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## Health & Physical Education

The Health and Physical Education subject will allow students to participate in both theoretical and practical classes. The theoretical component will allow students to explore topics relating to health and wellbeing, both at a personal and community level. Students will also be required to identify, gather and analyse data to determine any trends in the health status of Australians over a defined period of time. The practical component of the subject provides students with an opportunity to learn a variety of skills through movement. Students will partake in a wide variety of sports throughout the subject with the focus on developing leadership skills, communication and teamwork.

## ARTS ELECTIVES

### Drama

The focus of the Melodrama unit will be to investigate and explore the theatrical style of Melodrama. Students will demonstrate knowledge of the history of Melodrama as well as the stereotypical characters, plot and acting techniques associated with this theatrical style. Students develop skills in script writing and stagecraft design. Students also learn to refine their performances with improvisation, movement, gesture and voice. The focus of the *Commedia dell'Arte* unit will be to develop knowledge of the history and conventions of the theatrical style. Students devise a performance which demonstrates their knowledge of the history, the stock characters and hierarchy, *Commedia dell'Arte* masks and common comedic scenarios. Students develop skills in devising theatre, voice work, set and costume design and movement. Students will work through a collaborative and creative process to devise an original play for a specific audience. The rehearsal process of playbuilding involves being creative in generating original ideas, as well as when refining the plot, themes, characters, acting skills and staging.

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### Media

Students experiment with a range of media forms to develop production skills that integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning, style and or genre. They plan, produce and distribute media artworks for a range of different audiences. Students also analyse and evaluate a range of media artworks from contemporary and past times.

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## Music

Throughout this semester of music, students explore how music is used in film to enhance meaning. They use the elements of music to develop analyses of musical intent on the part of composers and consider the impact upon audiences. Students expand their understanding of music theory and notation, using this to create their own original compositions. Students also explore the history of music throughout the 19<sup>th</sup> and early 20<sup>th</sup> centuries. In their practical unit, students work both independently and in small groups, to perform a short program of work on the instrument of their choice.

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## Studio Arts

Students are introduced to a selection of visual arts practices and styles in order to develop their artmaking skills, gaining an understanding of how different visual expressions and techniques can communicate to an audience. They learn to develop a studio process which involves planning and exploring different concepts in order to create finished artworks for exhibition. Students also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts.

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## Visual Communication Design [VCD]

Students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications. They learn to use visual language to communicate messages, ideas and concepts, which involves acquiring and applying design thinking skills and drawing skills to create messages, ideas and concepts.

# TECHNOLOGY ELECTIVES

## Electronics

In this elective unit, students will learn about electricity and electric circuits in terms of current, voltage and resistance. They learn the functions and symbols of basic electronic components including resistors, diodes, capacitors and transistors. Students practise using a soldering iron safely and correctly and make a number of soldering projects including a solder cube, a flashing light circuit and a solder maze. Students learn about logic gates and construct small robots that sense and respond to light. The unit also includes construction of breadboard circuits with the addition of Arduino microprocessors to control them and individual student design projects.

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## Food Studies

In Year 9 students will investigate safe and hygienic work practices. They will develop skills to identify and prevent the risk of developing food poisoning and create food labels providing consumers with important information. The student will future develop practical skills, using the appropriate equipment for each producing task. Students will develop an understanding of food around the world, investigating different cultures, food staple and regional foods. They will investigate and create a cultural dish of their own choice using the design process..

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## Metal

Metalwork and Engineering will cater for students wishing to develop skills in the areas of fabrication and include the following skills such as forming, rolling, bending, drilling, and cutting. Some projects will also incorporate student design skills similar to those skills used in other design technology subjects. Students will be assessed on their knowledge and understanding with tasks involving materials, components, tools and equipment used to create design solutions. They will also be assessed on process and production skills including: designing, producing, implementing, collaborating and evaluating.

