

RESPECT PERSISTENCE ACCOUNTABILITY MUTUAL TRUST

# YEAR 10

2017

# SCHOLARSHIPS



# At Warrnambool College

## Our students:

- **Are empowered to be global citizens who are equipped with relevant skills for the 21<sup>st</sup> century.**
- **Are caring and confident.**
- **Accept that mistakes are normal but with resilience, view this is an opportunity for learning.**
- **Communicate effectively by thinking creatively and critically.**
- **Are independent learners who also work effectively in a team.**
- **Transfer their learning to solve problems beyond the school gates.**

## YEAR 10 PROSPECTUS 2017

The Year 10 Program at Warrnambool College offers you great variety in the subjects you can select as well as a solid core of learning that will provide you with the necessary preparation for your VCE years. During the year you will have the opportunity to take part in Work Experience, the Urban Camp, and mock job interviews. You will receive considerable direction in choosing careers and investigating qualifications in your Humanities classes.

The challenge for you is to use your time in Year 10 to develop a broad range of skills and to bring your literacy and numeracy to the highest levels possible in preparation for the years to come. Extracurricular activities such as sport, music and the Duke of Edinburgh program also provide you with outlets to expand your skills.

Year 10 is the year to demonstrate your increased maturity by forming positive working relationships with your teachers and by working cooperatively with your peers.

### PREPARING YOUR COURSE FOR 2017

1. Review your first three progress reports: What are your strengths? What subjects really interest you? Where have you demonstrated the greatest growth?
2. Complete your Career Action Plan (CAP).
3. Decide if you would like to apply for the **10Plus Program**. Complete the application form (at the end of this document) with your parents and Phoenix teacher.
4. Decide if you would like to apply for the **Sporting Pathway Program (SPP)**. Complete the application form (at the end of this document) with your parents/guardians, teacher and sporting coach/es.
5. Decide if you are going to continue with **French or Indonesian**. If you are in doubt, talk to your Language teacher about the benefits of studying a language.
6. Are you interested in studying a **VCE Subject**? If yes, speak to your Phoenix teacher and subject teacher to gather information. (Remember there are **prerequisites** for undertaking a VCE Subject).
7. To gain a broad foundation in preparation for VCE it is important to pick **AT LEAST ONE** subject from each of the areas; **Arts, PE/Health, and Technology**.
8. Remember that French, Indonesian, VCE subjects and VET courses are **NOT SEMESTER LENGTH but extends for the whole year**.
9. Make sure you read the subject descriptors before selecting subjects.

#### GENERAL COMMENTS:

**NOT all subjects will run** since many more subjects are listed than are required.

**SOME** units may have more than one class due to their popularity.

**BASE** your decisions on **YOUR** needs and interests rather than trying to be with friends or trying to choose your favourite teachers.

## CURRICULUM STRUCTURE FOR YEAR 10

Year 10 at Warrnambool College has FOUR different programs:

\* Year 10 SEAL      \* Year 10 CORE      \* Year 10Plus      \*Year 10SPP

**All Year 10 students must complete the following subjects (though the content will differ dependent on the program):**

	<b>Periods per week</b>
<b>English</b>	<b>3 x 70 minute periods</b>
<b>Mathematics</b>	<b>3 x 70 minute periods</b>
<b>Science</b>	<b>3 x 70 minute periods</b>
<b>Humanities</b>	<b>3 x 70 minute periods</b>

**Students MUST select an additional six electives over the course of the year:**

- 4 electives for 3 periods per week
- 2 electives for 2 periods per week.

This totals **20 periods** per week.

**Students in Year 10SPP MUST undertake:**

- VCE Physical Education Unit 1
- Choose APP as their 2 period elective for Semester 1 & 2

**Students who would like to undertake a higher level VCE Maths subject need to choose the Advanced Mathematics as their core maths.**

**If a student chooses a yearlong LANGUAGE elective, VCE subject, VET course or SPP then elective choices are reduced.**

**Students undertaking SPP cannot enrol in a VET due to the Thursday afternoon clash.**

- **Year 10 SEAL students must undertake SEAL Health in semester 1**
- **Year 10 SEAL students cannot undertake a VCE subject.**

## Year 10Plus @ WC:

Entering into senior secondary school can be a tricky path to navigate. You need to hone your skills and learning in readiness for VCE or VCAL, but you are not quite there yet. You want to achieve but there's not a firm recognition of the effort you're putting in. You're only halfway through your secondary school journey but people are already asking what you want to do for the rest of your life.

At Warrnambool College we want to offer our students the flexibility to pick the right pathway into senior secondary study. Our year 10 SEAL program and Year 10 core classes offer students the ability to balance the general skill development needed to achieve ongoing success with options to take their learning into specific areas of personal interest.

This option isn't for everyone. Year 10 Plus will:

- Provide acceleration through the core Year 10 curriculum and go deeper into topics that are philosophical in nature and embedded in VCE study designs.
- Require students to think differently; to apply themselves to investigative learning; to rigorously engage in learning in and out of the classroom.
- Require students to engage in some VCE subjects.
- Be a class made up of students that have been part of SEAL that want another year of the program before engaging in VCE AND students that have demonstrated enhanced work ethic and achievement through their first three years of learning in core classes.
- Offer an opportunity for 'late entry' into the highly successful SEAL program at Warrnambool College, and *it is open to students from all schools*.

Further information will be provided at our Year 10+ information evening on **Monday 30<sup>th</sup> May at 7pm** in the school auditorium. Applications to be part of the Year 10+ class will open after this information evening and will close on 17<sup>th</sup> June 2016.

### **10Plus Program students must complete the following subjects:**

- English, Science and Humanities as CORE subjects
- Maths as either Core General Maths, Advanced General Maths (Phoenix or SEAL) or VCE General, Methods or Further Maths (SEAL only)
- 4 electives for 3 periods per week
- 2 electives for 2 periods per week

**10Plus students may undertake a maximum of TWO VCE subjects if they come from Phoenix; a maximum of THREE VCE subject if they come from Year 10SEAL.**

**10Plus students choosing SPP as an elective, will not be able to access additional VCE subjects apart from Advanced General Maths Units 1 & 2 due to the structure of the program**

## Year 10SPP @ Warrnambool College

Warrnambool College offers the only Sporting Pathway Program outside of the major cities in Victoria. This new initiative aims to use the passion of sport to engage and expand a student's learning opportunities at our school. This program involves partnerships with the Exercise and Health Science Faculty at Federation University – Ballarat campus, and a range of elite local coaches and qualified fitness instructors.

The program aims to develop the 'whole athlete' with a focus on applied science Strength and Conditioning Programs along with advanced fitness sessions using the latest advances in fitness styles, techniques and equipment. All students involved in the program will complete a minimum three sessions per week in the recently developed High Performance Centre which is fully equipped with the most up to date sports science equipment so that all students have the opportunity to use the same equipment that elite athletes such as AFL footballers, Hockeyroos players and A-League soccer players use as a part of their strength and conditioning programs. Students will also undertake two sport specific training sessions per week. These sessions will be scheduled before and after school. All sport specific training sessions will be conducted by elite coaches who have been very successful, and in some cases represented their sport at the highest level. For most sports there will be a before and after school training session that students and families will need to make a commitment to.

### How is the course structured in Year 10 – 2017?

	English	Maths	Science	Humanities	3Period Elective	3Period Elective	2Period Elective
Normal Program	3 Periods	3 Periods	3 Periods	3 Periods	3 Periods	3 Periods	3 Periods
Sporting Pathway Program	3 Periods	3 Periods	3 Periods	3 Periods	3 Periods	SPP (Unit 1 PE Semester 1&2)	SPP

Year 10 students involved in the Sporting Pathway Program will use 1 of the 3 period electives and the 2 period elective for the SPP.

What is involved in the five periods per week?

- One period for advanced fitness sessions – fully supervised by qualified personal fitness instructors.
- One period theory session with a focus on cyber safety, sports science topics such as nutrition, resilience building, mentoring skills and injury prevention and treatment. Students will also complete a reflective journal focusing on athlete wellness. Included is Unit 1 PE across Semester 1 and 2.
- Two periods for strength and conditioning program facilitated by Federation University Sport Science staff.
- *Two sport specific training sessions outside of school time*

All students will order a unique Sporting Pathways Program uniform that is compulsory for all training sessions and in class activities. The sports on offer will depend on student interest from Grade 6 and current Year 7-9 Warrnambool College students – there will be minimum numbers required to run particular sports.

There is a high accountability mechanism built into the program. All students must maintain a **70% or above 'Attitude and Effort' grade across all subjects** to access the full offerings of the Sporting Pathway Program. If a student drops below this expectation then consequences will be discussed.

Applications for the program will be accepted after the **Sporting Pathways Program information session on 25<sup>th</sup> MAY beginning at 6.00pm** (School Auditorium). *See the Application Form at the end of the booklet.*

**PLEASE NOTE:** This is the proposed program; it is dependent on student/family interest.



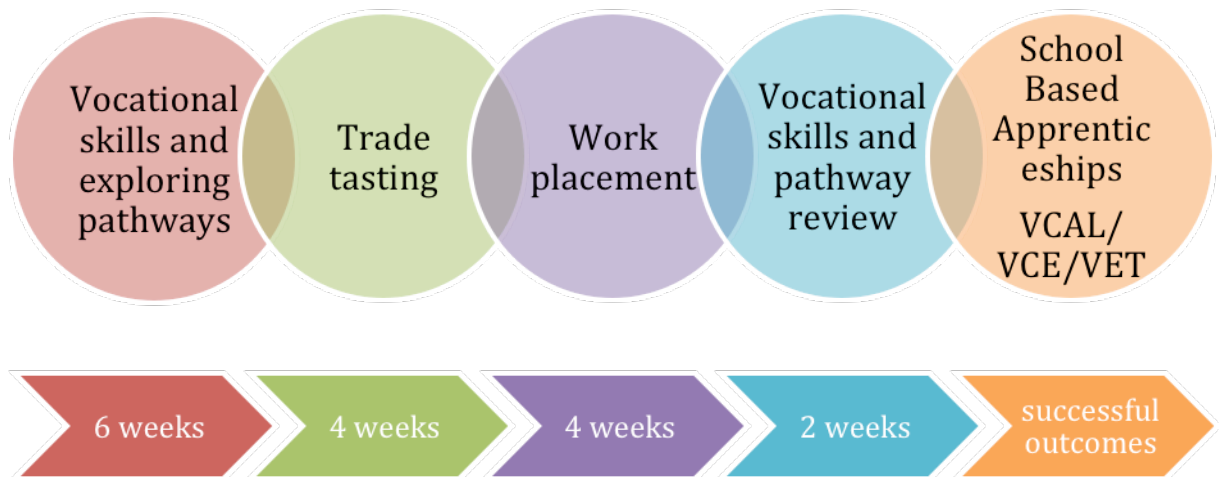
## Multi Industry Trade Taster (MITT)

Westvic Staffing Solutions are committed to developing and supporting people into training and employment opportunities by delivering quality integrated training and employment services to the community.

