KEILOR DOWNS COLLEGE

YEAR 10 COURSE SELECTION GUIDE

2022

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Please note in 2021 certain electives had a charge allocated to them, and a charge will also apply in 2022. The cost for these subjects in 2021 were:

- *Food Technology - $55*
- *Textiles - $25*
- *Systems Engineering - $40*
- *Wood - $22.50*
- *Hospitality - $55*
- *Advanced Physical Education - $50*
- *Outdoor Education - $300*
- *Sport & Recreation - $50*
- *Sport Leadership - $25*
- *Applied Soccer - $100*

(This fee may vary in 2022).

INTRODUCTION:

Welcome to the Senior Years of study
This guide contains all the information you need to have to choose your course for the next year.
It outlines all the Year 10 subjects that are offered at Keilor Downs College.

Our Senior Years Curriculum is designed to allow:

- Breadth and depth of study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To plan a course that allows you to follow your Pathways plan.

Flexibility in the Senior Years
In the Senior Years, according to your pathway choices and your academic ability, you will find yourself able to make many more choices than ever before. Not only can you choose from a wide variety of studies within your year level, but you can also choose to:

- Select a VCE Units 1 & 2 Study while you are in Year 10 (refer to VCE course handbook)
- Choose to take 2 or 3 years to successfully complete your VCE.

It may be useful to refer to this version of the course selection guide for future reference.

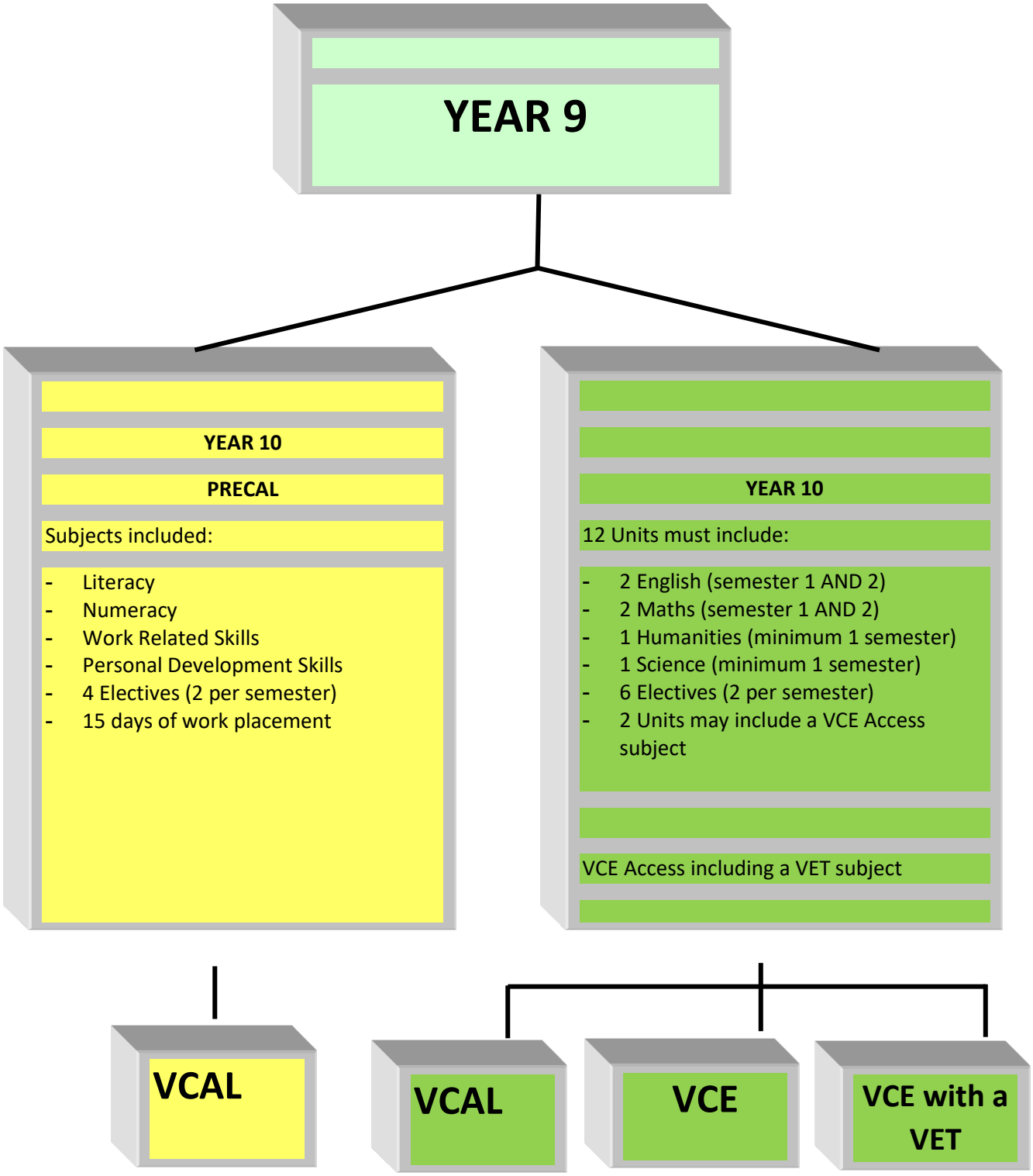
Choosing a Program
To assist you in choosing the course that will bring you the most enjoyment and success, we have provided you with:

- Detailed descriptions of all courses offered at Year 10.
- Pathways diagrams for each Key Learning Area (KLA) that show you how your choices will help you plan your future directions.
- Pathways Counsellors- you have been allocated a Pathways Counsellor who will assist you in your course decisions. You will meet with your counsellor before the official counselling day to discuss your course.
- Year 9 students – Class time during RAPPs and Humanities to allow you to investigate and reflect on your career direction.

Recommendations from staff
All staff will make recommendations for VCE studies, as well as Year 10 Mathematics, Year 10 Advanced English, Year 10 Sports Leadership, Year 10 Advanced PE and Year 10 LOTE. You will need to seek advice from your classroom teachers or the Key Learning Area Leader (KLA leader), who will advise you about the best studies for you to undertake.

Confirming your course
After course counselling takes place, your course will be carefully checked. A few students may need to be re-counselled if there are problems with their course. Your course will be confirmed in writing during Term 4.

PATHWAY OPTIONS:



YEAR 10 CURRICULUM 2022:

- In Year 10, you will study 6 units (or subjects) each semester - 12 units over the year.
- You will study each unit for 5 periods each week.
- Some units are compulsory, while others are optional and include choice.
- In order to have full access to the VCE in 2023, you will have to pass at least 9 out of the 12 units you will attempt.

There are 6 Compulsory Units:

All students will study:

English:	for both semesters 1 & 2 (2 units)
Mathematics:	for both semesters 1 & 2 (2 units)
Humanities:	for a minimum of one semester (1 unit)
Science:	for a minimum of one semester (1 unit)

You have some choice within these compulsory units.
Within each area, you can choose between:

English	Mathematics	Humanities	Science
You will study this for both semesters. 2 units	You will study this for both semesters. 2 units	These units run for 1 semester only. 1 unit	These units run for 1 semester only. I unit
English Semester 1 AND 2 **OR** Advanced English Semester 1 AND 2 **OR** EAL Semester 1 AND 2	**Semester 1:** General Maths **Semester 2:** General Maths Further **OR** General Maths Methods **OR** Advanced Mathematics Semester 1 AND 2 **OR** Numeracy Semester 1 AND 2	A minimum of **ONE** of the following: • Accounting/ Business Management • Global Politics • History • Legal Studies • Sociology	A minimum of **ONE** of the following: • Forensic and Consumer Science • Introduction to Biology • Introduction to Chemistry • Introduction to Physics • Introduction to Psychology

YEAR 10 ELECTIVE UNITS:

There are 6 Elective Units: You will need to choose **6 units** to make up your full **12 units over the year**. You will be able to choose from the following:

LOTE	Science	Humanities	The Arts	Technology	PE/Health	Explore Your World
0 or 2 units	**1-3 units**	**1-3 units**	**0 – 3 units**	**0 – 3 units**	**0 – 3 units**	**0 - 1 unit**
You will study this for both semesters. These units run for **BOTH** semesters.	You can choose one or two of these in addition to the compulsory Science unit. These units run for 1 semester only.	You can choose one or two of these in addition to the compulsory Humanities unit. These units run for 1 semester only.	You can choose zero, one, two or three of these units to study as elective units. These units run for 1 semester only.	You can choose zero, one, two or three of these units to study as elective units. These units run for 1 semester only.	You can choose zero, one, two or three of these units to study as elective units. These units run for 1 semester only.	You can choose zero or one of this subject as one of your elective units. This unit runs for 1 semester only.
Italian Japanese	Forensic and Consumer Science Introduction to Biology Introduction to Chemistry Introduction to Physics Introduction to Psychology	Accounting/ Business Management Global Politics History Legal Studies Sociology	2D Art Dance Drama Media Music Music Industry & Sound Production Visual Communication Design	Advanced Computer Applications Coding Food Technology Hospitality Introduction to Building and Construction Product Design & Technology – Materials STEAM Systems Engineering Web Design & Development	Advanced Physical Education Applied Soccer Health Sports Leadership Sport and Recreation Outdoor and Environmental Studies	Explore Your World

VCE ACCESS:

- VCE ACCESS means studying a VCE subject in Year 10.
- You may be offered the opportunity study a VCE Units 1 & 2 subject while you are in Year 10.

- Most of the units offered are available to you.
- Mathematics and LOTE are not available to you unless you have completed Year 10 for that subject.
- You can choose a VCE Units 1 & 2 sequence as one of your "elective" units, or as an alternative to one of the compulsory Year 10 units. For example, you can choose Units 1 & 2 Biology instead of Year 10 Science, but this will count as 2 out of your 3 possible Science electives.

You will find a complete list of subjects offered in the VCE course selection handbook.
If you are interested, you will need to show:

- Strong organisational skills.
- High levels of motivation, interest and enthusiasm.
- Ability and/or capacity in that study area.

Most of our candidates will come from a select entry list based on overall academic performance. Students will be offered the opportunity to apply and discuss during course counselling.

Final decisions regarding VCE Access will depend upon:

- Recommendations from the House, KLA leaders and Year 9 subject teachers about whether you are likely to succeed in studying a VCE subject in Year 10.
- Available places in the chosen subject.

SEAL PROGRAM (SELECT ENTRY ACCELERATED LEARNING):

YEAR 10 COURSE SELECTION AND VCE ACCESS

- Students who are enrolled in the Select Entry Accelerated Learning Program (SEALP) will have a variety of options open to them for their Year 10 course to meet their individual needs.
- Each student's course will be a mixture of Year 10 and VCE units.
- As with all Year 10, students will complete six units per semester, a total of twelve for the year.

COMPULSORY COURSE OPTIONS:

Learning Area	Number Compulsory of Units	Options
English	2	**Option 1:** Year 10 Advanced English (Semester 1 & 2) **Option 2:** English (Semester 1 & 2)
Maths	2	**Option 1:** VCE General Further Mathematics 1&2 (Semester 1 & 2) **Option 2:** VCE Mathematical Methods 1&2 (Semester 1 & 2) **Option 3:** Yr. 10 Advanced Maths (Semester 1 & 2) **Option 4:** Yr. 10 General Maths (Semester 1) and either Yr. 10 General Maths Further (Semester 2) OR Yr 10. General Maths Methods (Semester 2)
Humanities	1	**Option 1:** 1 or more of any of the Year 10 Humanities units offered (Semester 1 OR 2) **Option 2:** Any VCE Humanities – Choose from: Accounting, Business Management, Global Politics, History, Legal Studies or Sociology (Semester 1 & 2)
Science	1	**Option 1:** 1 or more of any of the Year 10 Science units offered (Semester 1 OR 2) **Option 2:** Any VCE Science – Choose from: Biology, Chemistry, Physics, Psychology (Semester 1 & 2)
Remaining units	6 depending on choices above	**Option 1:** Any of the Year Elective units offered (Semester 1 OR 2) **Option 2:** Any VCE Access subjects (Semester 1 & 2) (See conditions below).

THE FOLLOWING CONDITIONS APPLY FOR VCE SUBJECTS:

1. The recommended number of VCE Access subjects is one subject. If students wish to complete two VCE Access subjects, their Year 9 subject teachers will be consulted regarding their overall achievement and ability to cope with the demands of 2 VCE subjects. It will also depend on the individual student's strengths and pathway. It should be noted that no less than four Unit 3 / 4 subjects must be completed in the student's Year 12 Year.

2. Individual programs for each accelerated student will be approved by a review panel consisting of Pathways Coordinator, SEALP Coordinator and relevant Year 9 SEALP Teachers.

3. For the Year 10 Advanced English, SEALP students will be subject to the same recommendation and selection process as other Year 9 Students.

4. Students who undertake two VCE Access units will be strongly encouraged to complete their Work Experience either during a holiday break, or after exams at the end of the year, instead of the last week of Term 2. This is to minimise the amount of work being missed. Students completing one VCE subject will do the work experience program in the week allocated to the whole year 10 cohort which is the last week of second term. This will allow for workplace visits to be conducted.

5. Please note that once you accept the place in the VCE/VET subject, you are committed to that subject for the entire year and will be required to sign a contract before you begin, agreeing to the following statement: *"Note: Signing and handing in the form confirms that you are committed to the subject for the entire year. There will be no opportunity for change out of this subject once processed."* Students who undertake a VCE Access subject in Year 10 will therefore be expected to complete both Units 1 and 2 of that subject. **Students will not be permitted to pick up a new Unit 2 subject halfway through the year.**

ENGLISH OPTIONS

What's it all about?

Advanced English helps prepares students for the three VCE English options; English, Literature and English Language by giving students an opportunity to try all forms of English at an advanced level.

The content aims to extend skills and develop knowledge by integrating elements of VCE English while keeping the texts and other material engaging. This includes a film text, an English Language unit and a range of written texts.

What will I learn?

Crafting Texts	**Reading and Responding**
• Creative writing skills • Develop an understanding of the themes, values and how meaning is constructed in texts. • How to look at a text from a variety of perspectives	• Discussion of themes, ideas and characters • Exploring historical, social and historical values • Understanding the structure, language and style of the author
English Language	**Analysing and Presenting Argument**
• The history and evolution of the English Language • How to analyse and discuss language from a linguistic perspective • How there are variations in English across the world and within Australia	• How to read and annotate persuasive texts • How to analyse and discuss the development of argument • The connection between argument, persuasive techniques, audience and tone

What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery.
There will be class discussions, group work and individual writing tasks.
Learning tasks may include: tests, essays, extended responses (both creative and analytical), oral presentations and an exam.

