



# STRATHMORE SECONDARY COLLEGE

**YEAR 10 - 2021**  
CURRICULUM BOOKLET

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**Please note:** Please refer to the fee schedule at the end of this booklet.

## YEAR 10 CERTIFICATE

Strathmore Secondary College awards a certificate for meeting the requirements of our Junior School learning program. This graduation certificate recognises that students have completed an important part of their school life and will be moving onto the next phase of study – be it VCE or an alternative pathway.

It is expected that all students will put in the effort required to meet the achievement standards in all subjects.

At the end of Year 10 students are awarded the following qualification if they have met the criteria for that qualification:

QUALIFICATION	CRITERIA
Year 10 Certificate of Completion	Achieving an S result in all Year 10 units (14 units)

## WHAT STUDENTS WILL STUDY IN 2021

Our Year 10 program is designed to provide a structure that transitions students away from the restrictions placed on Year 9 courses, towards a course structure more similar to what they will experience when they reach Year 11. Whilst allowing for greater diversity of choice and programs amongst our Year 10 students the program is also designed to prevent too narrow a specialisation at Year 10.

In essence, each Year 10 student will study 12 semester length units (six during semester 1, six during semester 2). Within the 12 units, students will be required to include:

- (i) Five Compulsory units:  
 2 units of English (one each semester)  
 2 units of Mathematics (either Year 10 General Maths or Year 10 Maths Methods)  
 1 unit of Human Relations
- (ii) Compulsory Subject Category Selections  
 1 Humanities (from a selection of subjects)  
 1 Science (from a selection of subjects)  
 1 Visual Arts / Performing Arts / Technology / Digital Tech / LOTE (from a selection of subjects)
- (ii) Additional Selections  
 Selected from: English / Science / Technology / Digital Tech / Visual Arts / Performing Arts / LOTE / Humanities / Mathematics.  
 These subjects have a limit of 3 subjects from each subject category. The full range of subjects is shown on page 5.

After all student preferences are collated, blocks of units will be created to provide the best possible courses for Year 10 students as a group. As with all blocking processes, this might have some impact on individual student selections.

The below table is a visual representation of a year ten course:

Semester 1	English	Maths	Human Relations	Humanities	Additional Selection 1	Additional Selection 3 (or VCE Unit 1)
Semester 2			Science	Arts / Technologies / LOTE	Additional Selection 2	Additional Selection 4 (or VCE Unit 2)

**Year 11 Studies** - More information is on page 22.

Capable students will have the opportunity to further extend themselves academically by studying VCE subjects as part of their Year 10 program if they are recommended to do so by staff. Josh Peterson, Acting Assistant Principal - Teaching & Learning, and Andrew Beavis, Year 11 Leader, will be overseeing this process.

### Advanced Studies

A number of subjects are marked Advanced. These are for students who have shown an advanced academic ability in these subject areas in Year 9. The course work is tailored to pushing students to reach their potential by surrounding them with like-minded students. These semester-long subjects are an alternative opportunity for extension compared to undertaking a year-long Year 11 subject.

### Mathematics

A diagram is provided (on page 9) that summarises the options available and gives some guidance as to courses or careers that might require that particular mathematical program. Students will be provided with advice from their current classroom teacher.

All students will be provided a letter of recommendation from their mathematics teacher. This letter indicates which of the two mathematics subjects are recommended the student undertake in year ten, based on the student's achievement so far. Students should discuss their choice of mathematics with their current teacher, particularly if they wish to select a mathematics for which they were not recommended.



## VET in Year 10

VET (Vocational Education Training) courses provide additional breadth to a student's course. They give students a nationally recognised training credential endorsed by industry. These programs are completed over two years (Year 10 and Year 11) and provide a qualification or partial completion of a Certificate II or III. VET programs can contribute to the VCE and most contribute to a score that counts towards a student's ATAR (Australian Tertiary Admission Rank).

It is a really good taster for those with a disposition towards applied, hands-on learning. VET is well suited to students who are organised and ready to be independent as they will be responsible for their own travel on their VET day and must catch up on work they might have missed in their Year 10 classes. VET subjects take place off-site and take the place of one subject in Year 10 and one VCE subject in Year 11; the subject dropped is determined by the timetable but is never English or Mathematics.

At Strathmore Secondary College, a maximum of one VET subject may be taken as part of a student's course in Year 10 and 11 and no VET subjects may be taken as part of a Year 12 course. VET subject offerings are restricted to those only offered by specific providers that we have a contract with. Please see one of the College's careers advisors for details regarding VET.

## THE COURSE SELECTION PROCESS

- Parents and students should have already attended the virtual parent information evening session. If you would like to view the parent information evening video please follow the link posted on your compass news feed to the recording of that session.
- Course preferences must be entered online into the Edval Choice portal, which is accessed via the individual webcode provided to students via their school email address. These preferences must be entered by Wednesday 29<sup>th</sup> July, after which the portal will close. Late submission of preferences will limit subject choices.
- When the course preferences have been entered successfully into Edval Choice, print the completed preferences and have it signed by a parent. That signed form must then be brought to the individual appointment on Friday 21<sup>st</sup> August.
- Students interested in a VCE subject must apply to participate in the accelerated program using an online application process. Information regarding this process will be provided to students through Compass. Due to the period of flexible and remote learning when students are not attending classes on campus, the information will be provided virtually in 2020. Please note – completing an application does not mean that every student will be able to enrol in a VCE program.
- On **Friday 21<sup>st</sup> August 2020** each student will have a personal interview with a counsellor to devise a Year 10 course. No Year 9 classes will run on that day. Students must have completed their CAPs paperwork and printed out their course selections with the correct number of subjects. Students interested in a VCE subject must have received their recommendation prior to this interview.
- During the interview, the counsellor will help to develop the best possible student program. The interview is most effective when students have thoroughly considered their choices and discussed them with their family. If changes are made to the student's preferences at their interview, parents will be notified via email.

## PLANNING YOUR CHILD'S YEAR 10 PROGRAM

As part of the course planning process, it is worth reflecting on the course undertaken at year 9. This table is provided for your convenience .In **Year 9**, your child undertook the following Program:

- |                                       |                           |
|---------------------------------------|---------------------------|
| • English                             | • Science                 |
| • Mathematics                         | • Individual Program Unit |
| • Health & Physical Education [Sport] | • Individual Program Unit |
| • Humanities                          | • Individual Program Unit |

### Individual Program:

Semester 1			
Semester 2			

## PREFERENCE REQUIREMENTS

To assist with any difficulties which might arise during timetabling, students are asked to enter additional preferences, which should be entered into Edval Choice in order of preference. These additional preferences will be utilised if the higher-selected classes create clashes on the timetable or the class is full.

The preferences required are explained in the table below, as they appear in Edval Choice.