This proposed program aims to provide students with the opportunity to have a “hands on” trial of a range of vocational occupations. We propose that each participant will engage in 3-4 different industries through research and experience first-hand what it really takes to be successful in that particular industry.

The broad concept is based on the following however consultation and contextualisation with the school will assist with ensuring that the program integrates into and enhances the existing school curriculum and timetables.

- Weekly sessions over one semester (negotiated according to timetabling however preference would be at a minimum; *an allocated double period*)
- Vocational skill development and awareness including workplace health and safety training, specific industry requirements, language, literacy and numeracy skills needed for that industry, communication and workplace etiquette.
- Industry occupational pathways, environmental issues. New and emerging technology and career opportunities.
- Trial 3-4 different industry occupations AND work experience placements.



Students will develop knowledge on career opportunities, understand the lifestyle influences on vocational choices and begin to explore their skills, strengths and inclinations towards practical placements and ‘trade tasters’.

Students will apply learning and undertake ‘hands on’ sessions different industry areas through project style work. Industry areas are influenced by the student demographic, regional industries and resources.

This stage of the program will allow students to experience the condition of the worksites and access industry personnel to continue to develop their understanding of the industry and a possible career in these trades.

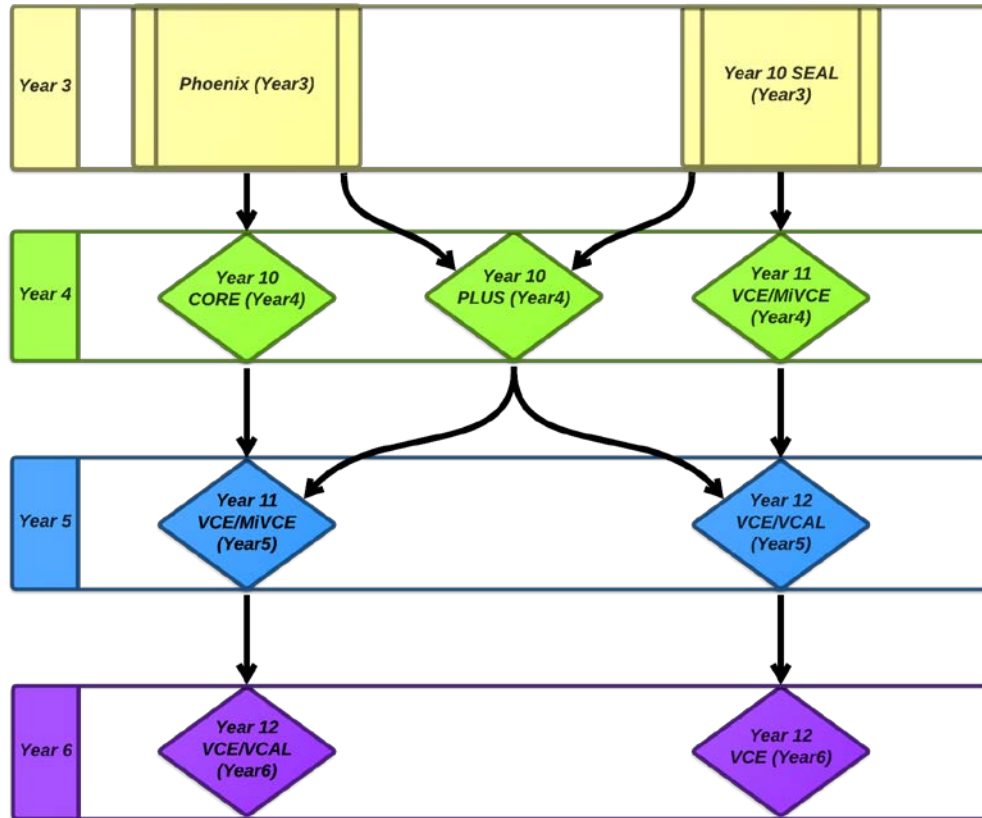
Post work placement the program will enter a phase of review and reflect. Students will share experiences, explore their findings and analyse their choices for progression out of the program.

Informing choices for planning futures!!  
Employment Field staff will support the attainment of School Based Apprenticeship where applicable

Westvic Staffing Solutions will provide experienced VET teachers and Employment Field staff to facilitate the program in the schools and successful outcomes at the completion of the program. Industry experts and guest presenters will be engaged in the program to allow students to view the opportunities in industry through varied perspectives.

## Options for Structuring Your Year 10 Program and Beyond

Warrnambool College offers THREE programs at the year 10 level. Each is designed for a different student cohort. The following is a visual representation of what the options mean for the different cohorts pathways.



The following is an example of how the units could be broken up by the different programs over the three-year period.

	Unit 1 & 2	Unit 3 & 4
Year4	1, 2 or 3	0
Year5	3	2
Year6	0	5

	Unit 1 & 2	Unit 3 & 4
Year4	5	1
Year5	2	3
Year6	1	4

	Unit 1 & 2	Unit 3 & 4
Year4	0 or 1	0
Year5	5 or 6	0 or 1
Year6	0	5

	Unit 1 & 2	Unit 3 & 4
Year4	Unit 1 only	0
Year5	5 or 6	0 or 1
Year6	0	5



## CORE AND ELECTIVE SUBJECTS FOR YEAR 10

Key Learning Area		P.P.W	
<b>Core Subjects</b>	English	3	
	Mathematics (Core, Advanced, VCE)	3	
	Science	3	
	Humanities	3	
ELECTIVES			VCE SUBJECT Units 1 & 2
Domain	3 P.P.W	2 P.P.W	3 P.P.W
English	<ul style="list-style-type: none"> <li>English Assistance</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> <li>Journalism</li> </ul>	
Mathematics	<ul style="list-style-type: none"> <li>Maths Assistance</li> </ul>		<b><i>*General or Further Maths</i></b> <b><i>*Maths Methods</i></b>
Science	<ul style="list-style-type: none"> <li>Sport Science</li> <li>Flying with Physics</li> </ul>	<ul style="list-style-type: none"> <li>Genetic Engineering</li> <li>Forensic Science</li> </ul>	<ul style="list-style-type: none"> <li><i>Psychology</i></li> </ul>
Humanities			<b><i>**History 20<sup>th</sup> Century</i></b> <b><i>**Legal Studies</i></b> <ul style="list-style-type: none"> <li><i>Geography</i></li> </ul>
Languages	<ul style="list-style-type: none"> <li><b>French</b></li> <li><b>Indonesian</b></li> </ul>		<b><i>*French</i></b> <b><i>*Indonesian</i></b>
Arts	<ul style="list-style-type: none"> <li>Architecture</li> <li>Art</li> <li>Music</li> <li>Theatre History and Styles</li> <li>Graphic Design</li> <li>Media Studies</li> <li>Photography</li> </ul>	<ul style="list-style-type: none"> <li>Creative Drawing</li> <li>Oil Painting</li> <li>Pottery</li> </ul>	<ul style="list-style-type: none"> <li><i>Music Performance</i></li> <li><i>Studio Arts</i></li> <li><i>VisCom &amp; Design</i></li> <li><i>Media</i></li> </ul>
Technology	<ul style="list-style-type: none"> <li>Catering Towards A Career</li> <li>Food Technology</li> <li>Electronic Systems</li> <li>Product Design – Wood</li> </ul>	<ul style="list-style-type: none"> <li>Food - Café Culture</li> <li>Robotic systems</li> <li>Computer Gaming</li> <li>Decorative Material</li> </ul>	<ul style="list-style-type: none"> <li><i>Food Studies</i></li> <li><i>Product D&amp;T Wood</i></li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>More Than A Focus on Footy</li> <li>Outdoor Education</li> <li>Advanced PE</li> <li><b>PE Unit 1 SPP</b></li> <li>Health: Youth Issues</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Surf Education</li> <li>Self Defence</li> <li><b>SPP</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Health &amp; Human Development</i></li> <li><b><i>**Physical Education</i></b></li> <li><b><i>**Outdoor Education</i></b></li> <li><b><i>SPP students – no other VCE subjects available</i></b></li> </ul>
VET		<ul style="list-style-type: none"> <li><b>VET Course</b></li> </ul>	

**\*BOLD SUBJECTS ARE YEAR LONG OPTIONS (Languages, VET & VCE subjects)**

**\*These subjects are only available to 10<sup>+</sup> SEAL students**

**\*\* These subjects are only available to 10<sup>+</sup> students**

## Warrnambool College VET Study Program Options:

<b>VCE VET Program</b>	<b>Attendance Days / AM/PM</b>	<b>Registered Training Organization</b>
<b>Certificate II Automotive Studies.</b>	Thursdays PM	South West Institute of TAFE
<b>Certificate II Building &amp; Construction. (Carpentry)</b>	Thursdays PM	South West Institute of TAFE
<b>Certificate II Furniture Making</b>	Thursdays PM	South West Institute of TAFE
<b>Certificate III Catering Year 1 (Hospitality) Year 2: Food &amp; Beverage or Kitchen Operations</b>	Thursdays PM	South West Institute of TAFE
<b>Certificate II Engineering</b>	Thursdays PM	South West Institute of TAFE
<b>Certificate II (Year 1) &amp; III Hairdressing (Year 2)</b>	Thursday AM or PM	South West Institute of TAFE
<b>Certificate III Health Services Assistance (Year 11 or 12 Students Only)</b>	Thursday PM	South West Institute of TAFE
<b>Certificate II Make Up – Retail Makeup and Skin Care (Year 1)</b>	Thursday PM	South West Institute of TAFE
<b>Certificate III Beauty Services (Year 2 of Makeup students only)</b>	Thursday AM or PM	South West Institute of TAFE
<b>Certificate III Media</b>	Thursdays PM	South West Institute of TAFE
<b>Certificate III Music</b>	Thursday PM	Emmanuel College
<b>Certificate III Music (Technical Production)</b>	Thursday PM	Emmanuel College
<b>School Based Apprenticeships (1 Day or 2 Days per Week)</b>	Wednesdays AM/PM or Thursdays AM/PM	Various RTOs

## **Pathway Policy**

### **Rationale**

At Warrnambool College we believe that student learning is an individual pathway, supported via a whole school approach. This includes teachers, parents and the wider community working together to ensure that all students apply themselves to achieve the best possible outcome.