What skills will I require to complete this subject?

Reading a variety of text types, writing and presenting in a range of forms, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses.

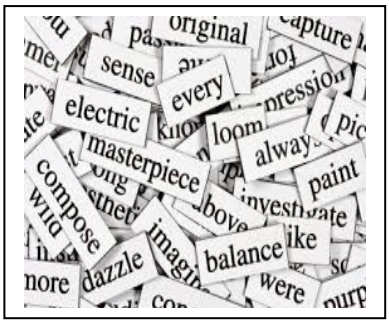
What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English subjects. Good communication and analytical skills can help you in many careers relating to journalism and teaching.

POSSIBLE PATHWAYS	
YEAR 10	ADVANCED ENGLISH
YEAR 11	ENGLISH, LITERATURE, ENGLISH LANGUAGE
YEAR 12	ENGLISH, LITERATURE, ENGLISH LANGUAGE

Why choose this subject?

If you have enjoyed English, want to improve your skills as much as possible, or are looking for an extra challenge, this subject may be for you as it deals with more complex texts and the class discussion explores advanced ideas. Students with an interest in Literature or English Language should consider Advanced English as it covers more content in these areas and allows you to develop your understanding of these subjects before choosing your VCE pathway.



What's it all about?

This English prepares students for the three VCE English options; English, Literature and English Language by giving students an opportunity to try all forms of English. Students study a film text and complete an introduction to English Language. They will also examine how authors construct arguments using persuasive language and create a range of their own texts.

What will I learn?

Exploring Argument	**Crafting texts**
• How to read and annotate persuasive texts • How to analyse and discuss the development of argument • The connection between argument, persuasive techniques, audience and tone	• Creative writing skills • Develop an understanding of the ideas, values and how meaning is constructed in texts. • How to look at a text from a variety of perspectives
English Language	**Reading and Responding**
• The history and evolution of the English Language • How to analyse and discuss language from a linguistic perspective • How there are variations in English across the world and within Australia	• Cultural, social and historical values • Understanding of ideas, characters and setting • Understanding of the author's structural, language and stylistic choices • How meaning is created

What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery.
There will be class discussions, group work and individual writing tasks.
Learning tasks may include: tests, essays, extended responses (both creative and analytical), oral presentations and an exam.

What skills will I require to complete this subject?

Reading a variety of text types, writing and presenting in a range of written and spoken forms, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses.

What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English subjects. Good communication and analytical skills can help you in many careers and especially in courses relating to journalism and teaching.

POSSIBLE PATHWAY	
YEAR 10	ENGLISH
YEAR 11	ENGLISH, LITERATURE, ENGLISH LANGUAGE
YEAR 12	ENGLISH, LITERATURE, ENGLISH LANGUAGE

What's it all about?

This course is designed to help students of Non-English-Speaking Background with their understanding and use of English in preparation for VCE EAL.

What will I learn?

Exploring Argument	**Crafting texts**
• How to read and annotate persuasive texts • How to analyse and discuss the development of argument • The connection between argument, persuasive techniques, audience and tone	• Creative writing skills • Develop an understanding of the ideas, values and how meaning is constructed in texts. • How to look at a text from a variety of perspectives
Oral Communication	**Reading and Responding**
• Develop confidence and skills in public speaking, debating, role-plays and class presentations. • Develop oral comprehension skills.	• Cultural, social and historical values • Understanding of ideas, characters and setting • Understanding of the author's structural, language and stylistic choices • How meaning is created

What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery.
There will be class discussions, group work and individual writing tasks.

Learning tasks may include: tests, essays, short and extended responses (both creative and analytical), oral presentations and an exam.

What skills will I require to complete this subject?

Reading a variety of text types, writing and presenting in a range of written and spoken forms, ability to discuss issues from multiple viewpoints, ability to provide accurate short answer responses and develop written structured extended responses.

What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English (EAL) subject. Good communication and analytical skills can help you in many careers and especially in courses.

POSSIBLE PATHWAY (depending on eligibility)	
YEAR 10	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 11	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 12	ENGLISH AS AN ADDITIONAL LANGUAGE

Why choose this subject?

Although ENGLISH AS AN ADDITIONAL LANGUAGE is a compulsory subject, it is dependent on eligibility.

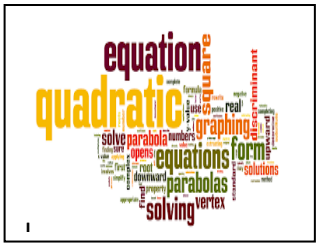
ENGLISH PATHWAYS

Option	Year 10	Year 11	Year 12
1	English OR Advanced English	English 1 & 2	English 3 & 4
2	English OR Advanced English	Literature 1 & 2	Literature 3&4 and/or English 3 & 4
3	English OR Advanced English	English Language 1 & 2	English Language 3&4 and/or English 3 & 4
4	English OR Advanced English	Any combination of 1 or more of English 1 & 2, English Language 1 & 2, Literature 1 & 2	English 3 & 4 AND English Language 3 & 4 OR Literature 3 & 4 OR just any ONE 3 & 4: English/Literature/English Language
5	English OR Literacy (Pre-CAL)	VCAL Literacy	VCAL Literacy
6	EAL	EAL 1 & 2 (Dependent on eligibility)	EAL 3 & 4 (Dependent on eligibility)

MATHS OPTIONS

What's it all about?

This subject will prepare students thoroughly for any VCE Mathematics. course, in particular Year 11 Mathematical Methods and Specialist Mathematics. The work covered will be from the following areas: Algebra & Number, Measurement & Geometry and Statistics & Probability. Topics will be extended to challenge students and some Year 11 Mathematics content will be integrated into the course.



What will I learn?

Number& Algebra - Exponential Functions	**Statistics and Probability –Statistics**
• Surds and fractional indices including in real context. • applications of exponential growth and decay problems.	• Univariate Data -IQR histograms, boxplots, mean, standard deviation, confidence intervals. • Bivariate Data-scatterplots, r correlation and use of regression line to make predictions.
Number & Algebra- Linear functions	**Number &Algebra- Expressing Generality**
• Linear graphs using real life context. • Simultaneous equations, algebraically and graphically. • parallel, perpendicular lines, midpoints and distance of a line segment.	• Expand and factorise quadratic expressions by using a variety of techniques. • Apply to non-routine worded problems.
Number &Algebra – Quadratic equations	**Measurement and Geometry- Trigonometry**
• Solve quadratic equations. • Sketch and describe parabolas. • Solve quadratic problems in a real-life context. • Use the discriminant to find number of solutions.	• Pythagoras in 2 and 3 dimensional shapes • Use Sine and Cosine rules to solve any triangle. • Use the unit circle to define trigonometric functions.
Statistics and Probability –Probability	**Measurement and Geometry -Geometry**
• Solve chance experiments, with and without replacement. • Use the Addition rule, conditional probability and independence, including proofs. • Use Venn diagrams and Karnaugh maps.	• Proofs involving congruent and similar triangles. • Prove and apply angle and chord properties of circles. • Find the arc length of circles and area of segments and sectors of a circle.

What types of things will I do?

Practicing mathematical skills and demonstrating an understanding of each topic by completing exercises, problem solving activities, worksheets, topic tests and Application tasks. Using the CAS calculator effectively is necessary for all topics.

Learning tasks may include:

Topic tests, Problem Solving Application Task and Exams with and without Technology.

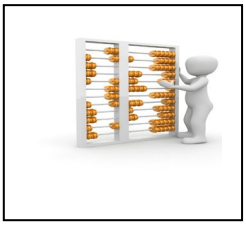
What skills will I require to complete this subject? Students need to sit a test early term 4 to apply for this subject. They also need to: display a strong ability to think logically and reason analytically, grasp mathematical concepts and strategies quickly, with good retention, and to relate mathematical concepts within and across content areas and real-life situations. They need a more extensive and in-depth knowledge of Algebra.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 10	ADVANCED MATHEMATICS
YEAR 11	MATHEMATICAL METHODS 1&2 OR MATHEMATICAL METHODS1&2 & SPECIALIST MATHS 1&2
YEAR 12	MATHEMATICAL METHODS 3&4 OR MATHEMATICAL METHODS 3&4 & SPECIALIST MATHS 3&4

What's it all about?

In year 10 General Mathematics students continue to study the compulsory Strands of mathematics according to the Victorian Curriculum. These include Number and Algebra, Statistics and Probability, Measurement and Geometry. This will prepare and enable students to study General Further or Mathematical Methods in semester 2.



What will I learn?

NUMBER AND ALGEBRA: Linear Equations	**NUMBER AND ALGEBRA: Linear Graphing**
• Multiplying and dividing algebraic expressions • Adding and subtracting algebraic expressions • Solving Linear Equations • Solving worded Linear Equation problems • Solving inequalities	• Sketching linear Equations with and without the CAS calculator • Finding equations of Linear graphs • Calculating the length and midpoint of a line segment • Identifying perpendicular and parallel lines • Solving simultaneous equations • Solving application questions
STATISTICS: Univariate data and box plots	**MEASUREMENT AND GEOMETRY: Trigonometry and Bearings**
• Summary Statistics- 5 figure summary • Drawing and comparing box plots • Using CAS calculator for the summary statistics and to draw one or two box plots.	• Applying trigonometric ratios to find unknown side lengths • Finding unknown angles • Applications in two dimensions using elevation and depression angles • Using bearings in trigonometry
NUMBER AND ALGEBRA: Factorising and Expanding Quadratics	
• Expanding quadratic expressions • Application worded problems • Factorising by removing HCF (highest common factor) • Factorising by recognizing DOPS (difference of perfect squares) • Factorising by grouping • Factorising quadratic trinomials • Simplifying algebraic fractions • Using the CAS calculator to expand and factorise.	

What types of things will I do?

Practicing mathematical skills and demonstrating an understanding of each topic by completing exercises and application activities, worksheets, topic tests and Problem-Solving tasks.
Being proficient in the use of the CAS calculator is necessary for all topics.
Learning tasks include: Topic tests with and without the use of technology, Problem Solving Application Task and the Semester Exam.

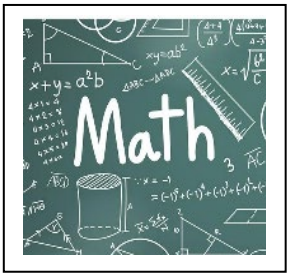
What skills will I require to complete this subject?

Organisation skills by staying up to date, mathematical reasoning, strong skills in Algebra, effective summarizing and revision.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 10	SEMESTER 2 NUMERACY, GENERAL FURTHER, MATHEMATICAL METHODS
YEAR 11	FURTHER MATHEMATICS UNIT 1 AND 2
YEAR 12	FURTHER MATHEMATICS UNIT 3 AND 4

What's it all about?



General Further Mathematics is only available during semester 2. Students that select this subject cannot select Mathematical Methods in year 10. The course focuses on Number and Algebra, Measurement and Geometry, Statistics and Probability and their applications in everyday personal, study and work situations. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

What will I learn?

STATISTICS	**MEASUREMENT AND GEOMETRY**
• Comparing data from multiple sources • Plotting and analysing data in scatterplots • Identifying trends and making predictions • Using technology effectively to calculate large amounts of data	• Unit conversion • Finding the volume 3D shapes • Finding the surface area of 3D shapes • Rearranging formulas to find the unknown dimensions of shapes • Applying Pythagoras' Theorem
LINEAR GRAPHING AND PROGRAMMING	**FINANCIAL MATHEMATICS**
• Sketching linear graphs • Problem solving using Linear Graphs • Solving inequalities and sketching half planes • Writing equations that represent situations • Applying logic to problems to determine maximum or minimum output with given constraints	• Calculating value gained or lost using simple interest formula • Calculating value gained or lost using compound interest formula • Comparing interest using computerised spreadsheets

What types of things will I do?

Practice skills and demonstrate understanding of each topic by completing exercises, worksheets, tests and problems solving (application) activities. Be able to proficiently use the CAS calculator in all topics.
Learning tasks may include: Topic tests, Problem Solving Application Task and the Semester Exam.

What skills will I require to complete this subject?

Organisation, keeping up to date, mathematical reasoning, strong skills in algebraic graphing, effective summarising and revision.

What can this subject lead to?

Possible future pathways can lead to university courses requiring two units of Mathematics at VCE level such as Nursing, Research and Teaching.

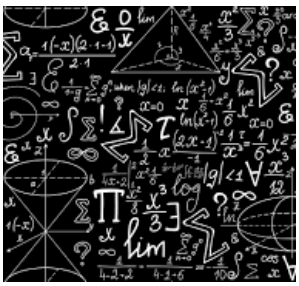
POSSIBLE PATHWAY	
YEAR 11	GENERAL MATHEMATICS UNITS 1 AND 2
YEAR 12	GENERAL MATHEMATICS UNITS 3 AND 4

Why choose this subject?

Choose this subject if you are interested in applying Mathematics to real life situations and pursuing a career that requires at least two units of Mathematics at the VCE level.

What's it all about?

Mathematical methods focuses on applying higher order mathematics skills to complex problems with a high focus on algebra. You will learn to learn to solve, graph and transform quadratic equations, calculate probabilities involving conditions and model scenarios with advanced algebraic expressions. This subject prepares you for all VCE mathematics subjects.



What will I learn?

Indices and Surds	**Graphing Quadratics**
• Applying the 5 index laws and the zero-power rule. • Simplifying surds. • Applying index and surd knowledge to the simplification of algebraic expressions. • Manipulating surds and indices to generate expressions that describe real world problems.	• Sketching quadratics by applying, completing the square and the quadratic formula methods. • Modelling real world problems with quadratic equations. • Graphing quadratic equations using the CAS calculator.
Factorising and Solving Quadratics	**Probability**
• Factorising quadratic expressions by applying difference of perfect squares, perfect squares, grouping. • Solving quadratic equations by applying: the Null factor law, the quadratic formula. • Using the discriminant to identify the number of solutions a quadratic equation will have.	• Calculating conditional probability. • Classifying and proving independent events. • Constructing two-way tables and Venn diagrams. • Constructing tree diagrams.