Preference category	Description
<b>English</b>	The majority of students will select 'English'. The EAL options are for eligible students who are studying English as an additional language.
<b>Mathematics</b>	All students must undertake either General Mathematics or Mathematical Methods.
<b>Human Relations</b>	All students must undertake Human Relations. This preference is fixed.
<b>Humanities Preference</b>	All students must undertake one subject from the Humanities list.
<b>Science Preference</b>	All students must undertake one subject from the Science list.
<b>Arts/Tech/LOTE Preference</b>	All students must undertake one subject from the Arts/Tech/LOTE list.
<b>VCE Preference</b>	Students who wish to undertake a VCE study at Year 10 must enter it here. Please see "Studying a VCE Unit in Year 10" on page 22.
<b>Course Preferences 1-8</b>	These are your most preferred selections. Please see the course rules below.
<b>Reserve Preferences 1-4</b>	Reserve preferences will be utilised if your higher preferences are not able to be fulfilled.

**Students must adhere to the following rules in selecting their Course Preferences.**

Changes may be made during the Course Counselling Interview to ensure that preferences adhere to these rules.

- Your eight 'Course Preferences' must include at least one subject from three different Subject Areas. These Subject Areas are presented along with a full list of all available subjects on the following page.
- No more than 3 units should be selected from the following subject areas; Humanities, Science, HPE, Visual Arts, Performing Arts, Technology, Digital Technology.

## AVAILABLE SUBJECTS AND SUBJECT AREAS

Subject Areas are indicated in the table below by coloured headings: Humanities, Science, Languages, Technology, HPE, Arts, Performing Arts, English, Mathematics and Digital Technology.

Humanities	Science	Languages	Technology
<ul style="list-style-type: none"> <li>Accounting &amp; Business Management</li> <li>Politics &amp; Legal Studies</li> <li>Economics &amp; Global Markets</li> <li>Geography</li> <li>History</li> <li>Big History Investigations (Advanced)</li> <li>Philosophy</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Life and Biodiversity</li> <li>Human Science</li> <li>Chemistry</li> <li>Physics</li> <li>Science Institute (Advanced)</li> <li>Environmental Science</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Greek (whole year)</li> <li>Italian (whole year)</li> <li>Japanese (whole year)</li> </ul>	<ul style="list-style-type: none"> <li>Design and Technology – Hard Materials</li> <li>Design and Technology – Textiles</li> <li>Food for Life</li> <li>Food Technology</li> <li>Industrial Design</li> <li>Jewellery Design</li> </ul>
HPE	Arts	Performing Arts & Media	English
<ul style="list-style-type: none"> <li>Advanced Physical Education</li> <li>Activity for Life</li> <li>General PE</li> <li>Applied Sport Program</li> <li>Youth and Community Health</li> <li>VCE Outdoor &amp; Environmental Studies</li> </ul>	<ul style="list-style-type: none"> <li>Art 1</li> <li>Art 2</li> <li>Sculpture and Ceramics</li> <li>Studio Arts (Photography)</li> <li>Visual Communication Design</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Theatre Studies</li> <li>Music A / B</li> <li>Media</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> <li>Learning Support Program (Whole Year)</li> <li>English as an Additional Language (Whole Year)</li> <li>Film Studies</li> </ul>
Mathematics	Digital Technology		
<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Introduction to Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Computing Skills and Applications</li> <li>Algorithmics</li> </ul>		

# YEAR 10 SUBJECTS INTO VCE PATHWAYS

Year 10
<p>ENGLISH</p> <ul style="list-style-type: none"> <li>English (All students)</li> <li>EAL</li> <li>Bridging EAL (Unit 1 &amp; 2)</li> <li>Film Studies</li> <li>Literature</li> </ul>

MATHEMATICS
<p>All students do either...</p> <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> </ul> <p>Students may do an IPU in...</p> <ul style="list-style-type: none"> <li>Introduction to Specialist Mathematics</li> </ul>

SCIENCE
<ul style="list-style-type: none"> <li>Biology Life and Biodiversity</li> <li>Human Science</li> <li>Chemistry</li> <li>Physics</li> <li>Advanced Science Institute</li> <li>Environmental Science</li> <li>Psychology</li> </ul>

TECHNOLOGY/ DIGITAL TECHNOLOGY
<ul style="list-style-type: none"> <li>Food For Life</li> <li>Food Technology</li> <li>Industrial Design</li> <li>Jewellery Design</li> <li>Design and Technology - Textiles</li> <li>Design and Technology – Hard Materials</li> <li>Computing Skills &amp; Applications</li> <li>Algorithmics</li> </ul>

ARTS & PERFORMING ARTS
<ul style="list-style-type: none"> <li>Art 1</li> <li>Art 2</li> <li>Theatre Studies</li> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Music A</li> <li>Music B</li> <li>Sculpture and Ceramics</li> <li>Studio Arts</li> <li>Visual Communication Design</li> </ul>

HUMANITIES
<ul style="list-style-type: none"> <li>Accounting &amp; Business Management</li> <li>Big History Investigation Advanced</li> <li>Economics &amp; Global Markets</li> <li>Geography</li> <li>History</li> <li>Philosophy</li> <li>Political &amp; Legal Studies</li> </ul>

HEALTH & PHYSICAL EDUCATION
<ul style="list-style-type: none"> <li>Activity for Life</li> <li>General PE</li> <li>Applied Sport Program</li> <li>Human Relations (all students)</li> <li>VCE Outdoor &amp; Environment Studies</li> <li>Advanced Physical Education</li> <li>Youth &amp; Community Health</li> </ul>

LANGUAGES
<ul style="list-style-type: none"> <li>Greek</li> <li>Italian</li> <li>Japanese</li> </ul>

Year 11
<p>ENGLISH – must do one of...</p> <ul style="list-style-type: none"> <li>English</li> <li>EAL</li> <li>English Language</li> <li>Literature</li> </ul>

MATHEMATICS
<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>

SCIENCE
<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>

TECHNOLOGY/ DIGITAL TECHNOLOGY
<ul style="list-style-type: none"> <li>Applied Computing</li> <li>Food Studies</li> <li>Product Design &amp; Technology -Textiles</li> <li>Product Design &amp; Technology -Hard Materials</li> </ul>

ARTS & PERFORMING ARTS
<ul style="list-style-type: none"> <li>Art</li> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Theatre Studies</li> <li>Music Performance</li> <li>Studio Arts</li> <li>Visual Communication Design</li> </ul>

HUMANITIES
<ul style="list-style-type: none"> <li>Accounting</li> <li>Australian &amp; Global Politics</li> <li>Business Management</li> <li>Economics</li> <li>Geography</li> <li>Legal Studies</li> <li>Philosophy</li> <li>20<sup>th</sup> Century History</li> </ul>