We believe that students have the right to choose their individual pathway and as a school we provide students with that opportunity by providing the support and guidance to achieve this. To this end students need to demonstrate that a **consistent effort** has been applied across all subjects in the areas of class work, Common Assessment Tasks, Attitude and Effort, behaviour and maintaining an appropriate level of attendance.

This effort will be evidenced via feedback from Compass records and summative assessments from subject teachers who have been working individually with each student. In turn teachers will provide appropriate learning experiences to support student improvement. There is an expectation that students will seek support if they are unable to manage the tasks. It is the classroom teacher's responsibility to contact the parent/guardian of any student who is at risk of receiving a "Not Satisfactory" in that subject and thus not progressing.

Attitude and Effort scores of 70% and above will be used to determine the continuation and/or selection of students for following programs:

- Continued inclusion in SEAL (years 7 - 10)
- Sporting Pathway Program (years 7 – 10)
- 10Plus
- International trip participation
- School and House leadership
- Certain elective and/or VCE subjects

### **Students in Years 7 – 10:**

In these year levels students' academic progress and Attitude and Effort will be closely monitored at regular intervals in each subject, with particular emphasis placed on literacy and numeracy, as they are the building blocks for development across all learning areas. Referencing will be via, but not limited to, the following means:

- Chronicle entries and Learning Tasks
- Regular progress report

Teachers will allocate a level of performance in the following categories outlined in reports:

- Attitude and Effort toward learning
- Academic Performance

A student who does not meet the expected standards of Attitude and Effort toward learning in a particular subject will work with their subject and/or tutorial teacher to put strategies in place for success. Students who continue to not meet these standards across a range of subjects will be required to undertake a consultation process with their parent / guardian and House Leader to consider the best course of action leading into the following semester / year.

This may include Individual Learning Plans, modified learning arrangements and replacement of up to two elective choices in middle years with an alternate program to best suit the needs of the student to enhance student learning and engagement. Students entering Year 11 for the following year will need to meet the required Literacy and Numeracy levels to enter mainstream VCE. A student who does not meet this requirement may be required to undertake an alternate pathway or program to achieve the best possible outcome.

### **Students in Year 11 and 12:**

Students in Year 11 progressing towards Year 12 will have their Attitude and Effort towards learning closely monitored and reported on throughout the school year. This will include progress reports, Chronicle entries and Learning Task evaluation.

A student who receives an N in two or more units or an N in an English unit in VCE or MiVCE will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best course of action leading into the following year.

Students who achieve less than six semester based 1-2 units in VCE or MiVCE (The minimum required to successfully undertake Year 12) will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best structure for the following year/s. This will most probably include undertaking a three-year senior program or exploring TAFE options. Members of the Later Years team will be consulted with to ensure a significant pathway is established.

Students undertaking unit 3 & 4 subjects who do not meet the minimum average requirement of 70% in Attitude and Effort, will engage in ongoing discussions around suitable senior VCE pathways including undertaking an 'unscored' VCE.

### **TWO STEP CONSULTATION PROCESS FOR ALL STUDENTS YEARS 7 -12**

**Step One:** Students with unsatisfactory progress in Attitude and Effort (below 50% in two or more subjects) towards learning in two or more subjects will be flagged by their House Leader. Parents and key stakeholders will be informed of the situation and reminded of the pathway policy. Where appropriate a parent, student, and Tutorial Teacher will undertake a Student Support Group meeting (SSG) and if required support from the Learning Needs Coordinator. Ways of moving forward will be discussed and appropriate plans put in place to support student learning and engagement. Students may be placed on an Individual Learning Plan (ILP) to support student learning and engagement.

**Step Two:** Students who have been flagged for a second time will undertake an SSG meeting with their Parent/Guardian, House Leader or Tutorial Teacher and where appropriate, support from the Learning Needs Coordinator. Student's pathway / subject choices will be altered in accordance with the policy to support student learning and engagement.

# **YEAR 10 CORE SUBJECTS**

Third Year SEAL students will undertake Year 10 core subjects. However as SEAL is a gifted learning program, learning will be extended in both breadth and depth to cater for the students needs.

## **ENGLISH**

The English program aims at increasing students' mastery of language so they are able to:

- \* speak and listen appropriately in a variety of situations
- \* read independently and critically
- \* develop a critical awareness of visual, aural and printed material
- \* write effectively in a variety of styles for a variety of purposes

In Year 10 the expectation is that students will study texts of increasing complexity, and develop their capacity to produce extended responses. They will examine media sources in growing depth, and experiment with form, imagery and style in their own writing. Oral communication and interaction will be a significant part of the program. By the end of Year 10 students should have practised and honed the skills necessary to cope with V.C.E. English, including organisational skills.

## **ENGLISH 10Plus**

In this unit students will use texts from a range of genres, styles and periods to enhance and build their skills in analysis, persuasion and text comparison. Students will have the opportunity to create and edit their own writing to further explore their capabilities and interests. Through this they will use a range of mediums and platforms to present their work while collaborating with others. Students will be given the opportunity to identify and reflect on personal learning needs and develop strategies to help them to improve. This program will prepare students with the skills for success in both VCE English and VCE Literature.

## **HUMANITIES**

The aim of this course of study is to ensure that every Year 10 student leaves the College equipped with the attitude, knowledge and skills necessary to make the social and economic transition from school to work, and from school to tertiary education. Additionally, it is designed to give students a taste of the many humanities subjects offered at VCE level. This includes Legal Studies, Accounting, Business Management, Economics, History and Geography.

Students will learn to make effective life choices to enable them to be responsible and successful members of the wider community. The subject will enhance student's awareness and development in terms of knowledge and understanding of careers and transition opportunities, the links between past and current world events, the world of business and life beyond the confines of the secondary school system.

Life experiences built into the course include work experience, mock job interview, Keys Please, Melbourne City Orientation Camp, career counselling and a variety of guest speakers.

## **HUMANITIES 10Plus**

The aim of this course is to extend the learning experiences of the students. The focus of the subject will be on developing and extending skills for academic success in the VCE Humanities subjects. Life learning experiences will include an alternative 10Plus Melbourne City Camp, career counselling, work experience and mock job interviews.

Students will be introduced to the Humanities subjects through a series of deep learning essential questions. This will allow individual students to follow their passions through a scaffolded structure to ensure curriculum coverage and academic success. Topics that will be covered include ‘Who is your Small Business Market?’, ‘It’s the Law: But is it Right or Wrong?’, ‘Pathway Planning’, ‘What is Worth Fighting For?’ and ‘Why do People Migrate?’ Additionally students will keep their employability portfolios up to date throughout the year.

## **SCIENCE**

At Year 10 students will cover four broad areas of Science Knowledge and Understanding.

- Earth and Space Sciences – the origins of the Universe, structure and life cycle of stars and planets, and the possible ends of the Universe.
- Chemical Sciences – investigation of the use of elements, the reactions needed to produce useful materials and the arrangement of elements into similar groups allowing predictions. Examination of traditional materials (such as metals and plastics) and of new materials (including nano-materials and composites).
- Biological Sciences – the main features of DNA and its role in genetic continuity and natural selection as a mechanism for evolution.
- Physical Sciences – the measurement and causes of motion using the vehicle as an example.

Students consider Science at Work – the methods used by scientists to gain knowledge will be taught alongside the content knowledge of science. All units have a practical component with students using a variety of equipment, including computer systems, to make detailed observation and to undertake experiments and extended investigations.

## **SCIENCE 10Plus**

The 10Plus Science program is designed to provide students with a strong foundation in the skills and knowledge that can be utilized in VCE Science subjects.

Due to the different entry points into the 10Plus course, students will need to exhibit a mature approach to learning and have a need to be accelerated and extended.

The structure of the course will enable students to have a better scientific understanding of their place in the Universe.

The course will focus on developing key scientific skills through the study of:

- Motion in Physics.
- Chemical Reactions.
- Genetics and Evolution in Biology.
- The Universe and its future.

As part of the accelerated VCE science subject preparation, students will be required to complete Extended Investigations that will develop inquiry skills that can be utilized in VCE. Practical investigations will also form an important component of this course. Students will also complete project based and test assessment. These will model the processes used in VCE.

## MATHEMATICS

Through learning mathematics in school, students will:

- acquire mathematical skills and knowledge so that they can deal confidently and competently with daily life
- develop knowledge and skills in using mathematics for employment, further study and interest
- be able to interpret and communicate quantitative and logical ideas accurately

In Year 10 all students will study either Core Mathematics or Advanced Mathematics. This includes material from the Number, Space, Measurement, Chance and Data, Structure and Working Mathematically dimensions. It also incorporates material from the Physical, Personal and Social Learning Strands as well as the interdisciplinary learning strands. By the end of Year 10 Core Mathematics students will have covered the work necessary to undertake VCE Standard General Mathematics Units 1 & 2, or VCE Foundation Mathematics Units 1 & 2 the following year. Advanced Mathematics students will be prepared to undertake Maths Methods Units 1 & 2 or Further Maths Units 3 & 4 the following year.

Students who choose Year 10 Advanced General Maths (VCE Units 1&2) in 2017 have four options in 2018.

1. VCE Maths Methods (Units 1&2) only
2. VCE Maths Methods (Units 1&2)
3. VCE Maths Methods (Units 1&2) and VCE Further Maths (Units 3&4)
4. VCE Further Maths (Units 3&4) only

*Year 10 SEAL students will complete a unique maths option that will prepare them for Maths Methods whilst still covering the concepts of Core Maths.*

## MATHEMATICS 10Plus

Due to the different entry points into 10Plus, students have a number of mathematical options available. Dependent on each student's skill level, individual counselling will determine the most appropriate mathematics option.

Students who choose Year 10 Advanced General Maths (VCE Units 1&2) in 2017 have THREE options in 2018.

1. VCE Maths Methods (Units 1&2) only
2. VCE Maths Methods (Units 1&2) and VCE Further Maths (Units 3&4)
3. VCE Further Maths (Units 3&4) only

Students who choose Year 10 Core Maths in 2017 have TWO Maths choices in 2018

1. VCE Foundation Maths (Units 1&2)
2. VCE Standard General Maths (Units 1&2)

Students who choose Year 10 Advanced General Maths (VCE Units 1&2) in 2017 have three options in 2018.