What types of things will I do?

- Applying index laws to simplify algebraic expressions.
- Factorising quadratic expressions and applying the null factor law to solve for an unknown
- Transforming and graphing quadratic equations on a Cartesian plane
- Calculating probability including conditional probability

Learning tasks may include: tests, problem solving tasks and exams both with and without technology.

What skills will I require to complete this subject?

Proficient algebra skills, consistent work ethic, practiced organisation skills.

What can this subject lead to?

Civil engineer, mechanical engineer, automotive engineer, applied mathematics.

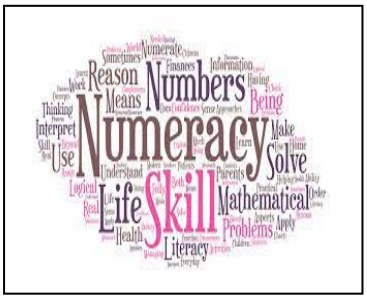
POSSIBLE PATHWAY	
YEAR 10	MATHEMATICAL METHODS SEMESTER 2
YEAR 11	MATHEMATICAL METHODS UNITS 1 & 2, SPECIALIST MATHEMATICS UNITS 1 & 2
YEAR 12	MATHEMATICAL METHODS UNITS 3 & 4, SPECIALIST MATHEMATICS UNITS 3 & 4

Why choose this subject?

Choose this subject if you are interested in engineering, mathematical problem solving or applied mathematics.

What's it all about?

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.



What will I learn?

Number - Money	**Statistics - Data**
• Use of estimation, decimals and percentages. • Application to shopping, budgeting, planning for a holiday and buying a home.	• Represent, analyse and interpret data. • Application to everyday statistics such as weather.
Measurement – Design	**Probability - Chance**
• Conversion of units and calculation of perimeter and area. • Application to scale drawing and interpretation of house plans.	• Represent outcomes and calculate experimental probability. • Application to problem solving such as winning a lottery.
Geometry - Location	**Algebra - Time**
• Describe position using coordinate points. • Application to compass bearings and world maps.	• Conversion of time, elapsed time. • Application to problem solving such as fast and slow clocks.

What types of things will I do?

Learn the skills in Number & Algebra, Measurement & Geometry and Probability & Statistics in order to apply mathematics to real world situations.

Learning tasks may include: completion of work booklets, research projects and analysis tasks.

What skills will I require to complete this subject?

The ability to adapt the skills learned in mathematics to the real-world situations. Efficient use of technology when researching projects and effective summary skills when collecting information and data.

What can this subject lead to?

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VCAL NUMERACY
YEAR 12	VCAL NUMERACY

MATHEMATICS PATHWAYS

Option	Year 10	Year 11	Year 12
1	General Mathematics Further, General Mathematical Methods or Advanced Mathematics	General Mathematics Further 1&2	Further Mathematics 3&4
2	General Mathematical Methods or Advanced Mathematics	Mathematical Methods 1&2	Mathematical Methods 3&4
3	General Mathematical Methods or Advanced Mathematics	Mathematical Methods 1&2 & Specialist Mathematics 1&2	Mathematical Methods 3&4 & Specialist Mathematics 3&4
4	General Mathematics Further	General Mathematics Further 1&2	Further Mathematics 3&4
6	Numeracy or General Mathematics Further	VCAL Numeracy	VCAL Numeracy
7	Numeracy	VCAL Numeracy or No Maths	VCAL Numeracy or No Maths

PLEASE NOTE:

These pathways are simply recommendations.

Be aware that enrolment into VCE Maths subjects may be determined by teacher recommendations that are based primarily on performance and effort in Year 9 Maths and the appropriate Year 10 Maths subject.

HUMANITIES OPTIONS

What's it all about?

In Year 10, students understand the importance of managing consumers and businesses' financial risks and rewards and analyse the different strategies that may be used when making business decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students provide explanations for variations in economic performance and standards of living within and between economies are made. In Accounting, students study the differences in source documents, practice cash entries, learn about the two-fold impact of transactions on the accounting equation. They prepare accounting reports such as Balance Sheets, Cash Journals and Statement of Receipts and Payments.

What will I learn?

Accounting	**Business Management**
• Understand the principles of Accounting. • Study the accounting equation and how transactions such as sales and purchases impact on the business. • Prepare Balance Sheets and enter cash transactions into Journals, transferring information into cash reports.	• Examine to process of business start-up and the involvement of entrepreneurs. • Examine how location and layout affect business success. • Study marketing strategies.
Economics	**Business Understanding**
• Complete a study of macro-economic indicators: Inflation, Gross Domestic Product and Employment data.	• Participate in a market stall activity, study the share market and examine Shopping Centre trends.

What types of things will I do?

Complete accounting reports, study and research business and economic concepts, participate in a market stall activity, play the share market game and attend an excursion to study how businesses operate.
Learning tasks may include: Tests, research tasks, reflections on practical activities, and an exam.

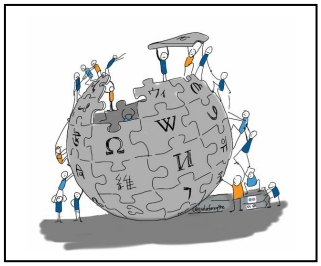
What skills will I require to complete this subject? Reading, effective summarizing and note-taking, ability to develop written structured extended responses, using evidence from research, keeping updated with current business issues.

What can this subject lead to?

There are Business Degree programs at most universities majoring in areas including Accounting, Business, Economics, Human Resources Management, Logistics, Finance, Marketing. There are many careers in those areas and business understanding and qualifications support advancement to managerial levels.

POSSIBLE PATHWAY	
YEAR 11	BUSINESS MANAGEMENT UNITS 1 & 2; ACCOUNTING UNITS 1 & 2
YEAR 12	BUSINESS MANAGEMENT UNITS 3 & 4; ACCOUNTING UNITS 3 & 4

What's it all about?



Global politics explores the interaction of the international community, the concept of human rights and the responsibilities of the state. Students examine Australia's system of government as a liberal democracy and compare this to a non-democratic country. Students explore the impact of government systems on the lives of citizens when considering the protection of human rights, as well as the role of the United Nations as an institution that protects human rights and evaluate the limitations of the Security Council with reference to the Rwandan genocide.

What will I learn?

INTRODUCTION TO GLOBAL POLITICS	**POLITICAL SYSTEMS**
• Understanding what politics is – how it intersects with history, geography and economics. • Exploring why politics matters in people's lives.	• Examine the political systems of Australia and compare this to that of an Asia – Pacific state. • Evaluate the role of an Australian non-governmental organisation and how they provide support to other states in the region.
THE UN AND HUMAN RIGHTS	**AUSTRALIA AS A REGIONAL POWER**
• Investigate human rights violations within your chosen country and explain how this has violated international law. • Explore the Rwandan genocide and analyse the reasons why the UN was powerless to stop this.	• Examine Australia's role as a powerful regional state and develop an understanding of the importance of humanitarian aid through ideas of internationalism – working with ideals which center on the common good.

What types of things will I do? Analyse visual materials (cartoons, websites, posters, tables, graphs, and film), oral presentation, and written research report, web-based presentation, case study class discussion, group activities, short written responses, essays and extended responses, debate and role plays.
Learning tasks may include: oral presentation, short answer tests, a creative written task, an essay, a poster and an exam.

What skills will I require to complete this subject? Reading, effective notetaking and summarising, use contemporary examples to support arguments, use a variety of source materials to analyse examples and support explanations, identify the different perspectives using evidence from research.

What can this subject lead to? This subject can lead to careers such as journalism, marketing, policy development, work in organisations such as Amnesty International, the United Nations, the Red Cross, community and social work, and within government roles. The courses this subject can lead to include Bachelor of Arts, International Relations, Law, Social Sciences and Criminology.

POSSIBLE PATHWAY	
YEAR 10	GLOBAL POLITICS, LEGAL STUDIES, HISTORY, SOCIOLOGY
YEAR 11	AUSTRALIAN & GLOBAL POLITICS, LEGAL STUDIES, SOCIOLOGY
YEAR 12	GLOBAL POLITICS, LEGAL STUDIES, SOCIOLOGY

Why choose this subject?
Choose this subject if you are interested in understanding your world, enjoy learning about human rights, and understanding power and how this is used by world leaders and humanitarian organisations such as the UN.

What's it all about?

History tells us what we have done and where we've been. It allows us to explore our past and know our future. In year 10 students will look at the world after WWI, between the wars, and WWII. Students learn how Rights and Freedoms developed in Australia by looking at the Aboriginal Freedom Rides, the 1967 Referendum and Australia's cultural heritage. We also look at migration in Australia and its impact on our society.

What will I learn?

Introduction to History	Australians at War
• Understand the concept of history. • Examine why we learn about history, what it can tell us. • Interpret the importance of history for future generations.	• Examine the impact of war on Australians since the end of WW1. • Analysing the nature of global conflict and its impact on Australia. • Examine the significance of WW2 to Australia's international relationships.
Rights and Freedoms	• Migration Experience
• Understand Australia's involvement in the Universal Declaration of Human rights. • Examine the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms. • Examine methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.	• Analyse post WW2 migration and its impact on Australian society. • Examine the perspective of people and their individual migration experience. • Examine the significance of global experiences on migration.

What types of things will I do?

Research global events and issues, analysing images, documentaries, propaganda, class discussions, providing arguments for and against an issue by locating appropriate evidence.

Learning tasks may include: primary source analysis, historical inquiry, tests, research assignments and exams.

What skills will I require to complete this subject?

Reading, note taking, ability to interpret and analyse information from a variety of sources,

What can this subject lead to?

Law, Geographer, Historian, Research Analyst, Teacher, Archeologist.

POSSIBLE PATHWAY	
YEAR 10	GLOBAL POLITICS
YEAR 11	20TH CENTURY HISTORY, GLOBAL POLITICS, SOCIOLOGY
YEAR 12	REVOLUTIONS, GLOBAL POLITICS, SOCIOLOGY

Why choose this subject?

Choose this subject if you are interested in learning about the past. How we, as a society, fit into the past through who we are, where we came from and what our story is.

What's it all about?

Legal Studies investigates the role of political parties and independent representatives. Students study how government is formed through elections and how government policy is shaped and developed. Students also study key features of the Australian system of government as compared to one other government in the Asia region. Students study methods of influencing change in the law. In Year 10, students investigate how the Australian Constitution affects the lives and human rights of Australians and consider the roles and responsibilities of Australian courts, with a particular focus on the High court. Students discuss ways of sustaining a resilient democracy and cohesive society.

What will I learn?

GOVERNMENT AND DEMOCRACY	
• Investigate how governments are formed in parliament. • Investigate the role of the Prime Minister and the parliament in policymaking. • Discuss the development of government policies such as health, education and disability.	• Categorise the key features of Australia's system of government. • Investigate people with connections to a country in the Asia region to compare the values they associate with the system of government in that country, with those of Australia.
LAWS AND CITIZENS	**CITIZENSHIP, DIVERSITY & IDENTITY**
• Explain the process through which government policy is shaped and developed. • Explain how Australia's international legal obligations shape Australian law and government policies. • Describe the key features of Australia's court system.	• Explore the concept of 'cohesive society' Consider threats to Australian democracy. • Investigate processes by which individuals and groups resolve differences in Australian communities, for example negotiation, mediation and reconciliation.

What types of things will I do? Research investigations, discussions on contemporary issues and cases, analyse case studies, video clips, readings, evaluating the strengths and weaknesses of methods, institutions and structures.
Learning tasks may include: Short response test, Case study report and Semester exam.

What skills will I require to complete this subject? Reading, effective notetaking and summarising, use contemporary examples to support arguments and a variety of source materials to analyse examples.

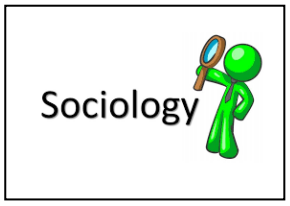
What can this subject lead to? Youth/Community/Social work, careers with police/law enforcement agencies, careers in legal aid and representation, Arts/Social Sciences/Criminal Justice University courses.

POSSIBLE PATHWAY	
YEAR 10	LEGAL STUDIES, GLOBAL POLITICS, SOCIOLOGY
YEAR 11	LEGAL STUDIES, AUSTRALIAN & GLOBAL POLITICS, SOCIOLOGY
YEAR 12	LEGAL STUDIES, GLOBAL POLITICS, SOCIOLOGY

Why choose this subject? If you are interested in learning about the rights and responsibilities of people, the governing powers which shape the society we live in and enjoy relating your studies to real-life scenarios.

What's it all about?

Sociology explores the way that society has changed over time. In Year 10, students will examine pop culture such as music, film, sport, television and fashion, and the way that they have impacted and shaped today's Australian society. How have these songs, television shows and trends influenced our youth and the way that they think and behave? Students also learn about the concept of social change and examine how different groups in society come together to try and create a shift in peoples' thoughts and behaviours when it comes to protecting the environment, animals and other humans. How can a protest song change the way people think?



What will I learn?

Introduction to Sociology	**Popular Culture**
• Understanding the concept of sociology. • Examining how research is conducted in sociology in order to identify patterns and trends. • Explaining the importance of using a sociological imagination in order to think about issues from multiple points of view.	• Examining a range of factors that have shaped Australian culture since WWII. • Analysing the way that music, film, television and sport have contributed to the way that Australians think and behave. • Evaluating the influence of Australian music and film on the stereotypes held about Australians.
Culture and Ethnicity	**The Environment Movement**
• Understanding the difference between culture, ethnicity, race and nationality • Identifying examples of culture that represent different ethnic groups. • Evaluating the importance of celebrating multiculturalism and diversity in Australian society.	• Understanding the purpose of social movements and their use of power to achieve their aims of protecting the environment. • Analysing the influence of protest songs on being able to create change in society. • Investigating the government's contribution to protecting our environment.

What types of things will I do?

Research investigations and interviews, analysing articles, images, documentaries, songs, tables and graphs, class discussions, providing arguments for and against and issue by locating appropriate evidence. **Learning tasks may include**: tests, representation analysis, research reports, extended responses and an exam.

What skills will I require to complete this subject?