HEALTH & PHYSICAL EDUCATION
<ul style="list-style-type: none"> <li>Health &amp; Human Development</li> <li>Outdoor &amp; Environment Studies (Unit 3 &amp; 4)</li> <li>Physical Education</li> </ul>

LANGUAGES
<ul style="list-style-type: none"> <li>Chinese 1<sup>st</sup> Language</li> <li>Greek</li> <li>Italian</li> <li>Japanese</li> </ul>

Year 12
<p>ENGLISH – must do one of...</p> <ul style="list-style-type: none"> <li>English</li> <li>EAL</li> <li>English Language</li> <li>Literature</li> </ul>

MATHEMATICS
<ul style="list-style-type: none"> <li>Further Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>

SCIENCE
<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>

TECHNOLOGY / DIGITAL TECHNOLOGY
<ul style="list-style-type: none"> <li>Algorithmics (HESS)</li> <li>Food Studies</li> <li>Data Analytics</li> <li>Product Design &amp; Technology -Textiles</li> <li>Product Design &amp; Technology -Hard Materials</li> <li>Software Development</li> </ul>

ARTS & PERFORMING ARTS
<ul style="list-style-type: none"> <li>Art</li> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Music Performance</li> <li>Studio Arts</li> <li>Visual Communication Design</li> </ul>

HUMANITIES
<ul style="list-style-type: none"> <li>Accounting</li> <li>Business Management</li> <li>Economics</li> <li>Geography</li> <li>Global Politics</li> <li>History - Revolutions</li> <li>Legal Studies</li> <li>Philosophy</li> </ul>

HEALTH & PHYSICAL EDUCATION (Sport)
<ul style="list-style-type: none"> <li>Health &amp; Human Development</li> <li>Physical Education</li> </ul>

LANGUAGES
<ul style="list-style-type: none"> <li>Chinese 1<sup>st</sup> Language</li> <li>Greek</li> <li>Italian</li> <li>Japanese</li> </ul>

# BRIEF DESCRIPTION OF COMPULSORY STUDIES

## English

### Semester 1

Students study and respond analytically and imaginatively to texts created for a wide range of purposes and audiences. Students are guided to explore and interpret different perspectives on increasingly complex themes. In addition, students produce a range of text types to convey detailed information and ideas about the texts studied.

### Semester 2

Students continue to develop an understanding of complex themes, through the study of a wide variety of texts, including a Shakespearian play and a modern film adaptation. They analyse and compare how texts are constructed, with a particular focus on the intended effect on the audience and the writer's purpose. In preparing their own spoken and written texts, students learn to take into account different audiences and purposes. Teachers' help students identify how both spoken and written language can be used to persuade and manipulate audiences.

## Bridging EAL (VCE Units 1 & 2)

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language for those students who need additional assistance with English. VCE Units 1&2 are taken in year ten in addition to year 10 English as an Additional Language English.

Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts. This contributes to students being able to participate effectively in Australian life. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking and progress from informal use of language to more formal, academic and technical language use.

The school determines entry into this subject. It will be allocated to students on a needs basis.

## MATHEMATICS

The choice of maths pathways at Year 10 can affect the tertiary courses available in the future. It is essential that students investigate the prerequisites for their chosen career path through the VTAC website and the careers information at the school. Please see the diagram on the next page for more detailed information.

### General Mathematics

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This sequence of units is designed for those students wanting to pursue a pathway that includes Year 11 General Mathematics and/or Year 12 Further Mathematics. It has a strong emphasis on computational mathematics, linear algebra, statistics, financial modelling and geometry.

### Mathematical Methods

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This sequence of units leads to Year 11/12 Mathematical Methods and Year 11/12 Specialist Mathematics. It has a strong emphasis on algebra, quadratic functions, trigonometry and probability. The unit is designed for those students considering Science, Maths or Engineering tertiary courses which require higher level maths prerequisites. Due to the demands of the subject, Year 10 Mathematical Methods is best suited to students who are performing at a C+ grade or above average in Year 9 Mathematics, especially in the topics of Algebraic Techniques and Quadratics.

## Introduction to Specialist Mathematics

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In this subject, students will conduct an in-depth exploration into the major content areas of Trigonometry and Calculus. Within Trigonometry students will investigate Circular Functions (sine, cosine and tangent) in detail. They will study the unit circle and radian measure of an angle in order to graph these functions and conduct analysis of their features. Students will also explore the concepts behind Calculus, applying this knowledge to investigate a range of functions and solve maximum and minimum problems. An investigative assessment will allow students to use their skills to solve application problems in a real context. This course will provide a good foundation for students considering a pathway into specialist mathematics and will enhance understanding of mathematical methods in VCE.

To have access to this subject, you must also be doing Mathematical Methods at Year 10.

Note: All students must select one Science subject. Introduction to Specialist Mathematics can not count as your compulsory science selection, however it will count as one of your total three maximum Science subjects. This is to encourage breadth in your year ten course.

Year 10	Compulsory in year ten (either General or Methods)		Elective unit
	General Mathematics	Mathematical Methods	*Introduction to Specialist (In addition to Maths Methods)

Year 11	General Mathematics (chosen by most Year 11 students)	Mathematical Methods	Specialist Maths (In addition to Maths Methods)
Year 12	Further Mathematics (chosen by most Year 12 students)	Mathematical Methods	Specialist Maths (In addition to Maths Methods)

\* This unit is not a prerequisite for any VCE Maths but will provide a good foundation to students considering a pathway into specialist mathematics and will enhance understanding of mathematical methods in VCE.

## GENERAL ADVICE FOR MATHEMATICS SELECTION:

Although students are not required to complete a Maths subject to receive a VCE, the selection of a VCE mathematics pathway will have implications for tertiary course entrance in subsequent years. If necessary, students should contact individual institutions for specific advice to ensure that they are aware of the mathematics studies required for entrance into tertiary courses they are interested in pursuing. Students should also access the careers information available within the school. At Year 12 level, Specialist Mathematics Units 3 & 4 is generally perceived as the most difficult, followed by Mathematical Methods Units 3 & 4. Further Mathematics Units 3 & 4 is the least difficult Year 12 Maths.

## Human Relations

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The Year 10 Human Relations course focuses on a number of issues that face young people. Students will explore influences that shape their understanding of sex, sexuality and gender. They will also examine responsibilities and consequences of risk taking behaviours in a sexual relationship with emphasis on sexually transmitted infections and strategies to deal with this issue. Students will develop a further awareness of legal and illegal drug use and abuse together with the effects on the individual and the community with a focus on methamphetamine. Students will investigate what is involved in obtaining a learner's permit, and probationary licence. They will explore the various risk factors that lead to crashes and strategies that target risk factors including the role of the TAC. Students will develop skills and knowledge that will prepare them for further studies in Health and Human Development.