1. VCE Maths Methods (Units 1&2) only
2. VCE Maths Methods (Units 1&2) and VCE Further Maths (Units 3&4)

### 3. VCE Further Maths (Units 3&4) only

Students who choose Maths Methods (Unit 1&2) in 2017 have three options in 2018/19

1. VCE Specialist Maths (Units 1&2)
2. VCE Maths Methods (Units 3&4)
3. Specialist Maths (Units 3&4)
4. VCE Further Maths (Units 3&4)

### Maths Guidelines

To be considered for Mathematical Methods students must have successfully completed the Year 10 Advanced General Maths subject.

Students will need to be studying / have completed Mathematical Methods 1 & 2 in conjunction with Specialist Maths 1 & 2.

Mathematics @ Year 10	YEAR 11	YEAR 12
<b>Advanced Maths</b> <i>Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.</i>	<b>Mathematical Methods (CAS) 1&amp;2</b>	<b>Specialist Mathematics 3&amp;4 and Mathematical Methods (CAS) 3&amp;4</b>
<b>Advanced Maths</b> <i>Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.</i>	<b>Further Mathematics 3&amp;4 and Mathematical Methods (CAS) 1&amp;2</b>	<b>Specialist Mathematics 3&amp;4 and Mathematical Methods (CAS) 3&amp;4</b>
<b>Advanced Maths</b> <i>Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.</i>	<b>Further Mathematics 3&amp;4 and Mathematical Methods (CAS) 1&amp;2</b>	<b>Mathematical Methods (CAS) 3&amp;4</b>
<b>Advanced Maths</b> <i>Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.</i>	<b>Mathematical Methods (CAS) 1&amp;2</b>	<b>Mathematical Methods (CAS) 3&amp;4</b>
<b>Advanced Maths</b> <i>Students who find Year 11 Mathematical Methods challenging can consider Further Mathematics in Year 12.</i>	<b>Mathematical Methods (CAS) 1&amp;2</b>	<b>Further Mathematics 3&amp;4</b>
<b>Core Maths</b> <i>Year 10 students with a good understanding of general mathematics principals should consider this course</i>	<b>General Mathematics 1&amp;2</b>	<b>Further Mathematics 3&amp;4</b>
<b>Core Maths</b> <i>Year 10 students who struggle with basic mathematics principals should consider this course</i>	<b>Foundation Mathematics 1&amp;2</b>	<b>VCAL Numeracy Senior</b>

### Year 10 SEAL HEALTH (Semester 1 CORE subject) 3 lessons per week

This compulsory unit is produced as a stand-alone unit exclusively for Year 10 SEAL students. Topics covered follow the AusVELS levels 9 – 10.



Key concepts and health knowledge are:

- **Development of identity** – Identify and describe a range of social and cultural factors that influence the development of personal identity and values.
- **Healthy eating** - Analyse and evaluate the factors that affect food consumption in Australia. Identify and describe strategies that address current trends in the nutritional status of Australians”
- **Human development** – Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters, and sexual relationships.
- **Drug wise** - Compare and evaluate perceptions of challenge, risk and safety. Demonstrate understanding of appropriate assertiveness and resilience strategies.
- **Mental health** – Describe the mental health issues relevant to young people; Identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people

This subject provides student with a solid preparation for VCE subjects that include Health and Human Development and Physical Education.

**YEAR 10 SEMESTER UNITS - 3 PERIODS PER WEEK****ADPE****ADVANCED PHYSICAL EDUCATION**

Advanced PE is designed for those students who have a strong interest in Physical Education and are interested in pursuing it as part of their VCE. The course includes a strong theory component closely linked to the practical activities. You will look at such aspects as sports coaching, methods of training, muscles & bones, energy systems and enhancing physical performance. Advanced PE will give students the ideal preparation for VCE Physical Education with a strong Physical Activity component throughout so students can improve their physical attributes and their knowledge of physical education.

**ARCH10****ARCHITECTURE**

The focus of this unit is the design of a home for a block of land purchased at “auction”. Architectural company logos are designed and printed, followed by the production of a site plan. A series of sketches are developed before final elevations and floor plans are drawn in accordance with architectural convention. Perspective drawings of the home are rendered and landscape options considered. Computer Aided Design is introduced and explored using Chief Architect and Google Sketch Up.

Architecture develops a student’s awareness of the built environment and provides a unique blend of creativity, technology, scale, measurement and spatial relationship skills and history. The ability to present information clearly is enhanced, as are problem-solving techniques. The course is an excellent preparation for VCE Visual Communication Design. Career paths linked to this area include: Architecture, Graphic Design, Industrial design, Building and Printing Trades, Interior Design, Marketing, Web Design and Computer Graphics.

**ARTO****ART**

The Year 10 Art program encourages students to participate in the visual arts and nurtures the creative and expressive abilities of students through a variety of mediums. This unit equips students with the skills, techniques and processes necessary to explore and develop ideas as a basis for personal expression.

Students will be required to develop a folio of works, maintain a journal documenting thinking and working practises, and experience and develop an understanding of artistic values and beliefs. This elective is a sound basis for students intending to complete VCE art.

**CATE****CATERING TOWARDS A CAREER**

The Travel and Hospitality Industry is rapidly expanding and provides diverse career options. Food plays a vital role in this industry and offers many opportunities for the future. Catering towards a Career provides students with the ability to learn about this industry.

Through the processes of investigation, design, production and evaluation this course further develops the skills introduced during prior year levels with students aiming to be more independent in their work. Food presentation, food service and teamwork are significant areas covered, with a focus on the various food service styles. Other areas within the food trade are also investigated to begin to give an overview of the hospitality industry.

This course leads to the VCE Food studies of Food and Technology Units 1 – 4, VET Hospitality Units 1 – 4 and provides work skills for future employment.

**ENGA****ENGLISH ASSISTANCE**

The English Assistance Program aims to strengthen students' basic skills in language and literacy. It is designed to complement units of work undertaken in the Year 10 Core English in particular reading comprehension, written expression and oral presentation.

**FLPH****FLYING WITH PHYSICS**

This subject will follow the scientific history of man-made flight from a Physics perspective. The course will begin with the oldest successful human-carrying flight technology, hot air ballooning, as created by the Montgolfier brothers. This will lead into building and flying models of fixed-wing aircraft following the history of planes from 1803. We will conclude the unit with the Chinese invention, rockets, including building and launching various working models.

**FOTE****FOOD TECHNOLOGY**

The Year 10 Food Technology course provides the students with the opportunity to increase their food skills and knowledge to a more advanced level. The course will allow the students to develop a greater understanding of what happens to the ingredients when they apply the processes outlined in the recipe method and the how and why of new food development. Food Technology enables the students to broaden their knowledge and understanding of the importance of investigation, design, production and evaluation skills. A real life client will be provided for students to work with to give an authenticity to the learning.

Practical assessment will take into consideration individual and group practices, safe and responsible food handling methods, and the students' ability to follow instructions and implement relevant techniques/skills independently for the successful completion of all production work.

This course leads to the VCE Food studies of Food and Technology Units 1 – 4, VET Hospitality Units 1 – 4.

**FAPA****FABRICS INTO PATTERNS**

During this unit students will expand on their learning about the basics in sewing. Students will use their knowledge on reading a pattern to use 2 different patterns of their choosing based on ability and prior experience. The skill of incorporating zips and buttonholes must be applied in pattern choices, along with selection of seam type to best suit the material and type of item made.

Sustainability and ethical issues in the textiles industry will be investigated to help inform decision-making. The students to create potentially individual will apply the steps of the design process, one off items of basic clothing. This can be the start to more complex projects.

Skills and knowledge gained during this unit can be the start to a great hobby or compliment a passion for fashion.

**GRDE****GRAPHIC DESIGN**

Graphic Design is the designing and presentation of information and ideas using drawings, photographs, images and technical illustrations. Students produce a folio of visual solutions to a variety of design problems. Each studio activity follows the design process of research, development, refinement, evaluation and presentation.

Assignment topics are based on student interests and hobbies, and result in the high quality production of products, posters, plans, packages, brochures, logos, advertisements and illustrations. Computer Aided Design (C.A.D.) has become a major focus of this dynamic design course. When combined with traditional design techniques students now have the opportunity to use industry standard software as a means of manipulating images, creating ideas, and presenting designs to a very high standard. Adobe Photoshop and Illustrator are combined with colour laser printing facilities. Graphic Design develops each student's ability to apply research skills and problem solving techniques to the development of their own designs and enables them to understand visual messages created by others.

Career paths linked to this area include: Architecture, Graphic Design, Industrial Design, Building and Printing Trades, Interior Design, Marketing, Web Design and Computer Graphics.  
The subject is the perfect preparation for VCE visual Communication Design.

**HEYI****HEALTH: Youth Issues**

This unit of study is designed to improve students' baseline knowledge of general health either for personal information or as a foundation to VCE Health and Human Development Units 1 - 4. Youth is the transition to adulthood. In this unit students will explore some of the many issues youth face during their transition to adulthood including issues of mental health, nutritional imbalances, sexuality and homelessness. Furthermore, students will investigate how youth develop greater independence, including strategies for being assertive and resilient as well as the means to access health care services. Excursions and field trips to relevant organisations will be an integral part of this course. This unit would prepare students for further studies and investigations in the area of Health Science.

**MATA****MATHS ASSISTANCE**

This elective is an opportunity for students who find Maths difficult. It aims to allow them to develop confidence as they refine their skills in preparation for the study of Maths beyond Year 10. The course will complement units of work undertaken in the Year 10 Core Maths by focussing specifically on the skills required of all Mathematics students.

**MEST****MEDIA STUDIES**

The media have a significant impact on people's lives. They influence the way people spend their time, help shape the way people perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity.

The study of media includes audio visual (film, television, radio, video and photography), print-based media (newspapers, magazines and related publications) and digital media technologies (the Internet, computer game and interactive multimedia). Cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies. Students need not have undertaken related Media subjects at Year 9 level as this course will allow the students to develop basic media production skills, and enables them to experience further development of their production skills and talents. Media Studies is a good introduction to further studies in media in VCE.

**MTFF****MORE THAN A FOCUS ON FOOTY**

Even though this unit focuses on football, it is relevant for anyone who is interested in maximising their potential in any sport. The physical, social and emotional requirements of being involved in sport are developed through the practical experiences in which the students engage. It is relevant for all students who want to be their best in their particular sport. A number of girls have completed this unit in the past and have thoroughly enjoyed the physical challenges.

The students will develop an understanding of recovery techniques, sports injury prevention and treatment, sports nutrition, cross training, fitness for sport and making training specific to the requirements of the sport. Through the physical challenges associated with in resilience, persistence, co-operation, communication and empathy.