Reading, effective summarising and note-taking, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses, using evidence from research and interviews.

What can this subject lead to?

Youth/Community/Social work, careers in research, careers with police/law enforcement agencies, migrant resource centres, teaching, Arts/Social Sciences/Criminal Justice University courses.

POSSIBLE PATHWAY	
YEAR 10	SOCIOLOGY
YEAR 11	SOCIOLOGY, LEGAL STUDIES, AUSTRALIAN POLITICS, HISTORY
YEAR 12	SOCIOLOGY, LEGAL STUDIES, GLOBAL POLITICS

Why choose this subject? Choose this subject if you are interested in learning about how to explore issues from multiple points of view and understanding how Australian society has changed and evolved over time.

SCIENCE OPTIONS

What's it all about?

Forensic Science is the application of scientific knowledge, including the examination and presentation of scientific evidence to solve crimes. It involves collecting and analysing evidence such as fingerprints, blood groupings, genetic fingerprint, tracks and forgery as well as exploring criminology.

Consumer Science is the scientific process we use to analyse emulsions and emulsifiers. It involves making and testing everyday items such as soap, moisturizer, body lotion and hair cream.

This science subject is a practical, hands on, interest-based, intended for students who may not wish to continue with science in VCE. Students should have an interest in developing lab skills.

What will I learn?

UNIT 1 Forensic Science	**UNIT 2 Consumer Science**
• What Forensic Science is • Contact trace evidence • How Forensic Science is used in the law courts to convict criminals.	• What Consumer Science is • The action of emulsions and emulsifiers • The chemistry behind soaps and detergents

What types of things will I do?

Practical experiments, view videos on real Australian crimes, worksheets, analysis of crimes

Learning Tasks may include: Worksheets, test, multimedia poster presentation, semester exam.

What skills will I require to complete this subject?

Safe practices during practical experiments – lab skills
Analysis of crimes

What can this subject lead to?

Forensic Science, Criminology

POSSIBLE PATHWAY	
YEAR 11	NIL
YEAR 12	NIL

Why choose this subject?

Choose this subject if you are interested in a pathway associated with Forensic Science and criminology. University courses are available in Forensic Science. Consumer Science provides the foundations in understanding emulsions and emulsifiers and in doing this subject you will learn about the chemistry behind cosmetics and some foods.

What's it all about?

The rich diversity of ecosystems enables students to study the relationships between living things and their environment. Students investigate sets of biotic and abiotic factors, and how these factors influence the kinds of organisms that live there. Students consider how species are affected by changes in environmental conditions, and make links to structural, physiological and behavior adaptations. Students will make links to the adaptations to genetic makeup. Modelling Darwin's theory of survival of the fittest to predict the future of species survival using gene poos and genetic drift. Focus is climate change and human impact on ecosystems.

What will I learn?

Ecosystems	**Global Systems**
• Ecosystems, community, habitat, niche • Energy flow, pyramids, biotic and abiotic factors • (Relationships of organisms e.g., competition, predator prey, commensalism, ammensalism etc.)	• C, N, & P cycles (P debate on) • Human impact on these cycles, global climate change
Adaptations	**Genetics**
• Concepts of adaptations for survival overview (all three examples) structure, physiological, behavioural. • Relate adaptations of organisms to their abilities to survive environmental conditions. • Introduce surface area to volume ratio concept to survival. • Links to adaptations to climate change allow time to adapt to change.	• Population changes concepts gene pool and gene flow bottle neck evolution. • Darwin's theory of natural selection • Introduce concepts of patterns of inheritance. • Link to the patterns of inheritance to gene pool, gene flow concepts. • Link to the patterns of inheritance to gene pool, gene flow concepts. • Evolutionary pathway from the past to predict the future.

What types of things will I do?

You will look at scenarios, practical experiments and analysis of current human impact on ecosystems.
Learning tasks may include: Test, practical report, research assignment, poster presentation, and exam.

What skills will I require to complete this subject?

Effective summarizing and note-taking, data analysis, scientific comprehension and writing scientific reports.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	BIOLOGY
YEAR 12	BIOLOGY

Why choose this subject? Choose this subject if you are interested in what will happen to the environment with climate change.

What's it all about?

Intro to Chemistry explores the chemical properties of substances, investigates a range of chemical reactions and uses analytical techniques to identify unknowns. Students learn about the basic properties of an atom before developing an understanding of chemical reactions and compounds. Students apply this understanding to real world scenarios such as acid-base reactions, combustion reactions and the use of esters in foods and fragrance. Students will conduct a range of real-world analytical techniques and further develop their inquiry skills with an extended practical investigation.

What will I learn?

Atomic Structure and the Periodic Table	**Chemical Reactions and Ionic Bonding**
• Describe the structure of the atom and how to read the periodic table (a chemist's best friend) • Use flame testing and spectroscopy to produce bright and vivid colours to identify unknown chemicals and learn more about the complex electron arrangement of atoms.	• Describe the ionic bonding model. • Investigate a range of chemical reactions including precipitation reactions, neutralization reactions and reactions of organic compounds. • Read and write chemical formulas and equations. • Balance chemical equations.
Analytical Chemistry	**Covalent Bonding and Organic Chemistry**
• Use semi quantitative and qualitative analytical techniques to identify unknown chemicals and quantify reactions. • Use acid-based titrations to determine how much base is needed to neutralize an acid. • Use chromatography to identify the components of a mixture.	• Describe the covalent bonding model. • Discuss the reliance of modern society on the combustion of hydrocarbons to fuel our lifestyle. • Describe the structures of organic molecules such as intoxicating alcohols, sour carboxylic acids and sweet-smelling esters.

What types of things will I do?

Lessons include hands on experiments, practical activities, investigations, online simulations and interactives, videos, making model molecules and demonstrations.

Learning tasks may include: Practical reports, an extended practical investigation, analysis of stimulus material, topic tests and an end of semester exam.

What skills will I require to complete this subject?

Effective literacy skills of summarizing/notetaking, ability to analyse and evaluate data and methods to draw evidence-based conclusions and an ability to comply with safety and ethical guidelines.

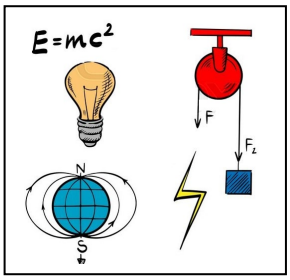
What can this subject lead to?

Chemistry can lead to careers in chemical engineering, analytical chemistry, research scientist, biomedicine, environmental science, forensic scientist, pharmaceuticals and a range of science-based university courses.

POSSIBLE PATHWAY	
YEAR 11	CHEMISTRY UNITS 1 AND 2
YEAR 12	CHEMISTRY UNITS 3 AND 4

Why choose this subject? Choose this subject if you are interested in learning more about the properties of chemicals and how we use their properties in our day-to-day lives and the science behind climate change. Chemistry also connects other sciences incorporating aspects of biology, physics, geology and environmental science.

What's it all about?



Physics seeks to understand and explain the physical world. Physics is about understanding the nature of forces and motion, and matter and energy. Students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

What will I learn?

Electricity and Magnetism	**Mechanics**
• The behaviour of magnets between metal and non-metals • How magnets create electricity and electricity causes magnetism. • How to set up and understand basic electrical circuits with various devices	• Analysing uniform and non-uniform motion graphically and algebraically. • Calculating the acceleration, velocity and displacement of objects in motion • Understanding of forces such as gravity and how it can affect an object.
Work and Energy	**Quantities in Physics**
• Investigate energy transfers and transformations. • Calculate the energy of objects in various scenarios. • Investigate renewable and non-renewable energy sources.	• Understand numerical accuracy and precision in scientific research. • Understanding reliability and validity in scientific research. • Correctly express very large and very small numbers.

What types of things will I do?

Calculate physical quantities of objects in various scenarios, practically experiment with the use of scientific instruments under controlled conditions, analyse collected data to confirm scientific theories.
Learning tasks may include: Test, practical report, research assignment, poster presentation, and exam.

What skills will I require to complete this subject?

Proficient mathematical skills (particularly algebra, graphical analysis), effective summarizing and note-taking, data analysis, scientific comprehension.

What can this subject lead to?

Possible future pathways can lead to university courses or careers in the industry of aviation, engineering, radiology, electrical, architecture, automotive, construction, acoustics, astronomy, pure scientific research, education.

POSSIBLE PATHWAY	
YEAR 10	INTRODUCTION TO PHYSICS
YEAR 11	PHYSICS
YEAR 12	PHYSICS

Why choose this subject?

Choose this subject if you are interested in how the universe works and why things are the way they are.

What's it all about?

Introduction to Psychology introduces students to the study of mental processes and behaviours. Students explore how the nervous system functions and responds to external changes. They study the research methods used in investigating psychological aspects including ethics, relationships between variables and constructing evidence-based arguments to explain how people behave and think. Students will be introduced to what the study of Psychology involves, how the nervous system receives, processes and responds to the environment, how mental health and mental illness affect the individual and atypical behaviour.

What will I learn?

Introduction to Psychology	**Research Methods**
• Understand the concept of Psychology. • Different areas of psychology. • Differences between psychologists and psychiatrists.	• Examining how research is conducted in Psychology in order to come to conclusions. • Ethics in Psychological research.
Nervous System	**Mental Health and Illness**
• Understand the electrochemical functioning of the neuron. • Explore the divisions of the nervous system and their individual functions. • Investigate the structure and function of the brain.	• Explore influencing factors around mental health and mental illness. • Investigate atypical behaviour including the role that forensic psychology plays in understanding criminal behaviour.

What types of things will I do?

Research investigations, analyse case studies, collect and interpret data, providing arguments for and against issues, applying scientific concepts to new scenarios.

Learning tasks may include: tests, research reports, case studies, oral presentations and an exam.

What skills will I require to complete this subject?

Reading, organisation, effective notetaking and ability to summarise key concepts, ability to apply theoretical concepts to concrete scenarios, able to interpret data and consider multiple viewpoints.

What can this subject lead to?

Careers in psychology, social work, research/statistics, law, education, human resources.

POSSIBLE PATHWAY	
YEAR 10	INTRODUCTION TO PSYCHOLOGY
YEAR 11	PSYCHOLOGY, BIOLOGY
YEAR 12	PSYCHOLOGY, BIOLOGY

Why choose this subject?

Choose this subject if you are interested in how and why people behave in the ways that they do, from biological, psychological and socio-cultural viewpoints.

ELECTIVE UNITS

ARTS OPTIONS

VISUAL ARTS OPTIONS

MEDIA **YEAR 10**

What's it all about?

Students will be involved in a variety of Media activities focusing mainly on four key areas: the Media landscape, print/online media, photography and film narrative. They will learn the design process in print/online media, advance photographic concepts and put together a digital photography folio using digital technologies. Students will also be introduced to advanced film narrative analysis of at least one studied film text.

What will I learn?

Media in Society (3-week unit)	**Photography** (6-week unit)
• What is the Media? • Media forms & technologies • Role of the Media in society • Future directions of the Media.	• Composition rules • Design elements • Functions of a Digital SLR Camera • Group & Individual Practice
Film studies (6-week unit)	**Exam Preparation** (1 week in class)
• What is Narrative? • Conventions e.g., Story elements • Codes e.g., Production elements • Analyse key scenes in studied film narrative.	• Identify key areas of study and Media language • Prepare notes for study • Practice writing exam responses

What types of things will I do?

Taking photos, watching movies and creating a media product, discuss and write analytically, work independently working on a Photography folio and work collaboratively in production teams, reading blogs/magazines, watching movies and TV and taking photos with purpose.

Learning tasks may include: Media Communications Test, Zine and/or Blog (media product), Photo Analysis (Test), Photography folio (media product), Scene Analysis (Test), End of Semester Exam

What skills will I require to complete this subject?

Organising and planning, applying critical thinking skills, develop intermediate camera (DSLR) skills to produce original photographs, use appropriate computer applications to gather research, document and present media products, curate a series of original photographs to present as a Photography Folio, maintain an organised Media workbook and OneNote (Class Notebook) for records of notes and learning activities completed in class/homework.

What can this subject lead to?

Marketing, public relations, journalism/media production, advertising, business, visual arts and design and education.

POSSIBLE PATHWAY	
YEAR 10	MEDIA
YEAR 11	MEDIA
YEAR 12	MEDIA

Why choose this subject?

Studying Year 10 Media allows you to have the best school has to offer: A bit of FUN and a lot of CRITICAL thinking and writing skills about the way the Media works! The variety of practical and written work will be an excellent foundation for students interested in further studies related to Media, particularly VCE Media.

2D- TWO DIMENSIONAL ART YEAR 10

Students who elect to work in Two-Dimensional Art will experience a wide range of activities using a variety of drawing, painting and mixed media techniques, which may include pencil, pastel, oil paint, computer applications in Art. These will be applied to a range of subject matter that may include landscape, still-life, portraiture etc. They will be encouraged to develop their skills and creativity by producing their own artworks and broaden their knowledge of the subject through becoming familiar with the life and works of famous artists.

What will I learn?

Observational Drawing	**Materials and Techniques**
• Explore a variety of materials and techniques	• Develop artworks using a range of mediums.
Traditional art making techniques.	**Research and responding**
• Explore traditional western art portraiture techniques.	• Research the life and works of artists and explore their historical context. Use this to frame individualised artworks.

What types of things will I do?
Creatively develop original artworks and ideas and document this in folio. Create a range of final artworks.

Learning tasks may include:
Research selected artists, collect visual material and inspirations as a basis for the development of sketches and drawings that explore the design element and principles of art, materials and techniques through to the completion of a final artwork. Undertake research on selected artists and complete a series of written exercises and an exam.

What skills will I require to complete this subject?
A positive attitude towards learning, organizational skills and a passion for art making and exploring. Skills in basic drawing and painting techniques would be beneficial. Researching famous artists, reading and analysing artworks.

What can this subject lead to?
Fine Arts, Visual Communication Design, Fashion Design, Visual Merchandising, Web Content, Illustration, Film and Games, Photography, Architecture, Set Design, Mural and Public Art

POSSIBLE PATHWAY	
YEAR 10	TWO-DIMENSIONAL ART, VISUAL COMMUNICATION AND DESIGN
YEAR 11	STUDIO ARTS UNITS 1-2, VISUAL COMMUNICATION AND DESIGN UNITS 1-2
YEAR 12	STUDIO ARTS UNITS 3-4, VISUAL COMMUNICATION AND DESIGN UNITS 3-4

Why choose this subject?
Choose this subject if you genuinely enjoy the challenge of creating artworks as a means for self-expression and enjoyment and or wish to continue studying Art at a higher level.