# BRIEF DESCRIPTION OF HUMANITIES SUBJECTS

Students must study one of the subjects listed below as part of their Year 10 course. They may choose to do more than one but no more than three.

## Accounting and Business Management

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This unit introduces students to the basics of accounting and money management, as well as an introduction to Business Management. Alternative investments including investing in property, shares, both long-term and day-trading are studied. This subject will provide students with the skills required for a VCE study of these subjects. Money management and the basics of operating a business will be covered in this unit.

## Economics and Global Markets

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This unit will focus on students developing an understanding of the economy and how it functions, as well as how globalisation has impacted on the economy and individuals in different parts of the world. It will provide skills that students use in VCE like Economics and Politics

## Geography

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This unit aims to provide students with an understanding of the skills required for VCE Geography. Students will learn advanced geospatial skills as they investigate a global phenomenon. This includes deforestation, desertification and global warming. They will explore the impact of human interactions on different environments, both natural and human, and research the management of resources. Students will study the interconnection between human wellbeing in developed and developing countries. Students will engage in: field work; mapping activities, including annotating sketches; analyse the management of resources; create and interpret graphs.

## History

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This unit will focus on the development of the Australian nation in the twentieth century. Students will investigate key events that have shaped modern Australia. These will include:

- World War 2 where students will explore topics such as: Why nations go to war, how wars are won, how societies are mobilised for war, what are the legacies of war.
- Human rights which will cover the establishment of the United Nations, the emergence of the civil rights movement in the United States and in Australia.
- Students will analyse and evaluate sources, construct timelines and explore the relationships between events. They will be encouraged to research and understand reasons for the changing nature of Australia and the modern world.

## Philosophy

---

This unit is designed to introduce students to some of the history of Western Philosophy in particular ideas related to Ethics. Through discussion and writing students will work on fundamental questions such as; if there are no definite rules about what we ought to do does this mean morality is relative? What is beauty? Is nature real or imagined? These and other questions will be examined using a range of written, audio and film texts. In turn, students studying this unit can expect to:

- Improve their listening, cognitive and oral language skills
- Develop and improve techniques in reflective writing and writing philosophical essays
- Develop their ability to think for themselves.

## Political and Legal Studies

---

This unit aims to provide students with an understanding of the political system in Australia and Global Politics. Students will also examine the political issues from various perspectives and gain an understanding of various global actors and global crises. They will also examine the basis of the legal system and examine case studies of legal cases throughout history. It will provide students with the skills to undertake VCE Legal Studies as well as Australian and Global Politics.

## *Big History Investigation (Advanced)*

---

This unit encompasses 13.8 billion years of history, from the Big Bang to the Future. It aims to enlarge and challenge students to explore the relationship between key events over time, developing critical thinking skills and the ability to better synthesize complex information. Ask the big questions about our Universe, our planet, life and humanity.

<b>Year 10</b>	Accounting & Business Management		Economics & Global Markets	History	Geography	Philosophy	Political & Legal Studies	
<b>Year 11</b>	Accounting	Business Management	Economics	20 <sup>th</sup> Century History	Geography	Philosophy	Australian & Global Politics	Legal Studies
<b>Year 12</b>	Accounting	Business Management	Economics	History Revolutions	Geography	Philosophy	Global Politics	Legal Studies

# BRIEF DESCRIPTION OF INDIVIDUAL PROGRAM STUDIES

## VISUAL ARTS

### Art 1

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#### Semester 1

This unit looks at developing students' knowledge of Appropriation as an artistic technique. Students explore and critique the work of Appropriation artists, and how these works often reflect social and political issues. Students learn different Appropriation techniques before completing their own artwork that reflects their own understanding of social and political issues. They also explore Expressionism with a focus on the art elements and principles, learning how to apply these to their artworks to express moods and emotions. Art appreciation will look at the way artworks are represented in different times and cultures and will develop skills in art analysis and comparison.

If students are considering studying VCE units of Art, Studio Arts, Visual Communication Design, Product Design and Technology (Hard Materials or Textiles) this subject is recommended.

### Art 2

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#### Semester 2

This unit introduces students to a variety of painting techniques. They learn about the art movements Impressionism, Cubism, Surrealism and Pop Art and look at culture in art. Students explore their own ideas around this theme and develop paintings and mixed media works based on culture. They also explore the art elements and principles, learning how to apply these to their artworks to express their ideas. Art appreciation focuses on the way culture is represented in art and develops students' skills in art analysis and comparison.

If students are considering studying VCE units of Art, Studio Arts, Visual Communication Design, Product Design and Technology (Hard Materials or Textiles) this subject is recommended.

### Sculpture and Ceramics

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Subject repeats each semester. Students may study this subject for one semester only.

Students learn how to create three-dimensional works that are both functional and sculptural. The main emphasis will be using clay to do hand building and wheel-work and learning how to effectively decorate and present these pieces. Mixed-media construction will be included in the course. Art appreciation will look at how artists create sculptural works. Some work will be done in groups as well as individually. Students will keep a visual diary of sketches and ideas.

If students are considering studying VCE units of Art and/or Studio Arts, this subject is recommended.

### Studio Arts – Exploring Photography!

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Subject repeats each semester. Student may study this subject for one semester only.

This unit involves an introduction to black and white photography and digital manipulation to improve and enhance photos. Students will develop knowledge and skills in using S.L.R. and digital cameras, taking photographs to portray expressive ideas and concepts. Students learn essential knowledge and skills such as processing films, printing negatives, manipulating images and presenting their completed works. Theory tasks covers techniques, visual analysis, history of photography and careers in photography.

If students are considering studying VCE units of Art, Studio Arts and/or Visual Communication Design, this subject is recommended.

## Visual Communication Design

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Students will be introduced to the design process, and gain an understanding of how designers employ their thinking and communicate ideas for given purposes, contexts and target audiences. Students learn how to apply design thinking skills to develop sophisticated visual communications to convey messages, ideas and concepts. Students will also learn technical drawing techniques, the ability to identify and apply the design elements and principles and how to effectively respond to a brief. By the end of this unit students will create a rendered isometric drawing and a visual identity (Logo Design) for an imagined company.

If students are considering studying VCE units of Art, Studio Arts and/or Visual Communication Design, Product Design and Technology (Hard Materials or Textiles) this subject is recommended.

## PERFORMING ARTS & MEDIA

### Dance

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Students explore the language of movement using the body as an instrument of expression. They gain the skills of shaping and presenting work for a variety of purposes. Students analyse their own and others' dances. They also experiment with technology and digital mediums to extend and enhance their products. They further develop their ability to make sustained dance statements that show technical control and aesthetic understanding. The unit culminates with a performance of student works. Students analyse their own and others dance works and write responses to these in order to complete the Dance Analysis work requirement.