Features of the unit include the popular Princetown "Survivor" camp where the students, along with other members of their "tribe", battle the physical challenges in an aim to become the ultimate tribe of

survivors. The AFL experience camp is a two day insight into the preparation and routines of people involved at the elite level of AFL and sport in general. The students also receive a training shirt that is subsidised by our sponsors. Take up the challenge!

**MUSI****MUSIC**

Students who have been learning a musical instrument for three or more years and would like to learn how to prepare a selection of music for performance in a group or as a soloist should consider Year Ten Music.

The course is designed to both prepare students for VCE Music and to allow students to choose components of the course to cater to individual needs and standards. The course is comprised of set work that includes tasks such as listening and responding to music of different genres, composing and arranging and developing musical skills such as reading notation and performing. This is balanced with elective units such as setting up PA systems, recording music using technology, analysing set works, arranging and composing.

A basic ability to read music is required and a willingness to listen and respond to a variety of different music and develop theoretical skills is essential for this unit.

**OED****OUTDOOR EDUCATION**

In Outdoor Education students are given the opportunity to develop skills in adventure activities, which can continue as lifetime leisure pursuits. Activities include: Snorkelling, Surfing, Surf Life Saving, Rock Wall Climbing, Golf, Archery, Cycling, Canoeing and Orienteering.

Students selecting this subject require a lot of personal motivation, co-operative skills and must be prepared to participate in activities in all weather conditions. At the end of the semester each student should be pleased with their ability to have coped in a variety of different activities, requiring specific skills. The Year 10 program is a great foundation for going on to VCE Outdoor & Environmental Studies Units 1, 2, 3, 4.

**PHOT****PHOTOGRAPHY**

This course presents an overview to the practice and principles of digital photography. Students explore a range of techniques in the area of Digital imaging working principally with Adobe Photoshop. This covers image capturing, manipulation, digital enhancement, and image presentation. Students also investigate the unique features of photo images chosen from different historical, cultural, and technological perspectives.

The study of photography will assist any student who is considering post-secondary study in the visual arts. Career possibilities include; sports photography, photojournalism, scientific photography, wedding and portrait photography, advertising and graphic design photography.

**SPSC****SPORTS SCIENCE**

This unit is designed for students with a keen interest in sport, as well as physical activity for health. The focus of this unit is on giving students knowledge in various aspects of sports performance analysis, and optimizing performance in sport. The subject content aims to provide students with basic knowledge in the areas of biomechanics, anatomy, exercise physiology and skill acquisition, and the practical application of this knowledge to enhancing sports performance. Students will investigate sport-specific fitness across a range of different sports, training to peak performance, and avoidance of, and recovery from, sports injury.

The classes are structured as a combination of theory and practical lessons. Sports Science provides a valuable and relevant knowledge base to enhance a student's transition into VCE Physical Education,

and would also suit students with aspirations to follow tertiary studies in health sciences, human movement, teaching or sports medicine.

**SYEM****ELECTRONIC SYSTEMS**

Electronic Systems provides students with the opportunity to build on the skills and knowledge in the areas of Electronics and Mechanical systems. This subject will reinforce the concepts covered in previous years and allow them to explore the world of systems via researching new and sustainable energy sources, class assignments and the designing and producing of working electronic systems. Students will evaluate their finished product and the processes used during the project build. Electronic Systems enables the students to broaden their knowledge and understanding of the importance of investigation, design, production and evaluation skills and to become more independent in the application of this.

This unit will be very helpful to anyone wishing to enter VCE Design and Technology studies in Wood, VCE Systems Engineering, TAFE vocational training courses and pre-Apprenticeship courses. This elective also provides students with skills for an interesting recreational pursuit and is a skill for life.

**WOOD****PRODUCT DESIGN**

The “Technology process” is the framework for this unit where students start with a design brief that covers guidelines to meet a clients need, complete research to gain knowledge, develop designs and plan how to put an idea into practice to construction the solution before evaluating their efforts.

Students are introduced to construction and finishing techniques and use a range of tools and equipment to cut and shape selected materials to achieve the desired result. During this unit students will learn about 2 types of materials and develop the skills for working with these. The concept of Sustainability will also be covered with students being required to apply this to a project.

This unit will be very helpful to anyone wishing to enter VCE Product Design and Technology studies in Wood and Metals VCAL, TAFE vocational training courses and pre-Apprenticeship courses. This elective also provides students with skills for an interesting recreational pursuit and is a skill for life.

**THAS****THEATRE HISTORY AND STYLES**

In this elective build on the skills developed in the year 9 elective and junior drama classes. Students will explore the development, significance and style of theatre through the ages. From Ancient Greek Theatre until present day Contemporary Australian Theatre, there is a world of theatre to discover. There will be an even balance of both practical and theoretical classes so that students can both learn about and experience various forms of theatre. Students will also be introduced to the main dramatic elements which contribute to performance. This unit is a pathway to the VCE Theatre Studies Course.

## YEAR 10 SEMESTER UNITS - 2 PERIODS PER WEEK

### CRDR

### CREATIVE DRAWING

Drawing can be a powerful tool for communication or the working out of ideas. In Creative Drawing students have the opportunity to explore various forms of drawing using drawing to record information, express emotions and explore ideas. Students are also encouraged to think critically about drawing by researching the works of a number of artists.

Creative Drawing will give students the opportunity to develop skills and confidence and will be of benefit to those students wishing to undertake studies in VCE Art, Studio Art and Graphics.

### DEME

### DECORATIVE MATERIALS

In Decorative Materials students will develop their knowledge and application of a further variety of decorative materials. Students will also have the opportunity to design and make a jewellery storage device of their choice using a range of wood, metal and plastic materials available in school.

Students will also look into the use of recycled materials and the mixing and matching of materials. In addition to the new skills and materials, students will research the work and styles of popular jewellery designers over the past decades.

There is great scope for the student to be creative, be inventive and increasingly independent learners. Students in this unit will gain useful practical and design skills and apply problem-solving techniques in the course of their work. These skills are useful in further studies in VCE Design & Technology and in Tertiary and TAFE courses.

### DPCG

### DESIGNING COMPUTER GAMES

Students use the theory and practice of computer game design and production in a creative endeavour limited only by their imagination. They learn how to design, program, and review a series of computer games of different types such as maze games, platform games, scrolling shooter games, strategy games and arcade type games such as Pong, Pac Man, Space Invaders and Breakout. The games are created in the program Game Maker using a 'drag and drop' process but students can also extend their programming skills into coding by learning Game Maker Language (GML).

Students studying this unit will gain skills in computer problem solving, programming and design that will be of assistance to them in all VCE units of Information Technology. It is also an excellent background for any student who may wish to study computer game design or computer related subjects at a tertiary level.

### CACU

### FOOD: CAFÉ CULTURE

This unit allows students to look at the requirements for working in the café industry. It takes into account health and safety, food presentation, food styles and service. Students produce a range of foods that would be available in the local cafes, developing their existing practical skills. Coffee types and preparation are a significant topic for coverage. The local café culture will provide a basis for comparison and knowledge development.

This course leads to the VCE Food studies of Food and Technology Units 1 – 4, VET Hospitality Units 1 – 4 and provides work skills for future employment

**FOSC****FORENSIC SCIENCE**

Students undertaking Forensic Science will investigate the gathering of evidence at the crime scene followed by a wide ranging look at many of the techniques that are available to examine that evidence and the shortcomings of the evidence. There will be a strong emphasis on problem-solving, practical tasks, modelling and ICT based activities including data-bases, modelling, spread-sheets and on-line resources. Assessment will be based on the practical and project work undertaken.

Forensic Science combines many exciting concepts and develops knowledge and skills in the areas of Biology, Chemistry and some Geology and Physics.

**GENE****GENETIC ENGINEERING**

Students studying Genetic Engineering will be investigating aspects on one of the most exciting biggest growing areas in Science. Students will build on their understanding of DNA and investigate genetic diseases and mutations. They will investigate genetic techniques of gel electrophoresis and PCR as well as DNA profiling and fingerprinting; rational drug design and research and debate on genetic engineering issues. Assessment will involve practical tasks, genetic issues debate, genetic engineering technique poster and rational drug design task.

The skills and knowledge gained in this subject will be valuable in studying VCE Chemistry and Biology.

**JOUR****JOURNALISM**

Be the change you want to see! Make a difference through your writing. Journalism allows you to do just that. Explore a career possibility and at the same time use the power of the pen to attack injustice, generate debate and create change. In this unit, students will choose a cause or current issue and use their knowledge of journalism to generate action. This will develop into an on-going project and with their interview, will be the basis of their folio.

This course also enables students to prepare for the rigours of media analysis in VCE English.

**LIT****LITERATURE**

The course is designed to follow the new Literature VCE Study Design, and will prepare students for the rigours of VCE Literature, should they choose to pursue it. It will act as a 'taster' and will introduce students to the concepts and terminologies which underpin the VCE course.

**MITT****MULTI INDUSTRY TRADE TASTER**

Westvic Staffing Solutions are committed to developing and supporting people into training and employment opportunities by delivering quality integrated training and employment services to the community.

This program aims to provide students with the opportunity to have a "hands on" trial of a range of vocational occupations. We propose that each participant will engage in 3-4 different industries through research and experience first-hand what it really takes to be successful in that particular industry.

See the main display page for further details.

This course is an ideal foundation for students wanting to undertake an Applied Learning course at the College or at Tafe

**OILP****OIL PAINTING**



This unit is for students who would like to explore the medium of oil paint extensively (perhaps with the view of enhancing studio knowledge before entering VCE). Students will complete a number of artworks on paper, board and canvas and learn how to manipulate paints and mediums. Students will research the work of artists, developing skills which will enable them to discuss, analyse and evaluate visual art works.

This unit will give students an opportunity to develop knowledge, skills and understanding of the oil painting discipline. It will introduce students to the technical and aesthetic aspects of oil painting with the aim to increase students' knowledge and enable greater opportunity to develop a personal style than would normally be possible at Year 10.

### **PHED**

### **PHYSICAL EDUCATION**

Physical Education at Year 10 is a unit that challenges and extends students who are interested in being physically active. Students will undertake both a practical and theory component that requires them to work towards an understanding of how their bodies move, and respond to exercise. Work requirements include participation in practical activities and assignments. Practical study enables students to experience new and challenging sports and recreational activities often taught outside of the school. A coaching component, including lessons planning for and conducting practical sessions with primary school students/kindergarten children, will also be part of this subject.

Students intending to study Physical Education in VCE will benefit from studying this unit. They will gain a sound understanding of anatomy and body systems which are the basic building blocks of movement.