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## Robotics

The Year 9 Robotics course comprises of three different strands: digital systems, data and information and creating digital solutions. The course will use the lego mindstorms software and use the problem solving methodology to analyse a problem, design and create its solution and then evaluate the effectiveness of the solution. In the first term of the course, students will investigate how data and information impact on the decision making and functionality of an organisation. They will also learn the different hardware and software components that are required for a digital device to be connected to other digital systems. During term 2, students will use the Edison robots and the EV3 lego mindstorms software for their major projects and will use computational thinking to follow a design brief and create a solution.

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## Textiles

The aim of this course is to enhance sewing skills and techniques introduced in the Year 8 curriculum and to reinforce the students' knowledge of the design process and the procedures used in Textiles. In Year 9 Textiles the students refined a variety of machine sewing skills whilst exploring a range of processes involved in the making of garments from a commercial pattern. The students developed a deeper understanding of the design process and of sustainability issues related to the global textiles industry. All work including activity sheets, design planning, evaluations etc were maintained in a visual diary. Safe work practices will also be taught and adhered to throughout the course giving the students' knowledge of the importance of Occupational Health and Safety (OH&S) within the Textiles classroom.

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## Wood

Students participating in this course will be given the opportunity to develop new and interesting woodworking skills. Refinement of skills in the areas of designing, marking out, sawing, chiselling, planning, drilling and joining will occur in Year 9. Students will be instructed in the safe operation of power tools and they will complete a number of very interesting projects using a variety of timbers. They will be assessed on their knowledge and understanding with tasks involving materials, tools and equipment used to create design solutions. They will also be assessed on process and production skills including: designing, producing, implementing, collaborating and evaluating.

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## ALTERNATE ELECTIVES

### Italian

As part of Year 9 Italian studies, students complete a full year of Italian using the text *Ecco 2*. Topics covered include: health and fitness, family and home life, fashion and clothing, local festivals, and celebrations. Students continue to develop their skills understanding and conjugating verbs, using possessive adjectives, the past participles, and prepositions. They demonstrate their knowledge and understanding through various methods such as dialogues, blogs, and film reviews. In Year 9 students will be expected to participate in all incursions and excursions. Many of these excursions are designed to build students' understanding of Italian culture, as well as affording an opportunity to practise their Italian language skills in public. Some examples of these are visits to designer stores such as Gucci and Dolce & Gabbana, excursions to *Cinemanova* and Lygon St. The focus for Year 9 students will be to develop their learning through experiences both in the classroom and within the resources of our city. Year 9 Italian is a requirement for students who wish to pursue Italian at Year 10.

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### Soccer Skills & Coaching

The soccer program is an elective program for students who wish to extend and deepen their knowledge of the game of soccer and its relationship to the expectations of high achievement for athletes. Students will develop their soccer skills, learn about strategy, the requirements for preparation before a game and recovery afterward. They will look at nutrition, injury management and the way lifestyle choices make a positive impact on training and preparation. The program will also involve elements related to coaching, goal setting, post-performance reflection, team play and ethical conduct and sportsmanship.

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### The Duke of Edinburgh International Award

Not all learning happens in the classroom. Young people need experiences outside the classroom to become committed, responsible and fulfilled citizens of the world.

The Duke of Edinburgh's International Award is available to all 14-24 year olds and is the world's leading youth achievement award. It equips young people for life regardless of their background, culture, physical ability, skills and interests. Doing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

### The Award framework

Three Award Levels

The Award is available in three levels.



| Bronze level                 | Silver level                 | Gold level                   |
|------------------------------|------------------------------|------------------------------|
| For those over 14 years old. | For those over 15 years old. | For those over 16 years old. |

#All students undertaking The Duke of Edinburgh program in year 9 will work towards achieving the Bronze Level.

To achieve each level, Participants create their own program of activities over a set length of time and across four Sections:

### Four Award Sections

- Service – To develop and encourage a sense of community spirit and responsibility to others
- Skill – To encourage the development of personal interests and practical skills
- Physical Recreation – To encourage participation in Physical Recreation and improvement in physical fitness and performance
- Adventurous Journey – To encourage a spirit of adventure and discovery

Participants choose activities that spark their interest in each Section, then set their own goals.