### Drama

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In Drama, students explore the use of expressive skills. They undertake a series of improvisation activities to develop their use of dramatic elements and acting skills. They explore ways an actor can create a range of characters as well as how to transform between different characters within a performance. They work in groups to create an ensemble performance for presentation at the end of the unit. Students are required to attend professional theatrical performances and write responses in order to complete the Performance Analysis work requirement.

### Theatre Studies

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The focus of Theatre Studies is to engage students in the “behind the scenes” element of theatre and performance. They learn about technical elements such as lighting, set design, costume design, sound, theatre technologies as well as areas of marketing, stage management, and directing. There is also opportunity for students to develop their performance skills. Through the rehearsal and performance process, students will research and undertake specialist roles in order to stage a production. Students view a professional performance to analyse how stagecraft elements are used to communicate ideas.

### Music

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All year 10 students who learn an instrument at the school must study at least one semester of classroom music, but students may elect to undertake both music subjects.

This could be Music A *OR* Music B, or Music A *AND* Music B.

- Instrumental & Ensemble Music Tuition will commence in Term 1 and continue for the entire year.
- Participation in the school ensembles for the full year is compulsory. Rehearsals are usually held after school or during lunchtime.

The prerequisite for this subject is successful completion of Year 9 Music. Students who do not study Year 9 Music will be required to audition in their chosen instrument to be considered for entry into Year 10 Music.

### Music A

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Semester 1

This Unit extends students' abilities to create, perform and interpret instrumental and vocal works in a range of styles. They extend their aural and compositional skills, focusing on the study of major styles and movements throughout history.

This unit further extends students’ abilities to create, perform and interpret instrumental and vocal works in a range of styles. They extend their aural and compositional skills, focusing on the history of jazz and students will research related forms.

Media

Students explore the creative capabilities of photo, music and video editing software. They use technology as a compositional tool whilst adding music and audio effects to moving images. Students manipulate selected software and hardware to capture, record, edit and refine their creative products. Students form small media production teams to create short films which explore themes relevant to the age group. They analyse the impact media products have on selected audiences.

Year 10	Art 1 and/or Art 2	Sculpture & Ceramics	Studio Arts	Visual Comm.	Jewellery Design	Dance	Media	Drama	Theatre Studies	Music A & B
Year 11	Art		Studio Arts	Visual Comm.	Design & Technology (Textiles)	Dance	Media	Drama	Theatre Studies	Music Performance
Year 12	Art		Studio Arts	Visual Comm.	Design & Technology (Hard Materials)	Dance	Media	Drama		Music Performance

ENGLISH

Literature

During this unit, students are encouraged to read widely. They study a variety of literature texts, including novels, Greek drama and poetry. Close language analysis and a study of the social, historical and cultural values embodied in the texts in undertaken. Students are encouraged to respond personally, creatively and analytically.

Learning Support Program

This program caters for students who require additional support with their learning. The Learning Support teacher negotiates with each student the goals to be achieved each semester in all academic subjects. There is regular communication with class teachers and the Special Learning Needs Program Coordinator to ensure a successful collaborative approach. Selection is based on assessment by the Special Learning Needs Program Coordinator.

Film Studies

Film studies is a course designed for those students who enjoy ‘reading’ films, as much as other texts such as mass media and novels. Students show an understanding of the structures and features of film, including language, genre and mise-en-scene. They closely analyse, discuss and compare several different films and write structured responses which link their knowledge of film with concepts and theories.

Several films will be studied in close analysis, and this will be followed by a series of written, structured responses.

English as an Additional Language (EAL)

This subject aims to develop competence in the understanding and use of English for a variety of purposes, as is required to meet the demands of current studies, further education, post school employment and participation in society. It does this through broadening the students' vocabulary; studying language, structure and grammar and reading and responding to a variety of texts, student writing and discussion.

Year 10	English (Compulsory)		Literature	EAL	Bridging EAL (VCE subject)	Film Studies
Year 11 Compulsory to complete one English subject	English (Chosen by most Year 11 students)	English Language	Literature	EAL	EAL	
Year 12 Compulsory to complete one English subject	English (Chosen by most Year 12 students)	English Language	Literature	EAL	EAL	

## LANGUAGES

### Greek

This is a year-long program.

The course is designed to further extend and consolidate the students' knowledge of the Greek language through the processes of listening, speaking, reading and writing. It also aims to prepare students for further study in the language and to make students aware of the benefits of bilingualism for career and leisure purposes.

The course content will be taught via exposure to a variety of written, audio and visual material with emphasis on both oral and written communication. It is also intended to develop students' cultural awareness through a study of Greek cinema, popular song, poetry and Greek cuisine.

### Italian

This is a year-long program.

The course is designed to further extend and consolidate the students' knowledge of the Italian language through the processes of listening, speaking, reading and writing. It also aims to prepare students for further study in the language and to make them aware of the benefits of bilingualism for career and leisure purposes.

The course content will be taught via exposure to a variety of written, audio and visual material with emphasis on both oral and written communication. It is also intended to develop students' cultural awareness through a study of Italian art, cinema, popular song, poetry and Italian cuisine.

### Japanese

This is a year-long program.

The course is designed to further extend and consolidate the students' knowledge of the Japanese language through the process of listening, speaking, reading and writing. It also aims to prepare students for further study in the Japanese language and to make them aware of the benefits of bilingualism for career and leisure purposes.

The course content will be taught via exposure to a variety of written, audio and visual material with emphasis on both oral and written communication. It is also intended to develop the students' cultural awareness through a study of Japanese life, customs, travel and popular culture.

## LOTE in VCE

To undertake a language in Year 11 the same language must be completed in Year 10.

# HEALTH & PHYSICAL EDUCATION

## *Activity for Life*

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This unit exposes students to a number of sporting and recreational activities that will further enhance their knowledge and understanding of the importance of physical activity at this stage of their development and for the future. Emphasis will be on student participation in such activities as aerobics, movement and dance, gym workouts and team games such as netball, basketball and volleyball. Students will study the concept of fitness. Throughout the unit students will examine their own level of fitness and participate in activities that are designed to address their own needs.

(Additional costs will be required for any class excursion or external instructors.) It is recommended that students choose no more than three of: Activity for Life, Advanced PE, General PE and Applied Sports Program.

## *Advance Physical Education*

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This unit introduces students to the possibility of further studies in Physical Education by combining practical activities with theoretical links. Topics include physiology, anatomy, and issues in sport, biomechanics, performance enhancement and sports technology. During the unit students discover how body systems work together to produce human movement, research the latest technological innovations used by athletes and analyse their own sporting performance.

(Additional costs will be required for any class excursion or external instructors.) It is recommended that students choose no more than three of: Activity for Life, Advanced PE, General PE and Applied Sports Program.