### **POTT**

### **POTTERY**

Pottery students explore and express a range of teacher and student initiated ideas and themes. There are three main areas in which students may work: - Sculptural: animal, figures, environments, abstract forms, everyday objects, buildings and moulds. Decorative: objects that contain aesthetic qualities, such as pots, wall plaques or tiles, finishing techniques. Functional: pots with a specific purpose, hand-built or thrown. Students keep a visual diary in which they develop and collect ideas, sketches and pictures.

Students will gain technical, problem solving and design skills in this course. These skills may be used in the students' leisure time, and also provide a sound basis for further studies in VCE. Students learn to use the visual arts elements selectively and in combination to explore personal responses to themes related to areas of particular interest.

### **ROBO**

### **ROBOTIC SYSTEMS**

Robotics is essentially computer operated design technology. In this course students aim to become proficient in both the design and production of efficient working models and in writing computer programs to operate them effectively. In choosing from a wide range of options including, but not limited to, automatic doors, boom gates, conveyor belt systems, steerable and robot vehicles, tanks, washing machines, juke boxes, vending machines and robot walkers, students have an opportunity to learn the mechanical possibilities and limitations of Lego Technic materials. They construct operating models from specific design criteria, and show their creativity and ingenuity in trying to replicate the functions of actual machinery.

In this unit students will develop their problem solving techniques, organisational and design skills in working as part of a team, and gain an understanding of how computers control the functions of many types of machinery. They will develop their written and communication skills by presenting evaluation

reports of the models and programs they produce. These skills are an essential part of many VCE subjects such as Science, Information Technology and other Technology studies.

### SEDE

This unit is aimed at students who wish to develop their skills in self-defence and conflict resolution. **THIS UNIT IS NOT ABOUT TEACHING COMBAT FIGHTING SKILLS.** Students will learn how to defend themselves using a variety of skills such as takedowns, deflections, parrying and evasions, punching and kicking.

Respect and discipline are key aspects for this unit. A black belt instructor who is also a staff member will conduct this course at the College.

### SELF DEFENCE

### SURF

The Surf Ed unit is designed to provide students with a strong sense of safety when in the surf, learn some rescue techniques, as well as partake in a great Australian tradition.

Students will learn how to rescue someone on a Malibu rescue board and with a rescue tube, learn basic first aid and work in teams in emergency situations - *Bondi Rescue* style. Students who select this unit will train for their **Surf Bronze Medallion**, the base award for lifesaving. This is helpful when pursuing work as swimming instructors or pool/beach lifeguards. Students will also be taught to use oxygen equipment, hand held radios, various patient carries and supports and CPR.

**Only COMPETENT SWIMMERS should choose this unit. A swimming test is a prerequisite for this elective – you must complete a 200-metre swim test and have Mr. Owen sign your form before submission. Times for the test will be advertised on the Bulletin.**

There will be an additional charge to cover the Surf Life Saving Training Manual and Warrnambool Surf Life Saving Club Active Junior Membership.

### SURF ED

## **SPORTING PATHWAY PROGRAM (SPP)**

Warrnambool College offers the only Sporting Pathway Program outside of the major cities in Victoria. This new initiative aims to use the passion of sport to engage and expand a student's learning opportunities at our school. This program involves partnerships with the Sports Science Faculty at Federation University – Ballarat campus, South West TAFE Sport and Recreation course and a range of elite local coaches and qualified fitness instructors. The program aims to develop the 'whole athlete' with a focus on applied science Strength and Conditioning Programs along with advanced fitness sessions using the latest advances in fitness styles, techniques and equipment. All students involved in the program will complete a minimum three sessions per week in the recently developed High Performance Centre which is fully equipped with the most up to date sports science equipment so that all students have the opportunity to use the same equipment that elite athletes such as AFL footballers, Hockeyroos players and A-League soccer players use as a part of their strength and conditioning programs. Students will also undertake two sport specific training sessions per week. These sessions will be scheduled before and after school. All sport specific training sessions will be conducted by elite coaches who have been very successful, and in some cases represented their sport at the highest level. For most sports, there will be a before and after school training session that students and families will need to make a commitment to.

What is involved in the five periods per week?

- One period per week to complete Unit 1 VCE Physical Education
- One period for advanced fitness sessions – fully supervised by qualified personal fitness instructors.
- One period theory session with a focus on cyber safety, sports science topics such as nutrition, resilience building, mentoring skills and injury prevention and treatment. Students will also complete a reflective journal focusing on athlete wellness.
- *Two sport specific training sessions outside of school time*

All students will order a unique Sporting Pathways Program uniform that is compulsory for all training sessions and in class activities. The sports on offer will depend on student interest from Grade 6 and current Year 7-9 Warrnambool College students – there will be minimum numbers required to run particular sports.

There is a high accountability mechanism built into the program. All students must maintain a **70% or above 'Attitude and Effort' grade across all subjects** to access the full offerings of the Sporting Pathway Program. If a student drops below this expectation then consequences will be discussed.

## YEAR 10 Year long Electives

### LANGUAGES – INDONESIAN OR FRENCH

**A special note to parents and students:** The advanced study of languages can increase job opportunities in such fields as international banking and industry, the diplomatic corps, international airlines and the tourist/travel/service industries. Many corporations actively seek employees who have studied a Language. Many tertiary institutions give bonus points to those students who succeed at a Language at Year 12. Students choosing a Year 10 language are assumed to have satisfactorily completed Year 9 of their chosen language.

#### FREN

#### FRENCH

The year 10 course builds on the content studied in Year 9 and aims to increase knowledge of vocabulary, grammar and French culture. In semester two, students undertake a program which aims to revise previous knowledge and introduces students to concepts that underpin the VCE French course. Students will also focus on developing confidence in their oral skills. The course encourages them to converse regularly in French, preparing them for VCE and future travel. Language skills enable students to enrich their cultural understanding of the world at large as well as situations unfolding in their local context. In addition, languages enhance students' general confidence and opens their minds to new experiences.

Students electing to continue French in year 10 will have the opportunity to participate in the study tour to France. This most enjoyable experience will give them the chance to put their skills into action, while learning about the rich history and culture of this beautiful country. Students will also be eligible to apply for external exchange programs and scholarships.

#### INDO

#### INDONESIAN

##### **Indonesia is important**

Indonesia is Australia's largest and nearest neighbour in the Asian region. It is becoming a regional economic and political powerhouse. In an increasingly connected world, it is crucial to engage with those of different cultural and religious backgrounds. Learning Indonesian is one of the best ways to equip yourself with the cross-cultural literacy to thrive in this Asian Century.

Learning Indonesian opens up a vast archipelago of some of the friendliest, fun-loving, and most hospitable people you will ever meet. With only a basic level of Indonesian, you can easily take yourself off the beaten track and find yourself biking across Java's mountains and volcanoes, chilling in Bali's rice paddies and beaches, exploring Jakarta or Jogjakarta, diving some of the most beautiful spots in the world at Raja Ampat and the Banda islands, or exploring the local wildlife with the komodo dragons in Lombok and the orangutans in kalimantan.

In year 10 students leave behind their compulsory language study and begin to develop their language skills from simple sentences and vocabulary to more complex forms of communication. The course encourages conversational Indonesian and has a strong focus on speaking. Students are expected to develop written links with students in our sister school, SMAN 3, Yogyakarta. These links will be important when students are given the opportunity in the senior years to visit the school as part of the schools Indonesian trip.

**VET****MULTIPLE DISCIPLINES**

Vocational **E**ducation and **T**raining or **VET** refers to senior school educational programs that primarily have a vocational focus. Each program is designed to meet the needs of industry in terms of preparing students for employment. Each Certificate II **VET** program is recognised by the ***Australian Qualifications Framework*** as meeting the national benchmark in terms of quality education and training. This means, if you move interstate part way through the course, you will be able to pick up where you left off and completes the **VET** program.

***Students choosing to undertake the SPP program will not be able to enrol in a VET course due to timetable clashes.***

# VCE UNIT 1 & 2 OFFERINGS FOR YEAR 10

## Food Studies

### Rationale:

**Scope of study:** VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### Structure: This study is made up of four units

#### Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food. In Area of Study 2, students focus on Australia.

#### Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

#### Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food. Students investigate the physiology of eating and the microbiology of digestion. They also investigate the functional properties of food and analyse the scientific rationale behind the Dietary Guidelines and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

#### Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

**Entry:** There are no prerequisites for Units 1, 2 & 3. Students must complete Unit 3 prior to undertaking Unit 4.

#### Assessment:

**Units 1 & 2:** Are assessed internally with a variety of tasks including records of production, short written reports, production work, evaluations and design tasks with a mid and end of year exam.

Units 3 and 4:

**Unit 3:** School Assessed Coursework 30%

**Unit 4:** School Assessed Coursework 30%,

**Final Examination:** 40%

## French (Second Language) – Year 10<sup>+</sup> SEAL students only

### Rationale:

This study develops students' ability to understand and use a language that is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

### Structure:

#### Unit 1:

The areas of study comprise themes and topics, grammar, text types, vocabulary and various styles of writing. This unit should allow students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

#### Unit 2:

The areas of study comprise themes and topics, grammar, text types, vocabulary and various styles of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

#### Units 3 and 4:

The areas of study comprise themes and topics, grammar, text types, vocabulary and various styles of writing. In these units students undertake a detailed study of language and culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts that reflect aspects of the language and culture of French-speaking communities.

### Entry:

French is designed for students who will, typically, have studied French for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

### Assessment:

**Unit 1 and 2:** Individual school decision on levels of achievement.

#### Unit 3 and 4:

- **Unit 3 school-assessed coursework:** 25 %
- **Unit 4 school-assessed coursework:** 25 %
- **Examinations\*:**

<b>oral component</b>	12.5 %
<b>written component</b>	37.5 %

\*A single grade is awarded

## Indonesian (Second Language) – Year 10<sup>+</sup> SEAL students only

### Rationale:

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

### Structure:

#### Unit 1:

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience, be able to listen to, read and obtain information from spoken and written texts and be able to produce a personal response to a text focusing on real or imaginary experience.

#### Unit 2:

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions and give expression to real or imaginary experience in spoken or written form.

#### Unit 3:

On completion of this unit the student should be able to express ideas through the production of original texts and analyse and use information from spoken texts and exchange information, opinions and experiences

#### Unit 4:

On completion of this unit the student should be able to analyse and use information from written texts and be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Indonesian-speaking communities.