10 VCD is a more detailed coverage and revisiting of basic design process and presentation visual approaches. Throughout the course students will explore a range of drawing and design conventions. Industrial design, Environmental design and Communication design will be explored both practically and analytically.

What will I learn?

Drawing for Observation and Visualisation – applying materials, media and drawing methods to draw real life objects and freehand representation of original student design ideas.	**Technical Drawing: Industrial Design** – further base skills built from Year 9 to layer more visual information to isometric and orthogonal drawings for product information.
Applying the Design Process and Communication Design – Creating a Logo for a client considering suitability of type and image using process step documentation and digital applications with Adobe Illustrator.	**Technical Drawing: Environmental Design** – developing further skills in perspective drawing to depict a house structure.
Analysis and Written Discussion – Identify, Describe and Evaluate the impacts of visual language, function, form and audience impacts and engagement through exploring elements, principles, type and image relationships and tools that create interest through the way designers make their design choices.	**Digital Design Poster: Communication Design** – digital applications of layers, textures and brushes for illustration with type additions to advertise an event or movie using Adobe Photoshop.

What types of things will I do?

Complete planning documentation, create original designs, build design language and understanding for analysis and practice in designing. Problem-solve for individualised clients and audiences. Discuss what professional designers do. There is a final exam that includes the theory and practical tasks.

What skills will I require to complete this subject?

Creative design thinking, creative and technical drawing skills, computer skills, research, analysis and evaluation and written annotation skills, critical reflection and evaluations skills. Personal organisation and attention to detail is a bonus.

What can this subject lead to?

Graphic and communication design, brand designer, interior designer, architectural designer, digital media design, animation design, gaming design, innovation and technology, furniture and product design, visual merchandising, photography, fashion, illustration, fine art

POSSIBLE PATHWAY	
YEAR 10	VISUAL COMMUNICATION DESIGN
YEAR 11	VCE VISUAL COMMUNICATION DESIGN/MEDIA/STUDIO ART
YEAR 12	VCE VISUAL COMMUNICATION DESIGN/MEDIA/STUDIO ART

Why choose this subject?

Choose this subject if you are interested in improving your drawing skills, explore your creative side, and want to explore using a design process to develop basic design ideas to final digitally and manually rendered designs for a range of purposes. Choose this subject if you like art and design and like looking at how it impacts today's busy and visually dominated society, as well as how historical art and design has influenced how we live and view the world around us.

PERFORMING ARTS OPTIONS

DANCE **YEAR 10**

What's it all about?

Dance is an expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. They explore a variety of dance styles, developing their own technique, choreographic and performance skills. In Year 10 students further develop their vocabulary and ability to analyse and respond to dance. This vocabulary is used more sophisticatedly in VCE.

What will I learn?

Safe Dance and Anatomy	**Learnt Dance and technique**
• The components of a safe dance warm-up and cool down. • Dance anatomy - Muscular and skeletal system. • Nutrition for a healthy body and mind. • Applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and other.	• Practicing techniques are used to perform increasingly complex dances of different genres and styles. • Refining technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation.
Choreography	**Evaluating and Responding to Dance**
• Improvise to find new movement possibilities and explore personal style • Manipulate combinations of the elements of dance and choreographic devices to communicate your choreographic intention. • Structure dances using movement motifs, choreographic devices and form. • Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent.	• Responding to your own and others dance work through evaluation and constructive feedback. • Examination of dance elements, actions and choreographic devices. • Viewing and analysing a professional theatrical performance • Explore and compare various cultural and social dances. • Understand learning area vocabulary.

What types of things will I do?

Dance warm-ups, cool downs, dance technique classes, dance choreography workshops, a learnt dance, choreograph your own dance, view and analyze dance, dance excursion to see a professional dance company, research, deliver presentations, read and compose your own writing, questions and answers, power point, journal entries, extended response and exam.

Learning tasks may include: research reports, question/answers, journal entries, class performance, learnt dance, choreography, extended responses and an exam.

What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, communication, teamwork, ability to work effectively with class members and independently, ability to improvise dance and problem solve, initiative, planning and organization, self-management, being open to new ideas, readiness to perform, written ability to structure extended responses, research and ICT presentation skills.

What can this subject lead to?

Actor, dancer, musical theatre performer, therapist, choreographer, stage manager, arts administration, physiotherapist, massage therapist, naturopath, dietician, chiropractor, fitness instructor, lighting/sound designer, costume designer, dance teacher, yoga instructor, Pilates instructor, higher education lecturer, dance agent.

POSSIBLE PATHWAY	
YEAR 10	DANCE
YEAR 11	DANCE, DRAMA
YEAR 12	DANCE, DRAMA

Why choose this subject? Choose this subject if you are interested in learning about dance artists/choreographers, dance technique, anatomy, improvisation and choreography, performance and performance making.

What's it all about?

Year 10 Drama strengthens students' understanding of the processes used to create, perform, analyse and respond to drama. They are provided with a variety of experiences to develop their skills and knowledge, whilst specifically examining the question of 'What is naturalistic and non-naturalistic theatre?'

What will I learn?

Improvisation –Spontaneity, character and narrative building	**Naturalism and Australian Theatre**
• Understanding the rules of Improvisation. • Building practical skills in being spontaneous, creating characters and the narrative of a scene/s. • Developing teamwork – the ability to work with various members of the class. • Analysis of how the dramatic elements effect performance.	• Examining Naturalism as a theatre style. • Analysing and practically using Constantine Stanislavski's Method and Laban effort actions to develop performance skills. • Investigating and identifying the role of Indigenous and Australian theatre from the past through to today. • Application of stagecraft elements.
Non-naturalism and ensemble	**Evaluating and Responding to Drama**
• Understanding theatre practitioners and their social, cultural and historical context. • Identifying and practically exploring non-naturalistic theatrical conventions • Ability to work as a member of an ensemble to create a non-naturalistic performance, applying the play-making process.	• Responding to own and others dramatic work through evaluation and constructive feedback. • Examination of stagecraft elements. • Viewing and analysing a professional theatrical performance.

What types of things will I do?

Research, analysing performance, creation of scenes, characters and plays/s, script analysis, application of acting methods, performance, use of stagecraft, costume, makeup, set, props, lighting and sound.
Learning tasks may include: research reports, question/answers, journal entries, class performance, improvisation, extended responses and an exam.

What skills will I require to complete this subject?

Reading, effective summarising and note-taking, communication, teamwork, ability to work effectively with class members and independently, ability to devise scenes and problem solve, initiative, planning and organization, self-management, being open to new ideas, readiness to perform, written ability to structure extended responses, research and ICT presentation skills.

What can this subject lead to?

Actor, dancer, musical theatre performer, music or drama therapist, theatre director, screen/play writer, stage manager, arts administration, lighting/sound designer, costume designer, makeup artist, set/prop designer, broadcasting presenter, teacher, higher education lecturer, acting agent, film maker, producer.

POSSIBLE PATHWAY	
YEAR 10	DRAMA
YEAR 11	DRAMA, ENGLISH, HISTORY, SOCIOLOGY, PSYCHOLOGY
YEAR 12	DRAMA, ENGLISH, HISTORY, SOCIOLOGY, PSYCHOLOGY

Why choose this subject?

Choose this subject if you are interested in learning about the history of theatre, performance and performance making.

What's it all about?

The focus in music is performance on an instrument (Solo & Group). There will be a strong focus on rehearsal and performance in ensembles, ICT composition, songwriting and music language. In order to further develop playing skills and song writing skills, you will learn music theory, aural training, and analysis of recording from a range of genres. This subject is a foundation to VCE Music Performance in Year 11.

What will I learn?

Performance	**Composition – Performance**
• Select repertoire. • Develop rehearsal skills. • Perform as a group and/or soloist.	• Study different genres of music and compose music within the style to perform as a group.
Composition – ICT	**Aural/Theory/Listening**
• Study of different genres of music and the theory behind it to create a computer-based composition in that style.	• Further develop skills in the theory and aural recognition of intervals, rhythm, scales, chords and melodies. • Develop listening and responding skills to analyze range of genres of music.
Research	
• The study of a style of music, its history and the socio-cultural influences which contributed to creating that style.	

What types of things will I do?

Selecting pieces of music to rehearse and perform as a member of a group and a soloist. Composing music using ICT and performing in a live setting. Developing aural, theory and listening analysis skills. Researching different styles of music.

Learning tasks may include: Performance, ICT composition, songwriting, research and a music language, aural, analysis exam.

What skills will I require to complete this subject?

An ability to play an instrument, ability to work in teams, computer skills, ability to listen and analyze.

What can this subject lead to?

Musician, performer, sound production, engineering, composition, songwriting, teaching. Arts/Music/Education/Sound/Multimedia University courses.

POSSIBLE PATHWAY	
YEAR 10	MUSIC PERFORMANCE, MUSIC INDUSTRY AND SOUND PRODUCTION
YEAR 11	VCE MUSIC PERFORMANCE, VET MUSIC INDUSTRY
YEAR 12	VCE MUSIC PERFORMANCE, VET MUSIC INDUSTRY

Why choose this subject?

Choose this subject if you are interested in performing music, developing composition and aural/theory skills.

What's it all about?

Music Industry & Sound Production is a highly practical and creative, hands-on journey that dives deep into digital music making, recording and live sound production. In Year 10, students will jump straight into electronic music creation, make beats, understand synthesis and sampling, and learn how to sequence music. We will look at the amazing world of film music, and we will create our own film score and sound effects to a short film. We will plan, setup, promote and operate a series of student concerts at lunchtime. And we will record in the brand new KDC Recording Studio!

What will I learn?

Electronic Music Production	**Film Music and Audio**
• Understanding your Digital Audio Workstation. • Understanding sampling and synthesis. • Mixing recorded audio. • Basic mixing techniques. • Understanding basic electronic music compositional techniques, including automation.	• Understanding basic film music composition techniques. • Understanding the role of music and sound in film. • How to record effective foley. • How to add sounds to a silent score.
Live Sound Production	**Studio Performance, Recording & Mixing**
• Production skills and techniques, including setting up microphones, speakers, mixing desks, cable management. • Mixing live audio. • Preparing for a performance. (Pre-Production) • Basic Music Promotion techniques.	• How microphones work. • Microphone choice and placement. • Working with performers. • Mixing recorded audio. • Preparing for a recording. (Pre-Production) • Basic mixing techniques, including audio effects.

What types of things will I do?

Edit prerecorded music, computer generated composition, record musical performances in both live and studio environments, plan and run live events, operation and maintenance of audio equipment, understanding the music industry.

Learning Tasks may include: running live music events, creating electronic music, composing film music and creating foley, recording musicians in a studio, performing music in a studio.

What skills will I require to complete this subject?

Planning and preparation in a team environment, interest in music and audio production, desire to learn about audio equipment and music creation, interest in being part of concerts and performances.

What can this subject lead to?

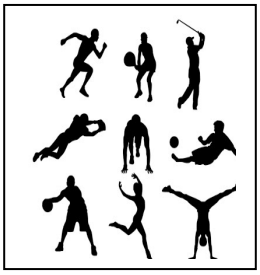
Sound and Music based University and TAFE courses, Live/studio sound engineering, musician, music technician, composer, songwriter, film scoring, location sound (TV, radio and film audio,) multimedia, event management, live theatre technician, AV technician, forensic audio (police force), acoustic engineer, DJ, Music Producer/Beatmaker, Community music projects.

POSSIBLE PATHWAY	
YEAR 10	MUSIC INDUSTRY AND SOUND PRODUCTION
YEAR 11	VET MUSIC (SOUND PRODUCTION)
YEAR 12	VET MUSIC (SOUND PRODUCTION)

Why choose this subject? If you are interested in live sound, recording, music, the entertainment industry, event management and multimedia.

HEALTH & PE OPTIONS

What's it all about?



Advanced Physical Education is about "HOW' the body used its systems (muscular, skeletal, cardio-respiratory, energy) to produce movement during exercise. Using laboratory activities to link the content to practice you will experience specific movements using the principles of training and training methods. Through this experience it will help you to understand the movements and how they occur. This subject is directly linked to content in all units of VCE Physical Education.

What will I learn?

Muscular-Skeletal System	**Cardio-respiratory system**
• Examining the structure and functions of the skeletal and muscular systems. • Acute effects of training on these systems. • How to improve these systems through training?	• Examining the structure and functions of cardiovascular and respiratory systems. • Acute effects of training on these systems. • How to improve these systems through training?
Energy Systems	**Principles of Training & Fitness Components**
• Understanding the 3 energy systems and how they produce energy for movement.	• Understanding the FITT principle plus Specificity and Overload, and how to implement them to a training program. • Defining the Fitness Components and linking them to a sporting example and fitness test.
Training Methods	**Sports Nutrition**
• Understanding and participating in the 5 Training Methods.	• How does nutrition fuel the body for exercise? • The importance of hydration. • Healthy Living Pyramid.
Australian Physical Activity & Sedentary Behaviour Guidelines	**Biomechanics**
• What is the purpose of the APASBG? • Do you meet the APASBG?? • Implementing the APASBG to school students.	• Understanding Biomechanical principles in sport such as: force, motion, projectile motion, momentum and angle of release. • Researching biomechanical changes to sporting equipment.

What types of things will I do?

Studying content which will be directly linked to the 11 laboratory activities students will participate in. Attend excursions which further students' knowledge of the content.

Learning tasks may include: Laboratory Reports, SAC 1 – Body Systems, SAC 2 – Training Program (Methods and Principles), SAC 3 – Sports Nutrition, NPASBG, Biomechanics, and end of Semester Exam

What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, collaborative and independent research, data analysis, recording laboratory results, linking content to practical experiences.

What can this subject lead to?

Physiotherapy, Osteopathy, Chiropractor, Sport Science, PE teaching, Biomechanics.

POSSIBLE PATHWAY	
YEAR 10	ADVANCED PE
YEAR 11	PHYSICAL EDUCATION – CERTIFICATE III SPORT & RECREATION (VET)
YEAR 12	PHYSICAL EDUCATION – CERTIFICATE III SPORT & RECREATION (VET)

Why choose this subject? Choose this subject if you are interested in learning about how the systems of the body work together to produce movement and how to get the best out of your body in a sporting sense.