## *General PE*

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This unit will involve participation in a variety of recreational physical activities, fitness based activities and competitive sports. There will be a focus on understanding the physiological changes that occur to the body while physical activity takes place, and the stages of learning that occur when learning new skills. Activities included in this subject may include fitness, lacrosse, netball, football codes, aquatics and ultimate frisbee.

(Additional costs will be required for any class excursion or external instructors.) It is recommended that students choose no more than three of: Activity for Life, Advanced PE, General PE and Applied Sports Program.

## *Applied Sport Program*

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This unit will appeal to students who wish to pursue high levels of physical fitness and technical excellence in their chosen sports. Students will study strength and conditioning, performance analysis methods, statistical, fitness testing and training methods. Students will learn how to create a training program that physically prepares them for their chosen sports.

(Additional costs will be required for any class excursion or external instructors.) It is recommended that students choose no more than three of: Activity for Life, Advanced PE, General PE and Applied Sports Program.

## *Youth and Community Health*

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In this unit students will investigate health and human development. The focus will be on the youth stage of the lifespan. Students will develop an understanding of the factors that influence health including behavioural, biological, physical and social environments. Students will explore the importance of nutrition for energy and growth during the stage of youth. Students will complete fieldwork, they will investigate key issues facing youth, strategies to promote health and investigate health resources in the local community. Students will also gain an understanding of the issues associated with the health status of Australians and people living in global communities. This unit will introduce students to the possibility of further studies in VCE Health and Human Development.

## VCE Outdoor and Environmental Studies Unit 1 & 2

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VCE Outdoors and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

### UNIT 1

This unit examines some of the ways in which humans understand and relate to the nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with nature.

### UNIT 2

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students study nature's impact on humans, as well as the ecological, social and economic implications if human impact on outdoor environment. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Year 10	Adv. PE	General PE	Applied Sport Program	Activity for Life	Human Relations (Compulsory)	Youth & Community Health	Outdoor & Environment Studies (Unit 1 & 2)
Year 11	Physical Education				Health & Human Development		Outdoor & Environment Studies (Unit 3 & 4)
Year 12	Physical Education				Health & Human Development		

## SCIENCE

### *Biology: Life and biodiversity*

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Biology is a subject where evidence for scientific theories is investigated and analysed. Students can expect to develop their research skills, better understand how science is linked to careers, new and emerging technologies, as well as how to better evaluate the basis on which claims, explanations or predictions are made.

In this unit, students are introduced to the fundamental biological concepts of genetics and factors that affect biodiversity. Students will study the structure and function of DNA, specifically its role in inheritance and biodiversity. They will study ecosystems and the matter and energy flow through these systems. Students will also evaluate the evidence for scientific theories that explain the diversity of life on Earth as well as evolution.

### *Human Science*

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Human Science is a subject where the bodily systems and processes required for survival are investigated and analysed. Students can expect to develop their research skills, better understand how science is linked to careers, new and emerging technologies, as well as better evaluate the basis on which claims, explanations or predictions are made.

In this unit students study the physiology and anatomy of the human body. They look in depth at disease and the role of the immune system is maintaining health. They investigate the role of body systems in maintaining a healthy and functioning organism.

## *Chemistry*

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Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Students can expect to develop their research skills, better understand how science is linked to careers, new and emerging technologies, as well as how to better evaluate the basis on which claims, explanations or predictions are made.

In this unit students revisit the substructure of atoms, drawn from previous years of study, and consolidate their understanding by looking closely at the patterns, trends and complexities of the elements of the Periodic Table. This knowledge will then be used to begin to understand the nature of ionic and covalent bonds and therefore how elements form compounds. This will provide students with the foundation to understand and describe what chemical reactions are as well as why and how they occur. Students will begin to describe chemical reactions in terms of energy and use chemical formulae to balance equations.

## *Physics*

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Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. Students can expect to develop their research skills, better understand how science is linked to careers, and new or emerging technologies, as well as how to better evaluate the basis on which claims, explanations or predictions are made.

In this unit students investigate and describe the formal relationships of objects in motion and use this to understand displacement and distance, speed, velocity and the acceleration of objects. Students will also investigate the nature of forces and investigate in some detail the nature and effects of forces underpinned by Isaac Newton's three laws of motion. Students will also investigate the nature of the Wave/Particle theory in order to understand and explain the transfer of energy through different mediums. The course also includes an introduction to electronics and students will be able to research some of new technological developments in this area and consider the potential benefits and disadvantages associated with their use.

## *Science Institute (Advanced)*

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This unit will provide opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in project-based learning (PBL).

Students will work individually and/or in teams in both the planning and conduct of investigations. They will be expected to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions.

Students studying this unit will be required to apply and communicate their findings, understanding and viewpoints in a scientifically literate way. The program will be one semester and will consist of one or two of the following instructional programs:

- Quantum Computing
- Biochemical Fuels
- Astrobiology or
- Forensic Geoscience

## *Environmental Science*

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Environmental Science is an inquiry-based subject in which students will apply skills such as research, practical investigation and communication to develop a deeper understanding of how environments work and how humans can impact them.

Students will complete projects exploring climate change, the effects of pollution on natural environments and ecosystems, as well as student led research into current global issues affecting the environment and technologies that may be used to reduce the impact of such issues. This course has strong links to a range of Science VCE subjects as well as Outdoor Education or Geography VCEs.

## *Psychology*

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Psychology is a subject where evidence for scientific theories is investigated and analysed. Students can expect to develop their research skills, gain a deeper understanding of the different careers in Psychology and critically analyse past and current understandings of human thoughts, feelings and behaviours.

In this unit students are introduced to key scientific skills and investigate the role of mindfulness on stress. They will understand the role of a psychologist and the difference between psychology and psychiatry. Students gain an

understanding of the role of Psychology in the criminal justice system and look at the mental health and the factors that contribute to mental illnesses. This course will provide an introduction to VCE Psychology and allow students to build upon the key scientific skills they have been introduced to in previous years.

<b>Year 10</b>	<b>Chemistry</b>	<b>Human Science</b>	<b>Biology: Life &amp; Diversity</b>	<b>Physics</b>	<b>Science Institute (Advanced)</b>	<b>Environmental Science</b>	<b>Psychology</b>
<b>VCE</b>	Chemistry	Biology		Physics	Chemistry and Physics	Biology, Chemistry, Physics, Geography, Outdoor Education	Psychology

## TECHNOLOGY

### Food Technology

This unit is an introduction to a chef's life in a commercial kitchen and how to become a better cook. In practical sessions, students will focus on efficient work practice, development of knife skills and professional presentation techniques with food. Unit topics: precision cutting, aesthetic properties of food, main meals using protein and functional properties of food.