### Entry:

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment:

**Unit 1 and 2:** Individual school decision on levels of achievement.

#### Unit 3 and 4:

- **Unit 3 school-assessed coursework:** 25 %
- **Unit 4 school-assessed coursework:** 25 %
- **Examinations\*:**

<b>oral component</b>	12.5 %
<b>written component</b>	37.5 %

\*A single grade is awarded



# Geography

## **Rationale:**

Geography is a subject for those students interested in going places. It is suitable for students wishing to undertake tertiary study in courses involving studies of the natural environment, human activity, planning and design, visual representation and research skills. Each place on the Earth's surface possesses characteristics that make it unique and subject to change. The following ideas are also important: people–environment relations, management and conservation, and the spatial implications of the exercise of power.

## **Unit 1: Hazards and Disasters:**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

## **Unit 2: Tourism:**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23% of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures.

## **Unit 3: Changing the land:**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Many processes such as geomorphological events, plant succession, have altered natural land cover and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on

## **Unit 4: Human Population – trends and issues:**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

## **Assessment:**

**Unit 3** school-assessed coursework: 25%

**Unit 4** school-assessed coursework: 25%

**End-of-year examination:** 50%

# Health and Human Development

**Rationale:**

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

**Unit 1: The Health and Development of Australia's Youth**

This unit focuses on the health and individual human development of Australia's youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

**Unit 2: Individual human development and health issues**

This unit focuses on the lifespan stages of childhood and adulthood. The study of health is constantly changing with many emerging issues that have impacts on Australia's health and development. An ageing population, new advances in technology, use of alternative health services, the impact of environmental change and acknowledgement of human rights and ethics are all issues that governments and communities need to consider in planning for the future of the health system.

**Unit 3: Australia's health**

This unit examines The National Health Priority Areas (NHPAs) initiative which provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Funding for the Australian health system involves a combination of both government and non-government sources. Students explore how both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

**Unit 4: Global Health and Human Development**

In Unit 4 human development is about expanding people's choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

**Entry:**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**Assessment:**

**Units 1 and 2:** Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. An end of year exam will be written.

**Units 3 and 4:**

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

## 20<sup>th</sup> Century History – Year 10<sup>+</sup> SEAL students only

### **Rationale:**

History provides valuable knowledge about the background of the modern world and the way we live, and is suitable for students with a wide range of future plans. It allows us to explore the possibilities of the future of our society with caution knowing what has and has not worked in the past. History helps us to fully understand and appreciate the social, political and economic battles fought by our ancestors for the benefits that we inherit today. We recognise the hardships they endured for the benefit of later generations and the societies in which these generations will live.

### **Unit 1: 20<sup>th</sup> Century History (1900 – 1945)**

The 20<sup>th</sup> century began with the common theme of international conflict and revolution. The grim events of the Russian Revolution and the two World Wars, combined with the Holocaust, one of the most chilling examples of genocide, denotes one of the darkest eras of humankind. This study looks at how these grim events impacted on the way people lived under Hitler or Stalin. Students also analyse the way that we express ourselves culturally through mediums such as art, literature, music and film.

### **Unit 2: 20<sup>th</sup> Century History (1945 – 2000)**

1945 saw the dropping of the first atomic bomb on Hiroshima. An unlikely alliance between the West and the Soviet Union saw Germany and later the European continent split in half along the Iron Curtain. People power emerged. Social change highlighting racial and gender inequalities along with Anti-Vietnam war movements were prevalent with even the Olympics becoming a theatre for protest. In this unit, students examine how political ideas are presented and protected, how active citizens can change the social makeup of society and discuss the issues emerging at the end of this, the greatest century of social and political change.

### **Assessment:**

**Unit 1 and 2:** Individual school assessments including end of year exams.

# Legal Studies – Year 10+ Students Only

**Rationale:**

Every day, in hundreds of ways, the law shapes our world. Legal Studies introduces students to the process of law-making and methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon their lives. This study also assists in the development of students' knowledge of their basic legal rights and responsibilities.

**Structure:** The structure is made up of four units:

**Unit 1: Criminal Law and justice**

This unit explore the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of the possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

**Unit 2: Civil Law and the law in focus**

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims. This unit also investigates the alternative avenues for dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

**Unit 3: Law Making**

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It examines the role of Parliament and the court system and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

**Unit 4: Dispute Resolution**

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Students develop an understanding of the criminal and civil pre-trial and trial procedures that operate within the Victorian legal system. The jury system, adversary system and the overall effectiveness of our legal system will also be looked at.

**Entry:**

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3, prior to undertaking Unit 4.

**Assessment:**

**Unit 1 and 2:** Individual school assessments including end of year exams.

**Unit 3 school-assessed coursework:** 25 %

**Unit 4 school-assessed coursework:** 25 %

**End of Year exam:** 50 %

# Media

## Rationale:

The media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of industrial organisation, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences.

## Unit 1:

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

## Unit 2:

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

## Unit 3:

This unit provides students with opportunities to develop their understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

## Unit 4:

This unit allows students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

## Assessment:

**Units 1 and 2:** School assessed tasks and coursework, mid and final examinations

**Unit 3:** School-assessed Coursework: 8 %

**Unit 4:** School-assessed Coursework: 12 %

**Unit 3 and 4:** School-assessed Task: 35 %

**End-of-year examination:** 45 %

# Music Performance

## Rationale:

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

## Structure:

### Unit 1 and Unit 2:

These units focus on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

### Unit 3:

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

### Unit 4:

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimize their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

## Entry:

There are no prerequisites for entry to Units 1, 2 and 3. However, students should have at **least three years of experience prior to Year 11** on a musical instrument or voice and we request that they have the support of an instrumental teacher who specialises in their chosen instrument. Students must undertake Unit 3 prior to undertaking Unit 4.

## Assessment:

**Units 1 and 2:** Individual school decision.

**Units 3 and 4 Music Performance:**

**Unit 3** school-assessed coursework: 20 %

**Unit 4** school-assessed coursework: 10 %

**Units 3 and 4** aural and written examination: 20 %

**Units 3 and 4** performance examination: 50 %

## Outdoor & Environmental Studies – Yr10+ Students Only

### Rationale:

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

Students are expected to participate in at least 20 hours of outdoor activity for each unit. This usually comprises a blend of outdoor recreational activities, environmental fieldwork and one extended experience, comprising an overnight camp, per unit.

In Units 1 and 2 students will participate in a 3 day camp to Torquay and a 3 day canoe/hike along the Genelg River. In Units 3 & 4 students are expected to attend one organized camp per unit. They will participate in a bushwalking in the Otways, plus an environmental awareness camp to Bridgewater that includes horse riding. The cost of participating in the camps is in addition to the fees and levies charged at the beginning of the year.

### Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

### Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments.

### Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

### Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

### Entry:

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

### Assessment:

**Units 1 & 2:** For this unit students are required to demonstrate achievement of the two outcomes - based on the student's performance on a selection of assessment tasks.

### Units 3 & 4:

**Unit 3:** School-assessed Coursework 25 %

**Unit 4:** School-assessed Coursework 25 %

**End of year examination:** 50 per cent

# Physical Education – Yr10+ Students Only

**Rationale:**

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

**Costs:** To allow for the cost of students participating in practical activities outside of school grounds that relate back to the theory components of study a cost will be additional charges.

**Unit 1: The Human Body in Motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

**Unit 2: Physical Activity, Sport and Society**

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

**Unit 3: Movement Skills and Energy for Physical Activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

**Unit 4: Training to Improve Performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

**Entry:** There are no prerequisites for Units 1, 2 and 3; although students planning to study Units 3 and 4 are advised that completing Units 1 and 2 would be of a learning advantage

**Assessment:**

**Units 1 and 2:** School assessment based on practical and theoretical elements

**Units 3 and 4:**

**Unit 3** School-assessed Coursework: 25 per cent

**Unit 4** School-assessed Coursework: 25 per cent

**End-of-year examination:** 50 per cent



# Product Design and Technology: Wood

## **Rationale:**

This study engages student in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

**Structure:** The study is made up of four units. While completing these theoretical studies, students also undertake a design and construction of their own choice.

## **Unit 1: Design modification and production**

This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer, and analysis and evaluation of a design. The design and production work students complete will need to include three points of difference to improve an existing design/product.

## **Unit 2: Collaborative design**

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

## **Unit 3: Design, technological innovation and manufacture**

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influences the design and development of products within industrial/commercial settings.

## **Unit 4: Product development, evaluation and promotion**

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

## **Entry:**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **Assessment:**

**Units 1 and 2:** School assessed coursework, mid and final examinations

## **Units 3 and 4:**

**Unit 3:** school-assessed coursework: 12%

**Unit 4:** school-assessed coursework: 8 %

**Units 3 & 4:** school-assessed task: 50 %

**Units 3 &4:** examination: 30 %

# Psychology

## Rationale:

Psychology is the study of the nature and development of the mind and behaviour. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology. This subject aims to engage students in the study of human behaviour from biological, behavioural, cognitive and social perspectives. Students gain a broad perspective of the study as a science and apply scientific principles to investigations of psychology.

## Unit 1: How are behaviour and mental process shaped?

Students explore the scope of psychology, its specialist disciplines and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

## Unit 2: How do external factors influence behaviour and mental processes?

A person's attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested.

## Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

## Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a bio psychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors

**Entry:** There are no prerequisites for entry to Units 1, 2 and 3. Students do not have to do Units 1 and 2 prior to doing Unit 3, but must undertake Unit 3 prior to Unit 4.

## Assessment:

**Unit 1 & Unit 2:** These units are assessed internally. Assessment could include: annotated folio of practical activities, data analysis, debate, essay, evaluation of research, media response, oral presentation or tests and year-end exams

## Unit 3 & Unit 4:

**School-assessed coursework:** assessment could include all of those from Unit 1 & 2 above.

Unit 3 school-assessed coursework: 16%

Unit 4 school-assessed coursework: 24%

**Examinations:** End-of-year examination: 60%

# Studio Arts – General and Photography

## **Rationale:**

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

## **Unit 1 Artistic inspiration and techniques**

In this area of study student's focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organizes written and visual materials.

## **Unit 2 Design exploration and concepts**

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

## **Unit 3 Studio production and professional art practices**

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

## **Unit 4 Studio production and art industry contexts**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

## **Assessment:**

**Units 1 & 2:** As determined by the school

**Unit 3:** School Assessed Coursework: 5%

**Unit 4:** School Assessed Coursework: 5%

**Unit 3 & 4 School Assessed Task:** 60%

**Final Examination:** 30%

# Visual Communication and Design

## Rationale:

Visual Communication and Design is about drawing, designing and communicating. Units 1, 2, and 3 consist of practical applications and written research (30% theory, 70% practical). Written work during the course includes research into Professional Design techniques as well as a study of design principles. Practical work is equally balanced between creative and conventional graphic techniques. You can focus your design studies on your area of choice depending on your interests or career path.