What's it all about?

In Year 10 Applied Soccer, we will explore the finer details of the world game from both a player's perspective and a coaching perspective. Students will complete practical and theoretical work using sourced data as well as real time data taken with GPS and aerial footage to develop a broader understanding of the game, both tactically and technically.

What will I learn?

The impact of soccer in the world	**Effective coaching**
• Understanding the global nature of soccer in the modern world. • Understanding the current and future state of soccer in Australia. • Discuss the changes in the game that have impacted Australia.	• Examining different coaching styles and the strengths and weaknesses of each. • Investigate current and past coaches, their methodology and philosophy. • Develop and facilitate engaging sessions for primary school students in the development phase (ages 5-11).
Data analysis	**Methods of training**
• Analyse the differences between small sided games and 11v11 soccer in development. • Collect and interpret data to support learning and understanding of youth development. • Evaluate training session design and design your own session to develop year 10 students using small sided games as a basis.	• Investigate the differences between isolated and holistic training in soccer. • Design, facilitate and film sessions using students in the class as participants. • Analyse data through visual footage and feedback from players to ascertain success or areas to improve.

What types of things will I do?

Analyse soccer training and matches, class discussion, collaborative and independent research tasks, group presentations, complete Aldi Miniroos coaching qualification.

Learning tasks may include: structured question SAC, research reports, data analysis, oral presentation and participation in coaching and practical sessions.

What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, collaborative and independent research, data analysis.

What can this subject lead to?

Coaching, PE teaching, exercise science, data analysis

POSSIBLE PATHWAY	
YEAR 10	APPLIED SOCCER
YEAR 11	SPORT AND RECREATION VET
YEAR 12	SPORT AND RECREATION VET

Why choose this subject?

Choose this subject if you are interested in learning about soccer in deeper detail to help improve your game and open avenues for coaching pathways.

What's it all about?

EYW builds on the content and skills encountered in Explore and RAPPs. Students will explore identity and analyse how individuals and society may impact on the identity of others. They will also appraise their personal qualities and practice work related skills to address challenges in the workforce. Students will examine how the media shapes youth expectations when forming relationships and devise ethical decision-making practices to promote respectful relationships. Through a community engagement project, students will plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities.

What will I learn?

Introduction to Explore Your World (EYW)	Work Related Skills
• Outline of each component of the course • Choose your community engagement project and group members.	• Explore and practice soft work-related skills through games and self-reflection. • Construct a winning CV. • Mimic knock out presentation skills in an interview (written and oral).
Community Engagement Project	Respectful Relationships (RR)
• Propose and conduct research into a community initiative. • Plan and organise your community project. • Execute and evaluate your community project. • Interact with whole school and community groups.	• Resilience: Outline thoughts, feelings and behaviours which pose barriers to resilience, and apply effective strategies to counteract these barriers. • Personal Safety: Investigate youth road trauma, its devastating consequences and safeguards to minimise these. • Media Influences on RR; examine how pornographic imagery misrepresents respectful relationships between people.

What types of things will I do?

Games, role plays, research investigations, interviews, collect and analyse data, oral presentations, peer teaching, media analysis, apply knowledge to class scenarios, class discussions and personal reflections.

Learning tasks may include:

Designing and executing a community project, oral presentations, and critical evaluations of relevant scenarios, extended responses and personal reflections.

What skills will I require to complete this subject?

Organisation, initiative, motivation, creativity, empathy, note-taking, interpreting data, considering multiple viewpoints, using evidence from research and interviews, focused reading and effective oral skills.

What can this subject lead to? Careers in Health, Community/Social work.

POSSIBLE PATHWAY	
YEAR 10	EXPLORE YOUR WORLD
YEAR 11	HEALTH AND HUMAN DEVELOPMENT, SOCIOLOGY, PSYCHOLOGY
YEAR 12	HEALTH AND HUMAN DEVELOPMENT, SOCIOLOGY, PSYCHOLOGY

Why choose this subject? Choose this subject if you are interested in working with your peers to conduct community projects, if you'd like to build your skills to prepare for the workforce and open your mind to new possibilities.

What's it all about?

In Year 10 Health, students will examine the concepts of 'health and wellbeing', exploring the five dimensions of health and wellbeing. Students will analyse how healthy Australian is as a nation and compare the health of Australians to others around the world.

Students will also explore the qualities that contribute to positive relationships and will research the impact that risk-taking behaviours and mental illness have on the health and wellbeing of Australia's Youth.

What will I learn?

The Dimensions of Health and Wellbeing and Development	**Health Status**
• Understanding the concepts of 'Health and Wellbeing' and describe the 5 Dimensions of Health and Wellbeing. • Understanding the concepts of 'Human Development' and describe the 4 Dimensions of Development. • Discuss the Developmental Changes that occur during Youth.	• Examining the Health Status of Australia as a nation. • Investigate differences in Health Status between population groups within Australia. • Investigate the differences in Health Status between Australian and countries around the world.
Relationships and Risk-Taking Behaviours	**Sustainable Development Goals**
• Analyse the qualities that contribute to positive relationships. • Exploration of the concept of 'Sexual Health' and 'Safe Sex'. • Examine the most common risk-taking behaviours of Australia's Youth. • Evaluate programs and campaigns that have been implemented to reduce the impact of risk-taking behaviours within Australia.	• Investigate the United Nation's 'Sustainable Development Goals' • Investigate how achieving the Sustainable Development Goals can promote global health • Analyse programs that have been developed to achieve the Sustainable Development Goals.

What types of things will I do?

Analyse health data, class discussion, collaborative and independent research tasks, group presentations, analyse relationships in popular culture.

Learning tasks may include: structured question SAC, research reports, data analysis, oral presentation and an exam.

What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, collaborative and independent research, data analysis.

What can this subject lead to?

Allied health services, nursing, midwifery, aged care, occupational health and safety officer, teaching, national health data collection.

POSSIBLE PATHWAY	
YEAR 10	HEALTH
YEAR 11	HEALTH AND HUMAN DEVELOPMENT, CERTIFICATE III IN HEALTH SERVICES (VET)
YEAR 12	HEALTH AND HUMAN DEVELOPMENT, CERTIFICATE III IN HEALTH SERVICES (VET)

Why choose this subject? Choose this subject if you are interested in learning about health and the factors that can promote the health of individuals and nations.

OUTDOOR EDUCATION **YEAR 10**

What's it all about?

In Year 10 Outdoor Education, the focus is on developing a connection to a variety of outdoor environments and gaining knowledge and appreciation of the Australian environment. Students will have the opportunity to engage in a variety of outdoor recreation activities and explore alternatives to increasing physical activity levels. These activities will develop skills, knowledge and behaviours that promote safe and sustainable interactions with outdoor environments and the wider community.

What will I learn?

Ecosystems	**Beach Safety**
• Explore a variety of aquatic and terrestrial ecosystems. • Analyse the different aspects of each ecosystem including climate, flora, fauna, geological characteristics, major threats, protection and management strategies.	• Understanding of rip currents including types, characteristics and how they form • Explore rip current avoidance and survival principles. • Investigate different aspects of the weather report and how they impact beach safety.
First Aid	**Bike Education**
• Understand the action plan for first aid situations (DRSABCD). • Apply knowledge of first aid to scenario-based activities including CPR and how to place a patient in the recovery position. • Examine how to manage and apply first aid to soft tissue injuries.	• Develop basic riding skills and build skills required for riding in traffic. • Understanding of road rules and how they apply to cyclists. • Apply knowledge of safety and road rules to real on-road traffic situations.
Orienteering	**Risk Management**
• Investigate different types of orienteering. • Apply knowledge of map navigation to a variety of orienteering courses.	• Understanding of the types of risk • Examine the risk management process and how this applies to different activities. • Evaluate different outdoor activities apply knowledge of the risk management process.

What types of things will I do?

Students will be involved in a range of outdoor activities including Bike riding, Orienteering, Organ Pipes National Park, Surfing, Whitewater Kayaking, Trees Adventure – high ropes and zip lines.

Learning tasks may include: Ecosystem research task, structured question sac – ecosystems, beach safety & first aid, Risk management investigation task, Journal reflection – outdoor experiences, Exam.

What skills will I require to complete this subject?

Reading, effective summarising and note-taking, collaborative and independent research, respect, leadership, resilience and the ability to work cooperatively with others.

What can this subject lead to? Environmental Studies, Outdoor Program Coordinator, Agricultural Studies

POSSIBLE PATHWAY	
YEAR 10	OUTDOOR EDUCATION
YEAR 11	NO PATHWAY FOR VCE OR VET AT KDC
YEAR 12	NO PATHWAY FOR VCE OR VET AT KDC

Why choose this subject? Choose this subject if you are interested in learning in an outdoor environment, developing new skills and want to challenge yourself during different activities.

Please note students undertaking this subject are required to pay a fee of $320 to cover the cost of the outdoor recreation activities.

What's it all about?

In Year 10 Sports Leadership, students will examine the concepts of sport participation and sport leadership. Students will examine trends in sports involvement across demographics, analysing factors that contribute to participation in physical activity. Students will also develop an understanding of coaching and officiating principles that link to skill learning and athlete management. These skills will then be applied in a practical setting, coaching and teaching, peers, junior school students and primary school students. Students will also participate in the running of school and community sporting events such as swimming sports, athletics day and KDC fun run.

What will I learn?

Fundamental Movements Skills	**Effective Coaching Practices**
• Evaluate skills as fundamental and sports specific. • Analyse the relationship between FMS in early adolescents and participation in adulthood. • Understand the principles associated with teaching and assessing FMS. • Practical application of knowledge to year 7 PE classes.	• Understanding different coaching styles. • Create engaging and goal specific lesson plans. • Implementing coaching lessons for primary school students. • Evaluate own coaching practices against theoretical principles of coaching and learning.
General Coaching and Officiating Principles	**Active Community Intervention**
• Complete Australian Institute of Sport general coaching and officiating principles. • Evaluate scenario-based problems in a coaching and officiating setting. • Develop your own coaching philosophy and mission statement. • Receive nationally recognised accreditation.	• Analyse sports participation against demographic lines. • Analyse factors affecting sports participation in society. • Evaluate community and government engagement programs. • Contribute to school sporting events.

What types of things will I do?

Analyse data, class discussion, collaborative and independent research tasks, group presentations, online modules, peer coaching, running sporting events, and participation in practical lessons. **Learning tasks may include**: structured question SAC, Logbooks and reflections, coaching assignment, practical observations, online modules and an exam.

What skills will I require to complete this subject?

Reading, effective summarizing and note-taking, collaborative and independent research and planning, communication and leadership skills.

What can this subject lead to?

Sport and recreation industry, youth engagement, PE teacher, personal training, sports coaching, sports administration.

POSSIBLE PATHWAY	
YEAR 11	VCE PHYSICAL EDUCATION, CERTIFICATE III IN SPORT AND RECREATION (VET)
YEAR 12	VCE PHYSICAL EDUCATION, CERTIFICATE III IN SPORT AND RECREATION (VET)

Why choose this subject?

Choose this subject if you are interested in developing your skills as a sports leader and positively influencing community sports participation.

What's it all about?

In Year 10 Sport and Recreation, students will investigate the Physical Activity and Sedentary Behaviour guidelines and how being active can contribute to a healthy lifestyle. Students will explore the principles of training such as the FITT principle as well as training methods and how to incorporate these into a training program. Students will be able to explore basic first aid procedures and how to utilise these in an emergency. Students get the opportunity to participate in various sport and recreational activities.

What will I learn?

Promoting Health and Physical Activity	**Body Systems**
• Promoting physical activity in the community. • Physical Activity and Sedentary Behaviour Guidelines. • Explore Healthy vs Unhealthy lifestyles. • Food groups and the Healthy Eating Pyramid	• Investigating the functions of the Muscular and Skeletal systems. • Identifying where each of these are found on the body.
Fitness	**First Aid**
• Using training principles such as FITT and overload to create a training program. • Experiment with the five training methods and how they target different fitness components.	• DRSABCD and how to work through each step in an emergency. • RICER. • CPR/Compressions/breathing.

What types of things will I do?

Individual research activities, class discussion, group presentations, participate in a variety of sport and recreational activities.

Learning tasks may include: Written SAC, group presentation, participation in practical activities and exam.

What skills will I require to complete this subject?

Reading, collaborative and independent learning and a willingness to have a go.

What can this subject lead to?

Fitness Instructor, Personal Trainer, Activity Operations Officer

POSSIBLE PATHWAY	
YEAR 10	SPORT AND RECREATION
YEAR 11	CERTIFICATE III IN VET SPORT AND RECREATION
YEAR 12	CERTIFICATE III IN VET SPORT AND RECREATION

Why choose this subject?

Choose this subject if you are interested in learning about basic fitness & lifestyle principles and enjoy physical activity in an engaging but non-competitive environment. Please note that Sport and Recreation is not tailored to VCE Physical Education, students wishing to study VCE Physical Education should select the Advanced Physical Education subject at Year 10.

LOTE OPTIONS

What's it all about?

In the Year 10 course you will have an exciting range of experiences and make new friends. You will communicate with other students in Italian and with our Italian teachers. You will write letters, cards and emails to learn more about each other. You will share details about your family, hobbies, travel and leisure activities, future aspirations and technology. You will also learn about the customs and lifestyle of young people in Italy.

What will I learn?

To read and understand Italian texts, to view and interpret Italian films, to listen to and understand Italian songs, to apply the different grammar points learned, to know when to use which tense and in which context, to exchange information, ideas and experiences, justify your position, seek clarification and maintain a verbal exchange, to write in various text types, to understand the importance of intonation and stress on words, to self-correct when speaking and writing, from English to Italian, to understand important cultural feature of Italy, to use up to date modern language as well as colloquial terms and phrases.

What types of things will I do?

cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Italian films and television programs, listening to Italian music, listening activities, writing tasks.

Learning tasks may include:

Reading and responding tasks, Oral presentations, writing tasks (diary entries, letters, reports, emails, newspaper articles etc.), Listening and responding tasks

What skills will I require to complete this subject?