### Food For Life

The course aims to develop an understanding of the relationship between food and health. Emphasis is on developing skills to prepare nutritious food quickly and working cooperatively

### Product Design and Technology - Industrial Design

The focus of this semester is to introduce students to a wider understanding of sustainability, new and emerging technologies and innovative thinking. Students will explore CAD software such as Adobe Illustrator and Google Sketch Up in order to use the laser cutter. Students will experience working with materials and techniques used by professional designers such as architects, product and industrial designers and engineers.

If students are considering studying VCE units of Product Design and Technology (Hard Materials or Textiles) and/or Visual Communication, this subject is recommended.

Subject repeats each semester. Students may study this subject for one semester only.

## Product Design and Technology - Jewellery Design

The focus of this semester is to introduce students to traditional and contemporary jewellery-making skills which include: silversmithing, CAD software and using the laser cutter. Students will use the design process, critical and creative thinking skills to solve design problems and make products.

If students are considering studying VCE units of Product Design and Technology (Hard Materials or Textiles) and/or Visual Communication, this subject is recommended.

Subject repeats each semester. Students may study this subject for one semester only.

## Product Design and Technology - Fashion

The focus of this semester is to introduce students to complex textile processes including garment construction. Students will use the design process, critical and creative thinking skills to solve design problems and make high quality products. They will develop additional key skills in fashion design and drawing.

If students are considering studying VCE units of Product Design and Technology (Hard Materials or Textiles) and/or Visual Communication, this subject is recommended. Subject repeats each semester.

Students may study this subject for one semester only.

## Design and Technology – Hard Materials

The focus of this semester is to introduce students to complex construction processes using a range of hand tools and workshop machinery. Students will use the design process, critical and creative thinking skills to solve design problems and make high quality products using materials such as timber. They will develop additional key skills in product design and drawing.

If students are considering studying VCE units of Product Design and Technology (Hard Materials or Textiles) and/or Visual Communication, this subject is recommended.

Subject repeats each semester. Students may study this subject for one semester only.

<b>Year 10</b>	Food For Life	Food Tech	Jewellery & Craft Design	Industrial Design	Technology & Product Design (Fashion)	Technology & Product Design (Materials)
<b>Year 11</b>	Food Studies		Product & Design Technology			
<b>Year 12</b>	Food Studies		Product & Design Technology			

## Digital Technology

### Computing Skills and Applications

Students investigate the advanced features of a range of business software and web-based technologies. They will be assessed on their ability to work efficiently and effectively in the classroom and complete folios of work based on each software type. Students are not required to have access to the specific software at home. The skills and knowledge covered in this unit will support students in their use of ICT in VCE. Classwork involves the use of desktop computers, not iPads.

<b>Year 10</b>	Computing Skills and Applications
<b>Year 11</b>	Applied Computing

<b>Year 12</b>	Data Analytics	Software Development	Algorithmics (HESS) (Must have completed Maths Methods Unit 1 & 2)
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## Algorithmics

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Mathematics enable us to make sense of the world around us through the use of data and modelling. Algorithms, the step by step processes used to analyse data and manage its manipulation, allows us to model and predict the real world. Year 10 Algorithmics focuses on a new approach to solving real-world problems using mathematical computations and algorithmic techniques. Algorithms underpin all computational solutions whether manual or computer based. An understanding of the structure of algorithms enables us to fully understand their potential and limitations. This subject provides a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and in other disciplines that involve formal reasoning. Covers applications of Algorithms to topics such as networks, automation, robotics and the possibility of artificial intelligence.

<b>Year 10</b>	Algorithmics
<b>Year 11</b>	Mathematical Methods Unit 1 & 2
<b>Year 12</b>	Algorithmics (HESS)*

*Digital Technology leads directly into VCE Digital Technology 3&4 a new VCE Higher Education Scored Study. See the VCAA website for more information about VCE Digital Technology3&4.*

Students who successfully complete Unit 3 & 4 of VCE Algorithmics (HESS) will be eligible for two units of first year credit towards the following degrees:

Bachelor of Computer Science, Bachelor of Information Technology (Monash University)  
Bachelor of Science, Bachelor of Biomedicine (University of Melbourne).

Students will also receive prerequisite waivers that allow them to directly enter second year Computer Science studies at both Monash University and University of Melbourne. For more information please contact VCAA Curriculum Manager, Digital Technologies on (03) 9032 1724

## STUDYING A VCE UNIT IN YEAR 10

Year 10 students who have achieved a consistent high level of achievement in their Year 9 studies are able to accelerate their studies by undertaking a VCE unit in each semester. It allows students to broaden their VCE program and maximizes the possibility of a higher ATAR score – the score used to rank students for university/tertiary entrance.

Student selection of a VCE unit in Year 10 does not guarantee the student undertaking that unit in 2021 due to timetable constraints and impact on other student choices.

In order to access VCE studies students will need to contact their current teacher from the most relevant subject area. Eg If you wish to commence Unit 1&2 Legal Studies, contact your Humanities teacher. If you wish to commence Unit 1&2 Biology, contact your science teacher. Your teacher will then consider whether they think it is an appropriate option for you and if so, will pass on a recommendation. The team coordinators will also have input into the decision.

Recommendations will be based on the following criteria:

- An exemplary Year 9 attendance record. In VCE students are required to attend 90% of all classes for each subject.
- Effective approaches to learning, including homework completion, as indicated by their interim and end of semester reports.
- Successful Year 9 Academic achievement, as indicated by their reports and teacher feedback.
- Their Team Leader's recommendation.
- A Subject teacher or Faculty leader's recommendation from the area of study they wish to pursue.

To assist in your decision making, the following indicates some perceived advantages and disadvantages of enrolment in a VCE unit in 2021.

Possible advantages

- Maintaining motivation for learning and providing extension and challenge
- Opportunity for senior students to have a preliminary experience of the workload of VCE subjects and experience VCE processes and policies.
- Have the option to pick up an extra VCE unit (10% increment to ATAR for their 5<sup>th</sup> and/or 6<sup>th</sup> subject)

Possible disadvantages

- Increased stress of workload.
- Possibility of reduced assessment scores (some students don't score as well due to maturity/experience issues).
- Student focus of effort in VCE units impacts on effort of Year 10 classes.

**Please note:** if you intend to apply to complete a VCE subject during 2021 you should not plan any holidays during school time because of the 90% attendance requirement.

Students interested in this opportunity should see the Assistant Principal – Teaching & Learning for more information.

## Potential Year 10 Courses

Here is some space for you to draft what your course might look like. At least one unit must be selected from three areas in your first 8 preferences. No more than 3 units should be selected from a single learning area. No more than 3 advanced units may be selected in your first 8 preferences.