Students wishing to undertake this program as a 6-month elective, will need to commit to completing all of the various activities required, as directed by the Activity Leader. This will include a camp, volunteer work, and a range of activities working with external providers. As such, an additional levy is required of all students prior to the commencement of the program.

Additional information about the program can be found on their website: <https://www.dukeofedvic.org.au/>

## City Experience

The City Experience elective is a project-based course that engages students to be working collaboratively in teams, exploring a variety of initiatives and facets of life in the city of Melbourne. As the semester progresses, students demonstrate their learning through the development of online digital media and presentations. The City Experience program has students consider the history of Melbourne, its layout and key architectural features. Students also engage with *The Big Issue* and study the social impact of homelessness. At the *Australian Centre for the Moving Image* [ACMI] students look into the world of film and how it relates to Australian culture. Parts of this program involve students travelling into and around the city using public transport. As such, it is essential that participating students have a valid Myki.

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# COURSE DESCRIPTIONS

## YEAR TEN

### English

The Year 10 English course is aimed at developing the skill set that students require for successfully completing VCE English. Students focus on developing their critical thinking capacity through the analysis of novels including, 'Lord of the Flies' and 'To Kill a Mockingbird'. Students demonstrate their ability to comprehend these texts, and also consider the historical, social and cultural aspects of the time and how these have influenced the author. They compare texts, by considering the motives of the author and the changes made to suit different audiences, purposes and forms. Students continue to develop the sophistication of their writing, through the explicit learning of vocabulary related to argument and persuasion. They begin to discuss the way in which an author develops an argument through the holistic analysis of a persuasive text. Students utilise this when creating and presenting an oral presentation on an issue of their choice. The creative writing unit allows students to analyse the structure and literary features utilised by Australian authors and apply this through the development of their own short story.

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## MATHEMATICS STREAMS

### Numeracy

This course is aimed at students that do not need a high level of Mathematics in VCE and generally find the study of Mathematics to be very difficult. Numeracy is a subject offered to Year 10 students which has a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students completing this course will be given the opportunity to continue to develop their mathematical skills. This pathway is ideal for those students intending to complete VCAL and will not lead to any year 12 mathematics topics.

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### General Mathematics

Students who wish to complete this course will be provided with a thorough preparation for a pathway into General Maths in Year 11. The topics covered in this course are Measurement, Linear Relations, Trigonometry, Probability and Statistics.

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## Advanced Mathematics

This pathway is catered to students who intend to study either Mathematical Methods and Specialist Mathematical in year 11. Advanced Mathematics students will be expected to study Numbers, Trigonometry, Linear Relations, Quadratic Relationships, Geometry and Probability.

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## SCIENCE ELECTIVES

### Biology

In this course students will learn how DNA, chromosomes and genes are transmitted from one generation to the next and are responsible for our heritable characteristics. The base-pairing rule for DNA replication will be used to explain the process of mitosis and meiosis. Mendelian genetics will be evaluated using Punnett squares. To understand the geological time scale used to study natural selection and evolution, the process of radioactive dating will be learnt. Students will understand that the natural variation in populations and environmental conditions are the driving forces for evolution. This will be expanded into human evolution. The stimulus-response model will be studied as a part of the nervous system and how electrical impulses move across a neuron and synaptic gap. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity, the role of vaccinations in providing immunity and what happens when the immune system malfunctions.