Design, interpret and analyze a range of texts and experiences, develop strategies for self-correction by referencing their developing understanding of grammar and context, communication of thoughts and opinions both orally and in written form, be able to compare, describe and convey experiences to others, work independently and as part of a team.

What can this subject lead to?

Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration role, Fashion design.

POSSIBLE PATHWAY	
YEAR 10	YEAR 10 ITALIAN
YEAR 11	YEAR 11 ITALIAN
YEAR 12	YEAR 12 ITALIAN

Why choose this subject?

Choose this subject if you are interested in: Travel, learning about other languages and cultures, learning specifically about Italian culture e.g., Music, art, architecture, design, fashion, cuisines, teaching Italian, communicating with Italian friends and relatives, planning to work/live in Italy.

What's it all about?

As a part of the year 10 Japanese course, you will experience an exciting and challenging variety of language activities. You will learn about school and study in Japan. You will learn about shopping, daily routine, family and clothing. In addition, you will practice reading and writing in Japanese using 100 kanji as prescribed in the VCE Study Design. You will learn Japanese through fun games and interactive activities.

What will I learn?

To read and understand Japanese texts, to view and interpret Japanese films/anime, to listen to and understand Japanese songs, to apply the different grammar points learned, to know when to use which tense and in which context, to exchange information, ideas and experiences, justify your position, seek clarification and maintain a verbal exchange, to write in various text types, to understand the importance of intonation and stress on words, to self-correct when speaking and writing, to translate from Japanese to English and from English to Japanese, to understand important cultural features of Japan, order food in a restaurant and use Japanese to travel.

What types of things will I do?

cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Japanese films, cartoons and television programs, listening to Japanese music, listening activities, writing tasks.

Learning tasks may include:

Reading and responding tasks, Oral presentations, writing tasks (diary entries, letters, reports, emails, newspaper articles etc.), Listening and responding tasks

What skills will I require to complete this subject?

Design, interpret and analyze a range of texts and experiences, develop strategies for self-correction by referencing their developing understanding of grammar and context, communication of thoughts and opinions both orally and in written form, be able to compare, describe and convey experiences to others, work independently and as part of a team.

What can this subject lead to?

Bachelor of Arts, Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration role, Fashion design

POSSIBLE PATHWAY	
YEAR 10	YEAR 10 JAPANESE
YEAR 11	YEAR 11 JAPANESE
YEAR 12	YEAR 12 JAPANESE

Why choose this subject?

Choose this subject if you are interested in: Travel, learning about other languages and cultures, learning about Japanese culture e.g., Anime, Manga, food etc., planning to work in Japan, teaching Japanese, music, art, architecture, design, fashion, cuisines.

TECHNOLOGY OPTIONS

DESIGN TECHNOLOGY OPTIONS

What's it all about?

Become an informed food consumer. In Food Studies you will think critically when exploring issues related to the food industry. You will examine packaging and labelling of foods, marketing techniques used to sell foods and food trends such as 'superfoods. You will also consider ethical and sustainability issues relating to food production and the impact of food and nutrition on the health of individuals. Each week you will complete a food production activity and will develop skills in food preparation and presentation using a wide variety of foods and equipment. You will also learn to plan and prepare healthy meals.

What will I learn?

• Nutrition and how to prepare nutritious meals. • Skills and techniques in food preparation. • Food labelling and packaging.	• Ethics and sustainability in food production. • Food trends. • Properties and functions of ingredients.

What types of things will I do?

Cook and present a variety of dishes, research and conduct experiments with ingredients, explore packaging and labelling.

Learning tasks may include: practical reports, food experiments, research and design tasks, and exam.

What skills will I require to complete this subject?

Food preparation skills and a willingness to research and think critically.

What can this subject lead to?

Careers and further studies related to the food and/or health industries such as working for a food company, nutritionist, food stylist, product tester, food scientist, dietitian,

POSSIBLE PATHWAY	
YEAR 10	FOOD TECHNOLOGY
YEAR 11	FOOD STUDIES
YEAR 12	FOOD STUDIES

Why choose this subject?

Choose this subject if you are interested in food, cooking, nutrition, and food science.

What's it all about?

You will gain an insight into what it is like to work in the hospitality industry. You will have plenty of practical hands-on experience in preparing dishes. You will make and professionally present a range of dishes that are typically served in cafes/restaurants, and you will also cook for school functions and food to sell to staff. You will learn how to operate a commercial espresso coffee machine and develop skills to run a weekly café for staff. Current trends in cooking, plating and presentation techniques are explored along with an understanding of how to cater for special dietary requirements. You will also have opportunities to participate in front of house roles during several catering functions throughout the semester.

What will I learn?

• Safety in the commercial kitchen • Food safety and hygiene • Knife skills and precision cuts • Coffee making	• Types of menus • Front and back of house roles • Running a cafe • Catering skills

What types of things will I do?

Make espresso coffee and a range of foods typically served in cafés. You will also prepare foods for functions and run a café to sell staff lunches, afternoon tea or take-home dinners.

Learning tasks may include:

Research tasks, practical observations, worksheets, exam

What skills will I require to complete this subject?

An ability to work with others and work safely and hygienically, to prepare food items.

What can this subject lead to?

This is a great lead in to VCE/VET hospitality and a career or part time work in the hospitality industry.

POSSIBLE PATHWAY	
YEAR 10	HOSPITALITY
YEAR 11	VET HOSPITALITY – KITCHEN OPERATIONS 1ST YEAR OF CERTIFICATE II
YEAR 12	VET HOSPITALITY – KITCHEN OPERATIONS 2ND YEAR OF CERTIFICATE II

Units in VCE/VET Hospitality count toward further training at a tertiary level and as an apprentice chef.

Why choose this subject?

Choose this subject if you are interested in cooking and presenting high quality foods.

What's it all about?

If you are interested in building and construction, then this is the course for you. It is very hands on, you will use tools and equipment that are used in the industry and learn how to follow basic plans and drawings. Introduction to Building and Construction will give you a great insight into what types of things you can expect in year 11 and 12 B&C.

What will I learn?

• Hand tools • How to measure correctly • Different types of timber joins	• OH&S • Correct terms and building language
• House frame components and construction • Be introduced to many types of fixings • Read house plans	• Use and get advanced skills in carpentry hand tools

What types of things will I do?

Follow OH&S procedures, practice construction techniques, create joins, prepare working drawings, read plans, construct several useful models, build a model house.

Learning tasks may include: OH&S observations, skills test, joint construction samples, and drawing tasks.

What skills will I require to complete this subject?

You do not need any special skills to enter this course as you will be taught the required manual skills throughout the course.

What can this subject lead to?

This is a perfect lead in to Year 11 and 12 Building and Construction.

POSSIBLE PATHWAY	
YEAR 10	INTRODUCTION TO BUILDING AND CONSTRUCTION
YEAR 11	VET BUILDING AND CONSTRUCTION
YEAR 12	VET BUILDING AND CONSTRUCTION

OR

This subject will prepare you for studies in: Year 11 AND 12 Building and Construction

Why choose this subject?

You like working with your hands and making things. You are interested in the building and construction trades.

What's it all about?

Creating your own products from design to finish.
Design your own piece of furniture or redesign something you have seen.
Or choose from many other fun projects such as games, game boards such as monopoly etc. This is mostly a hands-on subject and you will follow the technology design process of investigating, generating designs, production and evaluation to complete your models.

What will I learn?

• Design processes • Sketching and drawing • Furniture construction	• Different joining techniques • Finishing techniques • Sustainability and deforestation

What types of things will I do?
Design, Sketch and draw your own creation. Build your design and evaluate it.

Learning tasks may include: Model construction design folio, Research Assignment, Exam

What skills will I require to complete this subject?
No special skills are required for you to enter this subject as you will learn the necessary skills along the way. Just be willing to learn and participate.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 10	PRODUCT DESIGN AND TECHNOLOGY - MATERIALS
YEAR 11	VET BUILDING AND CONSTRUCTION
YEAR 12	VET BUILDING AND CONSTRUCTION

Why choose this subject?
You like to work with your hands to create your own product design.

What's it all about?

Use skills in **S**cience, **T**echnology, **E**ngineering, **A**rt and **M**aths to solve problems through designing and creating a product. This is a critical thinking subject that requires you to think creatively and follow the technology design process. For example, you might need to create a device that can give food to a dog at regular intervals throughout the day using solar power.

What will I learn?

• Technology design process and documentation • Problem solving using higher order thinking skills and restricted resources • Research skills used identify real world problems in local and global communities • 3D design and printing	• Major project design, production and evaluation • How to test the limitations and functionality of a prototype • Incorporating electronics to improve a solution

What types of things will I do?

Create a detailed proposal for solving an issue in the community
Create a product using only $10 worth of supermarket goods
Design and print movable components on a 3D printer
Evaluate a test a prototype of your own design

Learning tasks may include: research tasks, design and production documentation, prototype development and prototype evaluation.

What skills will I require to complete this subject?

The ability to work without teacher assistance, scientific and mathematical reasoning skills, the ability to learn new skills quickly and independently, teamwork skills, basic documentation skills.

What can this subject lead to?

Civil engineer, mechanical engineer, automotive engineer, technical assistant

POSSIBLE PATHWAY	
YEAR 10	STEAM
YEAR 11	SYSTEMS ENGINEERING
YEAR 12	SYSTEMS ENGINEERING

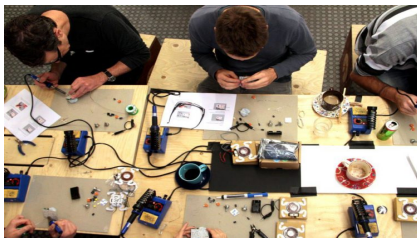
This subject will prepare you for studies in civil engineering, mechanical engineering, automotive engineering, applied science, applied mathematics.

Why choose this subject?

Choose this subject if you are interested in using new technologies, working as part of a team and applying skills in coding, science and mathematics to solve real world problems.

What's it all about?

Become an inventive learner and solve a problem outlined in a design brief. You will learn how to MAKE things like a rocket car, light gadget, mechanical toy or electronic artwork. You will access 3D software, 3D printers and a laser cutter and work individually and in teams to think critically and creatively to compete in a STEM CHALLENGE.



What will I learn?

• Investigate Future Technologies and analyse their impact on our futures. • Understand how to build electronic circuits and code an Arduino microcontroller. • Investigate mechanisms, how they move and are used to build a model.	• How to work in a team challenge to meet a Design Brief. • Understand the Design Process and make a model using electronics and mechanisms.

What types of things will I do?

Learn about the impact of technology on your future life.
MAKE electronic and mechanical systems using hand tools and computer software.
Compete in a team challenge to complete a mission.
Design a 3D /Laser print.
Investigate mechanisms to MAKE a rocket powered model car or hydraulic model.
Make and hack code to build automated systems that can be used to drive a robot or light up a personal item.

Learning tasks may include:

Power-point presentation, Tests and Exam on electronics and mechanisms theory.
Design Folio -Sketching designs, circuits and documenting what you have learned.

What skills will I require to complete this subject?

Motivation, organisation, computer skills, note taking, sketching, web research, brainstorming, inquiry and creativity to solve problems through teamwork.

What can this subject lead to?

Entrepreneur / inventor, Mechatronics, Engineering, Industrial Design, careers of the future, 3d Computer design

POSSIBLE PATHWAY	
YEAR 10	SYSTEMS ENGINEERING
YEAR 11	SYSTEMS ENGINEERING
YEAR 12	SYSTEMS ENGINEERING

This subject will prepare you for studies in Engineering.

Why choose this subject?

Choose this subject if you are interested in inventing, hacking, making and problem-solving using electronics, machines and robotics technology.

DIGITAL TECHNOLOGY OPTIONS

What's it all about?

Be computer savvy!

You will learn how to confidently and competently use a range of software applications. This subject provides a general overview of applications used for visual presentations, web development and databases.

What will I learn?

• **Databases** – Learn to gather relevant and reliable data and information from a range of digital and print sources. • **Presentations (Google / Windows Apps)** – Develop and understand the apps that are readily available and live on your device. • **Spreadsheet** – Identify, gather and sort information and ideas from a range of sources.	• **Social and ethical practice in IT** – Applying social and ethical protocols and practices when using ICT. • **Web page design software (HTML & CSS)** – Design considerations and creating a site. Formats and Conventions of a worthy website. • **Algorithms and programming** – Analyse and visualize data to create information and address complex programs and model processes.

What types of things will I do?

Research, design and develop various presentations using a variety of software.

Learning tasks may include: Tests, research reports, case study and an exam.

What skills will I require to complete this subject?

Basic computing skills, note-taking, ability to discuss issues from multiple viewpoints.

What can this subject lead to?

Careers in the IT industry include computer programmer, animator, web developer, IT technician. Knowledge of the included software can be utilized in all future workplaces.

POSSIBLE PATHWAY	
YEAR 10	ADVANCED COMPUTER APPLICATIONS
YEAR 11	APPLIED COMPUTING
YEAR 12	DATA ANALYTICS

Why choose this subject?

Choose this subject if you are interested in learning about how to develop your own website, like working with computers and are creative.

What's it all about?

Learn how programs work and how to code your own games.

This course of study introduces students to a variety of programming languages. You will follow the problem-solving methodology of analysing, designing, developing a solution and then evaluating it.

What will I learn?

• How computers work • The relationship between hardware and software • Design, create and evaluate a computer program/game	• The impact of technology on society, including being a responsible digital citizen • Presenting information effectively using computer programs • Using a variety of programming languages such as Scratch and Visual Basics

What types of things will I do?

Explore hardware by dismantling a computer. Research and use different types of software. Develop computer programs to meet a variety of design problems. Write games.

Learning tasks may include: tests, reports, response to a design problem, and an exam.

What skills will I require to complete this subject?

Basic computer skills and a willingness to solve problems.

What can this subject lead to?

Careers in the IT industry, including computer programmers. A lifelong ability to work competently and confidently with computers.

POSSIBLE PATHWAY	
YEAR 10	CODING
YEAR 11	APPLIED COMPUTING
YEAR 12	DATA ANALYTICS

Why choose this subject?

If you love playing computer games and want to understand how they work, this subject is for you.

What's it all about?

Learn how to create and code your own web page. This course will give you basic web design skills and introduce you to the development and design of the World Wide Web. You will use a variety of web publishing programs including Notepad and Dreamweaver.