	Compulsory	Choose one	Compulsory	Compulsory	Choose 4 other preferred units	
Year 10 Semester 1	English	General Maths or Maths Methods	Human Relations	Preferred Science Subject		
Year 10 Semester 2	English	General Maths or Maths Methods	Preferred Humanities Subject	Preferred Arts / Tech / LOTE Subject		

	Compulsory	Choose one	Compulsory	Compulsory	Choose 4 other preferred units	
Year 10 Semester 1	English	General Maths or Maths Methods	Human Relations	Preferred Science Subject		
Year 10 Semester 2	English	General Maths or Maths Methods	Preferred Humanities Subject	Preferred Arts / Tech / LOTE Subject		

	Compulsory	Choose one	Compulsory	Compulsory	Choose 4 other preferred units	
Year 10 Semester 1	English	General Maths or Maths Methods	Human Relations	Preferred Science Subject		
Year 10 Semester 2	English	General Maths or Maths Methods	Preferred Humanities Subject	Preferred Arts / Tech / LOTE Subject		



## FEE SCHEDULE 2021- YEAR 10

Please find the itemised list of Essential Student Learning Items and Optional Items for your child. Strathmore Secondary College (SSC) also continues to welcome your voluntary contributions for 2021.

All Essential Student Learning items and Optional items will be listed on your Compass Parent Portal six weeks prior to the end of each school year.

### Essential Student Learning Items – Core Subjects

Below is a list of items and activities which are essential for your child to learn the standard curriculum.

Essential Student Learning Items CORE SUBJECTS	Amount
English-PAT testing, Brain pop	\$5.00
Mathematics (General or Methods)- PAT testing, USB keyring	\$5.00
<b>TOTAL</b>	<b>\$10.00</b>

### Essential Student Learning Items – Year 10 Electives

Below is a list of elective subjects that have specific charges for consumables.

Essential Student Learning Items- YEAR 10 ELECTIVES	Amount
<b>Art 1</b> -Mixed media-including paint, inks, pastels, watercolours, spray paint, lino and modroc. Paper and presentation media including-A1-A4 cartridge, high gloss, matte, coloured, black, tracing, bleed proof and watercolour paper, canvas, canvas boards, foam, core and lino. 3D mixed media including clay, adhesives, fixatives, air dry clay and sculpey	\$70.00
<b>Art 2</b> -Mixed media-including paint, inks, pastels, watercolours, spray paint, lino and modroc. Paper and presentation media including-A1-A4 cartridge, high gloss, matte, coloured, black, tracing, bleed proof and watercolour paper, canvas, canvas boards, foam, core and lino. 3D mixed media including clay, adhesives, fixatives, air dry clay and sculpey	\$70.00
<b>Food for Life</b> - Model and Pattern Making Materials- including card, graph paper, trace paper etc.	\$155.00
<b>Food Technology</b> -Decorative Finishing Consumables- including spray paint, sugar spray, varnish etc.	\$155.00
<b>Geography</b> - Tracing paper, graph paper, coloured paper	\$5.00
<b>Industrial Design</b> -Consumables- including Plastic materials, filament, adhesives (PVA, super glue, acrylic glue, hot glue etc.) Model Making Materials- including card, foam core, sticks/balsa wood, plywood, wood etc. Model and Pattern Making materials- including card, graph paper, trace paper etc. Decorative Finishing Consumables- including spray paint, sugar spray, varnish etc. Additional Product Components- including lanyards, magnets, USB key rings etc.	\$75.00
<b>Jewellery &amp; Craft Design</b> -Consumables- including Metal materials (Sterling silver, brass, nickle etc.) Casting resin, solder, adhesives (PVA, super glue, acrylic glue, hot glue	\$75.00

etc.)Graph paper, Plastic materials Additional Product Components- including chains, jump rings beads, earring backs, misc. etc.	
<b>Physics</b> -Materials used to build an electric motor- including- paper clips, copper wire, foam cup, sticky tape	<b>\$10.00</b>
<b>Studio Arts</b> -Papers and Film Consumables- including A3/4 High Gloss, Matte, Photographic, Watercolour, Cartridge and Pearl Paper Mixed Media Consumables- including Watercolour, pastels, inks, paint, spray paint, 3D modelling media, sewing media and acetate Presentation Media Consumables- including foam core, acrylic boards, plywood and double sided tape	<b>\$80.00</b>
<b>Sculpture &amp; Ceramics</b> -Mixed Media- including paint, inks, pastels, watercolours, spray paint, lino and Modroc. Clay & Glazers consumables, Sculpture consumables	<b>\$70.00</b>
<b>Technology &amp; Product Design: Fashion</b> - Consumables- including Fabric materials, haberdashery, sewing kit Pattern Making Materials- including paper etc Printing consumables- including ink etc.	<b>\$90.00</b>
<b>Technology &amp; Product Design: Materials</b> - Consumables- including Timber materials, adhesives (PVA, super glue, acrylic glue, hot glue) Finishing consumables- including oil, varnish etc. Hardware/Joinery- including screws, nails, biscuits/dowel etc. Model Making Materials- including card, paper etc. Electronic components Drawing consumables- including paper etc.	<b>\$90.00</b>
<b>Visual Communication</b> - Papers-including A4/3/1 cartridge, high gloss, matte, coloured, black, tracing, grid, bleed proof and watercolour paper Presentation Materials-including Foam Core, A4/3 sleeves, masking tape and double sided tape Mixed Media- including watercolour, pastels, inks, paint, spray paint, copic markers and 3D modelling media Printing inks	<b>\$70.00</b>

### Other Elective Subjects

Other elective subjects not listed above fall under the Voluntary Teaching and Learning Contribution below.

The financial support of parents/carers will enable us to continue to provide a comprehensive, challenging, academic curriculum. The amounts allocated to these contributions within Compass are suggested recommendations by College Council to meet the budget requirements for 2021; however you may nominate any amount against the contributions.

SSC continues to thank you for your voluntary contributions to support our school.

Teaching and Learning Voluntary Contribution	Tax deductible ?	Suggested Amount
Voluntary Teaching and Learning Contribution- <i>Supports to maintain continued excellence in curriculum delivery and subjects taught at SSC</i>	No	<i>\$250.00</i>

### Building Fund

Contributions to the Building Fund will support the upgrade of school facilities including air conditioning for classrooms. School council has established tax-deductible gift recipient status with the Australian Taxation Office for the Building Fund.

Building Fund Voluntary Contribution	Tax deductible ?	Suggested Amount
Building Fund – <i>Air-conditioning and upgrades to buildings</i>	Yes	\$220.00

Your child will not be disadvantaged if you do not make a voluntary contribution. All records of voluntary contributions are kept confidential as well as your decision about whether to make a contribution or not.

### Optional Items

SSC offers optional items and activities that are additional to the delivery of the standard curriculum. These items and activities are designed to broaden the school experience for your child.

Optional Item	Amount
<b>Additional academic program-</b> Instrumental Music	\$500.00
Instrument Hire	\$250.00