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### Chemistry

This is a highly practical elective that teaches students a range of laboratory skills using equipment and chemicals involving true chemical analysis. Students are introduced to the concepts of matter, atoms, molecules, compounds, chemical reactions & the periodic table. They then study organic chemistry with a focus on cosmetics and food. During this time, students complete practical work where they produce a range of consumer products and complete a student-designed investigation comparing the effectiveness of laundry detergents. In the food chemistry topic, students complete theory on nutrients and then perform a series of laboratory tests that identify them in a range of foods. The assessment for this topic is a laboratory investigation where a range of foods are tested for various nutrients. The study of organic chemistry is completed with a research assignment that is presented as an electronic poster. Students are then introduced to quantitative chemistry where they complete calculations that determine masses and concentrations of solutions. Advanced laboratory techniques including volumetric analysis and spectroscopy are introduced. The course concludes with analysis of issues related to green chemistry and biodegradability

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### Physics

In this course, students review their current understanding of the solar system and our nearest neighbours in space. They are introduced to the 'Big Bang' theory and learn about the evidence scientists (past and

present) use to support it and to discount other theories. Students consider the age and size of the universe and the unit of the light year that is used to describe vast distances. By exploring the life cycles of stars, students will learn that the universe is continually changing and they will begin to appreciate how stars, neutron stars and black holes are related. They will also consider how atoms first formed, the structure of the atom and the forces that hold them together or pull them apart. Students will learn about the how planets stay in orbit around stars and how fusion creates energy within the star. They will then learn about the nature of light and how spectroscopy (how atoms emit or absorb light) is used to determine the composition and age of distant stars. In the second part of this unit students will study motion and energy as a topic. They will look at distance and displacement, calculate/graph speed, motion and time graphs. They will look at velocity, acceleration, air resistance and gravity with practicals involving ticker timers. Newton's laws of motion and energy will also be taught.

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## Psychology

In this course students will learn the basics that form the course at VCE Psychology. These will include the knowledge of the history of psychology and its changes over time. Students will be provided with information to clear misconceptions of psychology, its scientific nature, the difference between psychologists and psychiatrists and career pathways. Different structures of the brain (fore, mid and hind brain) including the different brain cortices and key association areas will be learnt in detail and will culminate in a brain dissection. The structure and role of the Neuron in the body to communicate and carry message will be learnt in terms of the Sensory (Afferent), Motor (efferent) and interneurons. The difference in conscious and unconscious movement will be studied in terms of its neural pathways. Damage to the brain and its consequence in terms of behaviour and movement disorders will be studied in addition to mental illness. Students will learn to research, come up with an investigative Aim, design an experiment, adhere to ethical principles, conduct the experiment and write a practical report using the correct scientific conventions for a chosen topic in Psychology.

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# HUMANITIES ELECTIVES

## Business & Economics

In Business and Economics students study the way small businesses are established and run on a day to day basis. They consider and study the Stock Exchange and the way the free market determines the price of stocks through the laws of supply and demand. Students participate in a game that involves the buying and selling of stock on the stock market to gain an insight into the way the market works. Students study the nature of entrepreneurship and the way enterprising behaviours can lead to successful outcomes in the economy. The unit also involves the study of introductory economics introducing students to understand the basic laws of economic theory and the way economics involves the study of the distribution of resources to provide a rewarding life for individuals in society.

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## Geography

Environmental change is studied in this unit with an emphasis on the way coastal communities can be managed to ensure their ongoing viability. Climate change is studied as a central feature of the challenges inherent in managing a vast and global threat to environmental viability. Students will also study geography in the context of geographies of human wellbeing; that is the study of the way data can reveal fundamental

truths about living standards across the world. Data sets like literacy and infant mortality rates will be considered as tools to measure the wellbeing and liveability standard of a society.

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## History

Australia's role in World War Two will be studied in this unit with particular reference to the large battles involving Australia: the Pacific campaign, the defence of the Australian homeland and North Africa. Rights and freedoms will be explored with a particular emphasis on the way the US civil rights movement shaped the emerging movement pushing toward indigenous rights in Australia, the 1967 referendum to recognise indigenous Australians by changing the constitution and significant events since then. A study of the globalised world will also be undertaken with students choosing from elective units: popular culture; the environmental movement; migration; and political crises.