What will I learn?

• **Webpage authoring** – Design considerations and creating a site. Formats and Conventions of a worthy website. • **HTML Coding** - Learning the language for documents designed to be displayed in a web browser. • **CSS Styles** – Learn how to control the layout of multiple web pages all at once.	• **Responsive Coding** – Learn the approach to web design that makes web pages render well on a variety of devices and window or screen sizes. • **Networking** – Understanding the two main networks as well as a variety of topologies. • **Invoicing** – Learn to apply a working invoice to your webpage calculating costs and online payment.

What types of things will I do?

Research, design and develop web pages using an appropriate web design tool.

Learning tasks may include: Tests, research reports, case study and an exam.

What skills will I require to complete this subject?

Basic computing skills, note-taking, ability to discuss issues from multiple viewpoints.

What can this subject lead to?

Careers in the IT industry include computer programmer, animator, web developer, IT technician.

POSSIBLE PATHWAY	
YEAR 10	WEB DESIGN AND DEVELOPMENT
YEAR 11	APPLIED COMPUTING
YEAR 12	DATA ANALYTICS

Why choose this subject?

Choose this subject if you are interested in learning about how to develop your own website, like working with computers and are creative.

PRECAL OPTIONS

Overview

THIS WILL BE similar to A YEAR 10 FOUNDATION VCAL COURSE without the VET component, IT WILL ALSO PREPARE STUDENTS FOR THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) IN YEARS 11 AND 12.

PRECAL at Year 10 is an exciting opportunity providing an alternative to the mainstream Year 10 Curriculum. It offers students a more hands-on approach to develop the skills necessary for transition to VET, VCAL, Apprenticeships, Traineeships and Employment.
This is a pre-selected course where students are nominated by House Leaders during the course selection period. Students cannot self-select to participate in this course.

Students will study the four core subjects in preparation for VCAL plus four electives of their own choice. As part of the program students will be required to undertake 15 days of work placement.

CORE SUBJECTS INCLUDE:

- LITERACY
- NUMERACY
- WORK RELATED SKILLS
- PERSONAL DEVELOPMENT SKILLS

All Core subjects are compulsory and run for 5 periods per week, for both semesters.

LITERACY
The purpose of this subject is to strengthen and extend students' confidence and competence in English.

Literacy units are designed to:

- Strengthen, improve and develop language skills through thinking, reading, and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.
- Meet Literacy Outcomes based on areas of competency in Reading, Writing and Oracy FOR Knowledge, practical purpose public debate and Self-expression.

NUMERACY
The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

Numeracy units are designed to:

- Include the use of number, measurement, geometry, data and chance in everyday life.
- Enhance the development of numeracy skills as part of the students' normal routines whether shopping, travelling, cooking, interpreting public information or telling time.
- Make use of everyday mathematical tasks that involve a single mathematical step or process.
- Communicate mathematical ideas verbally as well as in written form.

WORK RELATED SKILLS

The purpose of the Work-Related Skills (WRS) is to develop employability skills, knowledge and attributes valued within the community and work environments as preparation for employment.

The Work-Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work related contexts.

PERSONAL DEVELOPMENT SKILLS

The purpose of Personal Development Skills (PDS) is to develop knowledge, skills and attributes that lead towards setting and achieving personal goals.

The Personal Development Skills units are designed to:

- investigate the development of self
- enhance social responsibility
- build community awareness
- develop civic and civil responsibility, through volunteering and working for the benefit of others
- improve self-confidence and self-esteem
- value civic participation in a democratic society
- develop key skills which include leadership, teamwork and practical skills in a range of activities.

YR. 10 PRECAL STUDENT ACTIVITIES

Students in this course will engage in the following activities:

- Adventure activities
- Leadership and Personal Development three-day bike camp
- Work Placement
- SCOPE young ambassadors' program
- Level 1 First Aid certificate
- Beacon Foundation Polish Program
- Pathways activities
- Driver Education Program

A POSSIBLE TIMETABLE FOR A FOUNDATION VCAL STUDENT AT YEAR 10

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Literacy	Elective 1	WRS	Elective 2	Literacy
2	PDS	Elective 1	WRS	Elective 2	Literacy
3	WRS	Numeracy	PDS	Numeracy	PDS
4	Numeracy	Numeracy	PDS	Numeracy	PDS
5	Elective 1	Elective 2	Literacy	Elective 1	WRS
6	Elective 2	Elective 2	Literacy	Elective 1	WRS

What's it all about?

The purpose of this subject is to strengthen and extend students' confidence in thinking, reading, writing, speaking and listening.

What will I learn?

Writing and Reading Folio	**Narrative Analysis – Text Response**
• Read, categorise & plan a response. • Proofread and self-correct. • Maintain a reading journal.	• Respond in writing to a variety of texts. • Maintain summaries and quotations. • Write an imaginary piece.
Oral Presentation	**Film Elements**
• Study of social issues. • Work in groups to create an oral presentation.	• Read film reviews and categorise elements. • Watch and write a film review.
Presentation Skills	**Report Writing**
• Use of technology to present a poster, written report or oral report based on work experience.	• Write a report on disability and diversity in our society. • Use elements of writing based on student experience during disability workshops.

What types of things will I do?
Learn how to strengthen, improve and develop language skills through thinking, reading, writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.

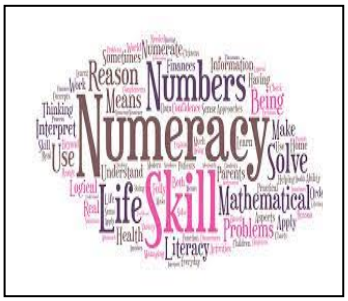
Learning tasks may include: completion of written reports, oral presentations, text responses and film reviews.

What skills will I require to complete this subject?
The ability to adapt reading, writing, listening and speaking for practical purposes of class discussion, oral and written presentations and self-expression.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VCAL NUMERACY
YEAR 12	VCAL NUMERACY

What's it all about?



The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

What will I learn?

Number - Money	**Statistics - Data**
• Use of estimation, decimals and percentages. • Application to shopping, budgeting, planning for a holiday and buying a home.	• Represent, analyse and interpret data. • Application to everyday statistics such as weather.
Measurement – Design	**Probability - Chance**
• Conversion of units and calculation of perimeter and area. • Application to scale drawing and interpretation of house plans.	• Represent outcomes and calculate experimental probability. • Application to problem solving such as winning a lottery.
Geometry - Location	**Algebra - Time**
• Describe position using coordinate points. • Application to compass bearings and world maps.	• Conversion of time, elapsed time. • Application to problem solving such as fast and slow clocks.

What types of things will I do?
Learn the skills in Number & Algebra, Measurement & Geometry and Probability & Statistics in order to apply mathematics to real world situations.

Learning tasks may include: completion of work booklets, research projects and analysis tasks.

What skills will I require to complete this subject?
The ability to adapt the skills learned in mathematics to the real-world situations. Efficient use of technology when researching projects and effective summary skills when collecting information and data.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VCAL NUMERACY
YEAR 12	VCAL NUMERACY

PERSONAL DEVELOPMENT SKILLS **YEAR 10**

What's it all about?

The purpose of Personal Development Skills (PDS) is to develop knowledge, skills and attributes that lead towards setting and achieving personal goals.

What will I learn?

Training Principles and Methods	**Body Systems**
• Heart Rate response during beep test. • Continuous and interval training.	• Resistance and circuit training. • Theory on how the body works.
Nutrition	**Community Project - Polish**
• A study of a balanced diet, sports nutrition, carbohydrates, protein and hydration.	• Workshop on setting personal goals as students progress from school into the workforce.
First Aid	**Driver and Bike Education**
• Knowledge of first aid. • Certificate training.	• Road safety when driving & cycling. • Bike education training • Endurance bike rides in preparation for camp.

What types of things will I do?
Learn how to improve self-confidence and self-esteem, enhance social responsibility and develop key skills in leadership, teamwork and practical activities.

Learning tasks may include: completion of work booklets, research projects and practical tasks.

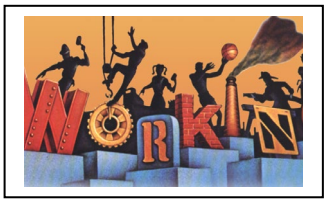
What skills will I require to complete this subject?
The ability to set achievable goals when working individually or as part of a team, to complete written and practical tasks.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VCAL NUMERACY
YEAR 12	VCAL NUMERACY

WORK RELATED SKILLS **YEAR 10**

What's it all about?



The purpose of the Work-Related Skills (WRS) is to develop employability skills, knowledge and attributes valued within the community and work environments as preparation for employment.

What will I learn?

Work Readiness & Work Placement	**Career Investigation**
• Complete Safe@work module. • Complete 15 days of work placement.	• Research & develop a presentation on various careers.
School Based Project	**Scope Young Ambassadors Program**
• Identify and improve an area of the school. • Group work with assigned tasks to carry out improvements.	• Understanding disability and diversity. • Communicating successfully with others.
Resume Writing	**Start Smart Program**
• Develop the skills to write a resume when applying for employment.	• Workshop on real life money management.

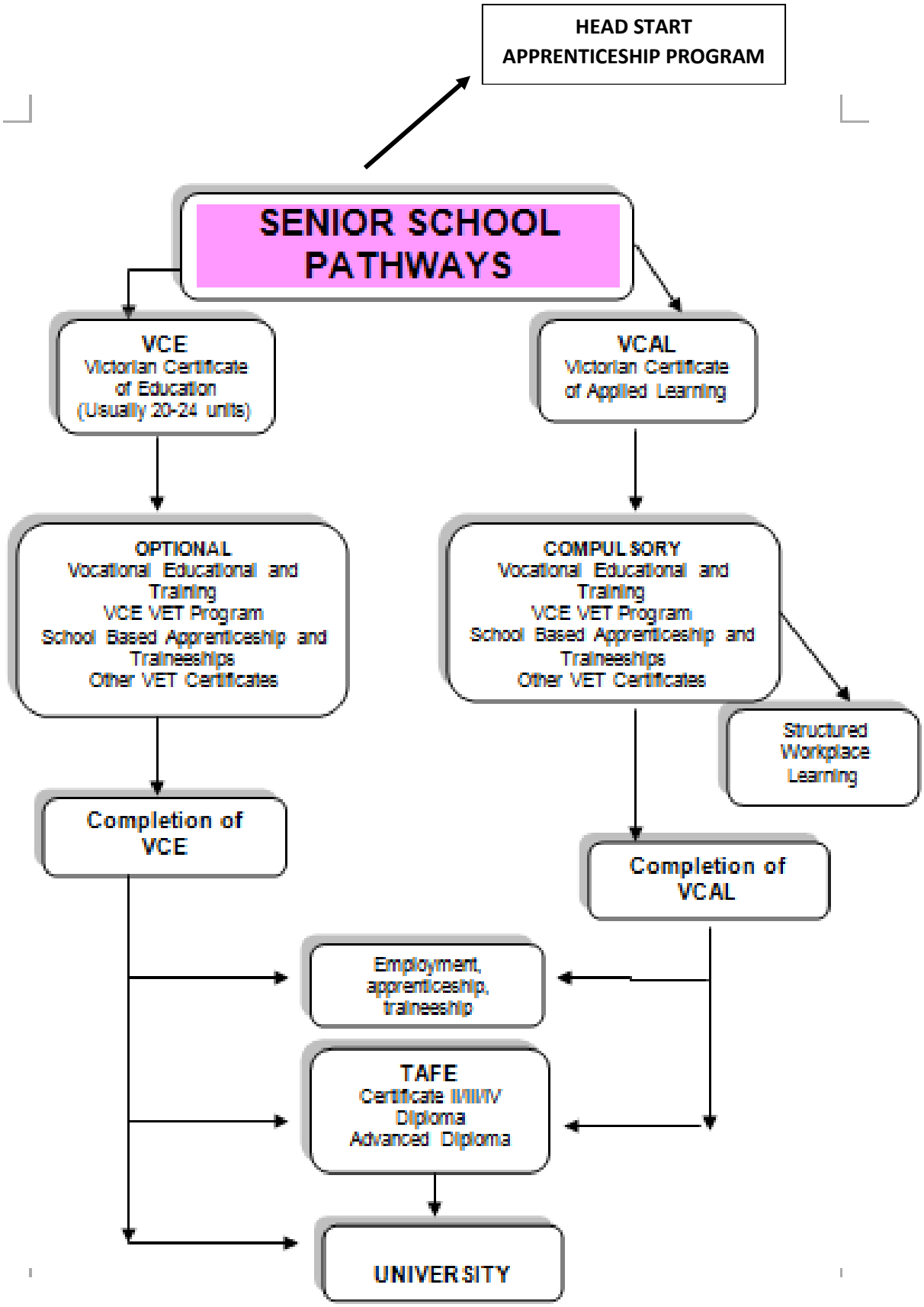
What types of things will I do?
Learn how to develop employable skills and apply transferable skills for work related contexts.

Learning tasks may include: completion of work booklets, research projects and practical tasks.

What skills will I require to complete this subject?
The ability to research and communicate with others both individually or as part of a team, to complete written and practical tasks.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VCAL NUMERACY
YEAR 12	VCAL NUMERACY


HEAD START
APPRENTICESHIP PROGRAM
SENIOR SCHOOL PATHWAYS
VCE
Victorian Certificate of Education
(Usually 20-24 units)
VCAL
Victorian Certificate of Applied Learning
OPTIONAL
Vocational Educational and Training
VCE VET Program
School Based Apprenticeship and Traineeships
Other VET Certificates
COMPULSORY
Vocational Educational and Training
VCE VET Program
School Based Apprenticeship and Traineeships
Other VET Certificates
Structured Workplace Learning
Completion of VCE
Completion of VCAL
Employment, apprenticeship, traineeship
TAFE
Certificate II/III/IV
Diploma
Advanced Diploma
UNIVERSITY

HEAD START PROGRAM

Head Start is a very new program that was launched in the middle of 2019 and is just getting started.

It will allow students to start their Apprenticeship whilst they are still at school and spend more time in the workplace than School Based Apprenticeships. Students will be expected to attend a minimum of two days at school per week.

Not every trade qualifies but if you are in VCAL or are happy to do a non-ATAR VCE please see Mr Knights for details or pay a visit to the Head Start office at KDC in the Careers Hub.