**Practical skills include:** Freehand drawing, typography, computer aided design (CAD), digital photography, technical illustration convention, and presentation techniques.

**Related career paths include:** Graphic Design, Industrial Design, Architecture, Interior Design, Fashion Design, Printing Industry, Marketing, Web Design, Digital Imagery, Illustration, Applied Art, Cartography, and Environmental Design.

## Unit 1 Visual Communication Design Skills

Students will explore drawing systems and graphic techniques as well as analysing graphics.

### Areas studied

- Folio of instrumental drawings of objects using appropriate drawing systems
- Freehand drawings from observation using a variety of media and techniques
- Folio of visual communications that includes design elements, principles, and computer graphics
- Written report with visual material explaining the communication production process

## Unit 2 Communication in Context

Students will use graphic techniques and drawing systems. Analyse and redesign existing graphics.

### Areas studied

- Folio of instrumental drawings that include 2D and 3D drawing systems, and computer aided design
- Freehand drawings that shows rendering techniques and the application of media
- Written report with visual material, explaining how visual communications reflect influences and communicate ideas and information

## Unit 3 Visual Communication Practices

Students will investigate and produce visual communications in a professional setting and evaluate samples.

### Areas studied

- Folio of manual and Computer Graphic systems to design a final presentation
- Analysis of the effectiveness of a range of visual communications
- Analysis of professional practices and communicators.

## Unit 4 Designing to a Brief

Students are to prepare a brief, in the design and production of two final presentations.

### Areas studied

- Preparation of a brief for a client's need and targeted audience
- Developmental folio that explores the need of the client's brief
- Produce two final presentations that satisfies the client's brief

## Assessment:

**Units 1 and 2:** School assessed tasks and coursework, mid and final examinations

**Unit 3** school assessed course work: 33%

**Unit 4** school assessed course work: 33%

**Written examination:** 34%

## APPLICATION FOR ENTRY INTO YEAR 10Plus PROGRAM

### Parent/Guardian Application Form

Full Name of Student \_\_\_\_\_

Student Date of Birth \_\_\_\_\_

School attended in 2016 \_\_\_\_\_

Year 9/10SEAL Teachers for:

English \_\_\_\_\_

Humanities \_\_\_\_\_

Mathematics \_\_\_\_\_

Science \_\_\_\_\_

Postal Address \_\_\_\_\_

\_\_\_\_\_

Phone: Home \_\_\_\_\_ Work \_\_\_\_\_ Mobile \_\_\_\_\_

Email Address \_\_\_\_\_

#### Instructions:

- Applicants must complete the three-stage referral process to be considered for the 10Plus program at Warrnambool College.
- A referral from at least ONE core subject teacher is required; however additional teachers may provide written evidence to support the student's application.
- Current Semester 1 reports must be forwarded to Warrnambool College as soon as they become available at the end of Term 2, 2016, if the applicant is currently not enrolled at Warrnambool College.
- Please feel free to use more than the limited space we have provided for your justification.
- These forms (and supporting evidence) should be completed and returned by 24<sup>th</sup> June 2016 to:

**SEAL Coordinator - Mark O'Sullivan, Warrnambool College, Grafton Road,  
Warrnambool, 3280**

**Warrnambool College may request applicants attend individual interviews if further clarification is required, prior to final selection in early Term 3, 2016.**

## Parent Support for Application

Parents should add comments below in support of their child's application into the 10Plus program. The following points could be addressed:

- Enjoyment of being challenged academically
- Preference for independent work
- Curiosity and/or multiple interests
- Ability to generate original ideas
- Strong work ethic
- Strong sense of justice and fairness
- Resilience

Parent / Guardian Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

## Student Nomination Form

Thank you for your interest in the applying for the Year 10Plus Program at Warnambool College. We are interested to hear why you would like to be part of the program. Please respond to a selection of the points listed below, providing examples from your school experiences, to support your application.

- Enjoyment of being challenged academically
- Preference for independent work
- Curiosity and/or multiple interests
- Ability to generate original ideas
- Strong work ethic
- Strong sense of justice and fairness
- Resilience

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

**Year 9 Teacher Recommendation Form (Phoenix and/or Science only)**

Thank you for supporting the student's application for entry into the 10Plus program at Warrnambool College. We are interested to hear why you believe they should be part of the program. Please respond to a selection of the points listed below, providing examples from the student's classroom/school experiences, to support their application.

- Enjoyment of being challenged academically
- Preference for independent work
- Curiosity and/or multiple interests
- Ability to generate original ideas
- Strong work ethic
- Strong sense of justice and fairness
- Resilience

Teacher Name \_\_\_\_\_ Subject: \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_



**10 SEAL Teacher Recommendation Form (English, Humanities or Science)**

Thank you for supporting the student's application for entry into the Year 10Plus program. We are interested to hear why you believe they should be part of the program. Please respond to a selection of the points listed below, providing examples from the student's classroom/school experiences, to support their application.

- Enjoyment of being challenged academically
- Preference for independent work
- Curiosity and/or multiple interests
- Ability to generate original ideas
- Strong work ethic
- Strong sense of justice and fairness
- Resilience

Teacher Name \_\_\_\_\_ Subject: \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

## **SPORTING PATHWAY PROGRAM APPLICATION FORM**

*Must be accompanied by the following referral forms and returned to school office by 10th June 2016:*

***Student referral form***

***Year 9 teacher referral form***

***Sporting Coach referral form***

Based on application numbers we may be required to interview for a place in the program.

### **Student's Details**

Surname: \_\_\_\_\_

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_

Gender: (please circle) M/F                      Age: (current) \_\_\_\_\_                      Date of Birth: \_\_\_\_\_

### **Parent/Guardian Names**

Mother/Guardian: \_\_\_\_\_

Father/Guardian: \_\_\_\_\_

### **Primary Family Home Address**

Street Number and Name: \_\_\_\_\_

Suburb: \_\_\_\_\_ Post Code: \_\_\_\_\_

Contact Phone Number: H \_\_\_\_\_ M \_\_\_\_\_ W \_\_\_\_\_

Email Contact: \_\_\_\_\_

Sport of Interest: (please circle – can circle two if interested in both)

Soccer              Golf              Basketball              Netball              Australian Rules Football

Tennis              Hockey              Cricket

***Note: sports will only be offered if there is enough student interest***

Cost of the program will depend on the sport of interest and student numbers per sport. The base payment per sport will range between \$800-900 per year. Sports such as Golf and Tennis may have additional coaching fees due to the amount of students involved in the sports specific training sessions. Other Sporting Academies across the state cost significantly more than this base payment. See below for what each student receives for this payment. Payment can be made in two instalments – one at the beginning of the year and one at the beginning of Term Three.

What a student receives for their Sporting Pathway annual payment:

- 35 week program
- Approx. 70 specialised coaching sessions in their chosen sport conducted by qualified coaches with accreditation and working with children's checks. Warrnambool College staff will also be present at all training sessions.
- Two periods of strength and conditioning session – programs will be guided and facilitated by Federation University (Ballarat) and implemented by qualified strength and conditioning coaches in the High Performance Centre.
- Approx. 35 advanced physical education sessions conducted and supervised by qualified, external instructors and Warrnambool College staff.
- Two trips to Federation University to conduct pre and post testing under the supervision of qualified Exercise and Health Science lecturers.
- Set uniform including training top, polo and shorts; some sports may require students to purchase additional uniform products. This uniform can be worn as school uniform.

**PLEASE NOTE:** This is the proposed program; it is dependent on student/family interest.

# Sporting Pathway Program

*Please return to school office by 10th June 2016*



## Sporting Coach Referral Form

Full Name of Student:

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Name of Coach:

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Position Held:

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Contact no.:

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Present Club/Training Venue:

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Student's position in your team (if applicable):

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**Student's sporting strengths:**

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**Student's sporting weaknesses:**

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**Student's training commitment and coachability:**

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**Attitude / Sportsmanship:**

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Sporting Coach's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form should be completed and returned by **10 June 2016** to:

Adam Matheson

Warrnambool College, Grafton Road, Warrnambool 3280

# Sporting Pathway Program

*Please return to school office by 10th June 2016*

## **CONFIDENTIAL Teacher Referral Form**

(To be completed by the student's current year level teacher)

Full Name of Student:

Current School:

Teacher's Name:

Grade(s) that I taught this student:

Contact phone number at this school:

How long have you known this child?

Please indicate the degree to which you believe the student demonstrates the following behaviours:

Behaviours	Very High	High	Medium	Low	Very Low
Demonstrates persistence toward learning in the classroom					
Supports peers with their learning					
Demonstrates mutual respect towards others teacher and peers in the classroom					
Demonstrates mutual respect toward teachers and students in the yard (during recess and lunch)					
Actively works on weaknesses in their learning					
Welcomes feedback as an opportunity to learn					
Demonstrates resilience when confronted with challenging learning in the classroom					
Is a leader and accepts responsibility					
Applies learning to real world situations					
Willingly extends their own learning					
Is friendly, has the ability to mix well with peers and displays sensitivity to the feelings of others					
Is a leader and accepts responsibility					
Selects a range of ways to communicate with their teachers and peers					

Please list additional information that highlights the student’s effort and attitude toward learning (in and out of the classroom), which may be relevant in determining this child’s suitability for the sporting pathway program.

*Please note that in order to remain in the program, students must be able to consistently demonstrate a high level of effort and positive attitude toward their learning across all subjects.*

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Teacher’s Signature: ..... Date: .....

This form should be completed and returned by **10 June 2016** to:

**Adam Matheson  
Warrnambool College  
Grafton Road  
Warrnambool 3280**

## Sporting Pathway Program

*Please return to school office by 10th June 2016*

### Sporting Coach Referral Form

Full Name of Student: \_\_\_\_\_

Name of Coach: \_\_\_\_\_

Position Held: \_\_\_\_\_

Contact no.: \_\_\_\_\_

Present Club / Training Venue: \_\_\_\_\_

Student's position in your team (if applicable): \_\_\_\_\_

#### **Student's sporting strengths:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **Student's sporting weaknesses:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **Student's training commitment and coachability:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **Attitude / Sportsmanship:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sporting Coach's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form should be completed and returned by 10 June 2016 to:**

**Adam Matheson**

**Warrnambool College**

**Grafton Road Warrnambool 3280**