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## Legal Studies & Politics

In this unit students consider international relationships between other countries and Australia and Australia's role in providing foreign aid, participating in peacekeeping and Australia's involvement in the United Nations. The central presence of the media in politics is also studied as a shaper and disseminator of ideas and information related to the political system. The role of the high court in interpreting the constitution and as a final court of appeal in Australia is also studied. Students investigate the way individuals with common ideas and beliefs come together to form political parties to seek political power.

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# HEALTH & PHYSICAL EDUCATION ELECTIVES

## Health & Human Development

Students will explore health and wellbeing as a multi-dimensional and dynamic concept which can be influenced by age, sex, socioeconomic status and culture. Aboriginal and Torres Strait Islander perspectives of health and wellbeing will be examined and the importance of adopting a strengths-based approach towards Indigenous health will be considered. Students will investigate how sociocultural factors such as education, family, housing and income may contribute to variations in health status of Australian youths. The role of nutrition in promoting the health and wellbeing of Australian youths will also be studied through examining the function of the major nutrients, food sources and food selection models such as the Australian Guide to Healthy Eating and the Healthy Eating Pyramid. Additionally, students will be introduced to measurements of health status such as incidence, prevalence, mortality and life expectancy and develop skills in evaluating data to describe the health status of Australian youths.

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## Outdoor Education

Outdoor Education will allow students to build upon their teamwork and leadership skills in a challenging environment. Students will participate in both practical and theoretical lessons to build upon their knowledge and understanding of the skills required to safely interact in the outdoors, with minimal environmental impact. Students will learn about flora and fauna in the Australian environment as well as the diverse range of ecosystems. Students will participate in a variety of excursions and camps to develop

experiential knowledge of outdoor environments. Students in this subject may participate in outdoor activities such as bushwalking, rock climbing, cross-country skiing, cycle touring or marine activities.

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## Physical Education

Within the subject of Physical Education, students will participate in both theory and practical classes. The theoretical component will allow students to explore content relating to respectful relationships, safety when on the road, first aid and an introduction to some of the content in VCE PE. The practical component allows students to participate in a wide variety of sports in order to develop their sport specific skills as well as their personal skills such as team work, and communication. A significant portion of the practical sessions will focus on the advanced skills in each respective sport. This course aims to provide students with a relatively good idea of the requirements of VCE Physical Education. By the end of this course, students should have a clear understanding of the skills and knowledge related to the VCE Physical Education subject.

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## Sport & Recreation

The Year 10 Sport and Recreation program provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. The subject will be broken up into a range of areas including teaching the fundamental skills of various sports, developing skills in officiating and coaching different sports and maintaining sport and recreation industry knowledge. The program will compose of a range of in class, practical and external experiences that will allow students to increase the range of their skills that will benefit them in the future. This subject leads into the VCE equivalents and higher education where students will effectively be ready for working in the sporting and recreation industries. Example assessment tasks include written reports, topic tests and practical coaching experiences.

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## Soccer Skills & Coaching

The soccer program is an elective program for students who wish to extend and deepen their knowledge of the game of soccer and its relationship to the expectations of high achievement for athletes. Students will develop their soccer skills, learn about strategy, the requirements for preparation before a game and recovery afterward. They will look at nutrition, injury management and the way lifestyle choices make a positive impact on training and preparation. The program will also involve elements related to coaching, goal setting, post-performance reflection, team play and ethical conduct and sportsmanship.

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# ARTS ELECTIVES

## Architectural Design

Students will complete a detailed study of hand generated and computer generated design solutions, a comprehensive understanding of architectural drawing, as well as an introduction to 3D model making. Students will develop skills in working from a written brief and completing tasks that achieve a specified



outcome. Students will generate creative and innovative design solutions in response to a brief. Students will explore design techniques which cover a multitude of disciplines. The course is designed to develop students' understanding of how ideas and information can be conveyed through visual means. This will be achieved through the detailed exploration of media, materials and design methods.

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## Drama

The focus of the Physical Theatre unit will be for students to learn the acting skills and conventions of the theatrical style. Students demonstrate knowledge of the history and practitioners of Physical Theatre, and analyse professional performances. Students developed skills in performance, movement, character creation, depicting status on stage, analysis and expressive skills through classroom workshops and devising ensemble performances. The focus of the Non-Naturalism unit will be the conventions of non-naturalistic theatre and the practitioners who developed them. Students demonstrate knowledge of the key conventions and elements of drama by investigating Theatre of Cruelty, Epic Theatre and Poor Theatre, and develop skills creating short productions in these styles. Students also develop skills in transformation of character, place, time and object by participating in acting workshops. Students will also explore the role of the Australian playwright in creating scripted drama. By exploring and discussing the work of the playwright, students will understand the ways in which this theatre practitioner uses skills of written communication to create drama that examines and reflects our society. Students will also practice exercises and activities to help write their own Australian script.

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## Media

Students focus on how different types of media are constructed through production and story techniques that are typical of specific genres and styles. They develop written skills in analysing the construction of a narrative. Students plan and create media productions using media techniques that meet industry requirements. Individual and collaborative projects give students an opportunity to learn how to work with others in a production environment and to create media products for a specific audience.

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## Music

In Year 10 Music, students begin to refine their performance and analysis skills. Students continue developing their theoretical knowledge of music, applying this to both written and aural tasks. Students begin to develop their ability to dictate basic rhythms, melodies and chord progressions. Students also learn to critically analyse the intent and effect of compositions from different genres and eras. Students explore the history of music throughout the Renaissance, Baroque and Classical eras. In their practical studies, students prepare a series of works for performance, including technical work. Students learn to perform in front of an audience and subsequently evaluate their performances, identifying areas for improvement and further development.

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## Studio Arts

Students explore the visual arts practices and styles as inspiration to develop a personal style. They experiment with materials, techniques in a range of art forms to express ideas. They conceptualise, plan and design art works that demonstrate individual concepts and artistic intentions in order to create and present artworks for exhibition. Students also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts. They also learn about appropriation and copyright issues in the arts industry.

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## DESIGN & TECHNOLOGY ELECTIVES

### Digi Tech

The Year 10 DigiTech course comprises of three different strands: digital systems, data and information and creating digital solutions. Each of these strands will be studied in an integrated approach. The course will be split into two major components, the first being students creating a multimodal online solution following a design brief. During this time, students will investigate the various aspects of the internet and how it impacts on humans in the 21st century. The second component of the course will allow students to develop their coding and programming skills using an object-oriented programming language to create a solution. Students will create their solution for use by primary school aged children as the target audience.

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### Food Studies

In Year 10 students will demonstrate safe, hygienic work practice following HACCP food regulations. They will further develop practical skills, identifying and selecting appropriate equipment, cooking methods and ingredients of selected productions. Students will investigate the ethical production of food, creating ethical and sustainable solutions to local and/or globe issues. Students will learn how to create a budget and create products using budgeting skills to meet the demand of consumers.

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### Metal

This subject aims to reinforce the students' knowledge of the design process and the procedures for use in metal work. Part of the design process at this level is to develop the students awareness of current technological developments and the effects of these developments on everyday lifestyles. Students will develop an understanding that designing is a way of thinking about mechanical solutions to problems. Students will design, plan and construct their design ideas incorporating a range of skills using available equipment such as a metal lathe and mig welding to produce a finished product of the expected standard and quality of finish, using more than one material. Students will gain an understanding of metal working tools and equipment and metal working techniques and methods. As part of the design process, the students will produce a folio of work which will contain their design, investigation of materials, procedures and costs to construct their project. They will gain knowledge of the importance of Occupational Health and Safety (OH&S) and Personal Protective Equipment (PPE) within the classroom.

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## Systems

The Year 10 Systems course is set up to transfer into VCE Systems Engineering. Students will learn what a system is and how it relates to the real world. A system can be either electronic and/or mechanical so students will get an understanding of both. As a follow on from the Year 9 electronics, systems will go deeper into how electronic devices work. They will also learn about how simple mechanical devices work. Using all this knowledge students will be able to design and build an electronic device.

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## Textiles

At Year 10 the aim of the Textiles course is to focus the refinement of sewing skills and techniques towards garment making. Skills and techniques taught in previous years will be expanded upon and the students' knowledge of the design process and the procedures used in Textiles will be reinforced. Students will design, plan, produce and evaluate their design ideas, demonstrating the development of their skills. The design process will now include a greater focus on planning and costing of projects. The practical aspects of the course will incorporate a focus on sustainability within the fashion industry as well as new and emerging technologies/materials and non-traditional approaches to garment making. The students will investigate the connection between the designer and the design brief, knowledge which will then be demonstrated in the development of their own design brief. Safe work practices will also be taught and adhered to throughout the course giving the students' knowledge of the importance of Occupational Health and Safety (OH&S) within the Textiles classroom.

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## Wood

In Year 10 Technology students will study the different materials that can be used in the Design Process. At first students will establish and consolidate an understanding of safety in the workshop and using both hand and power tools in a safe manner. They will strengthen their knowledge of the names and uses of hand and power tools. Modern tools such as the laser cutter will be reviewed and the 3D milling machine will be introduced along with autoCAD. As this is a design subject students will enhance their understanding of the Design Process. Students will learn about the methods of joining different materials and use this knowledge to design and build a product made from a combination of materials.

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# LANGUAGES

## Italian

At Year 10, students complete a full year of Italian studies continuing to use the text *Ecco 2*. Topics covered are holidays and travel, migration and Italians living in Australia, family and home life, technology and the environment, the future and careers. Students continue to develop their skills on verbs, possessive adjectives, the past participles, regular verbs, the future tense, the imperative and prepositions. They demonstrate their knowledge and understanding through various methods, including interviews, brochures and online presentations. In Year 10 students are expected to participate in all incursions and excursions which will be designed to tie in with their course work. Some examples are excursions to the Migration Museum, Italian film at *Cinemanova*, cultural exposure at Lygon Street. The focus for Year 10 students is to

continue developing their language and cultural learning experiences both in the classroom and within the resources of our city. Year 10 Italian will be required in order to be able to undertake VCE Italian.

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## ENGLISH ELECTIVES

### English Language

This unit on English Language introduces students to the subsystems of English - Phonetics and Phonology, Morphology and Lexicology, Syntax, Discourse, and Semantics. Students learn what each of these subsystems means and how it appears within the written and spoken language of English. Students learn to apply these subsystems to different pieces of writing, analysing language in a critical manner. Students also learn the different modes of appropriateness that exist within English. They consider how language is used in different contexts and the changes we make - both conscious and unconscious - with regards to how we speak or write in day-to-day situations. Students also begin to study some of the history behind the English language and how it has evolved throughout the centuries. This course is designed to prepare those students who are interested in undertaking English Language as one of their VCE studies.

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### Literacy

This unit provides students with the opportunity to develop literacy skills that are required in everyday life and in the further study of English. Students who participate in this elective will refine comprehension skills required to understand written, verbal, visual and digital texts. They will become fluent writers through the examination of structural elements of familiar texts which they will apply to their writing. Students will focus on developing their vocabulary and their capacity to plan, create and edit a range of texts to communicate clear ideas supported by relevant evidence. At the completion of this unit, students will be recommended for a possible VCAL pathway, however there is an opportunity to move forward into VCE if they consolidate the necessary skills.

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### Literature

This introduction to Literature engages students in closely analysing texts and how they capture both human emotion as well as a historical point of view. Students study a new mode of writing - close passage analysis - and use this to explore the language and stylistic features used by different authors to create meaning. Students look at a variety of genres as part of this introductory course, including novels, poetry, short stories, and film. Students also learn how to express an understanding of a text and/or author through detailed and sustained creative writing, editing and drafting pieces for publication. This course is designed to prepare those students who are interested in undertaking Literature as one of their VCE studies.