Wonthaggi Secondary College

YEAR 10 HANDBOOK 2016
FRONT COVER PHOTOS
Year 10 2015 Student Leaders - Kyle Ross, Nick Lawson, Brook Love (former student & Guest Speaker), Esinath Karema. Absent: Tessa Sydenham

Year 10 Soccer Team - Winners at South Gippsland Titles

BELOW
Mr Darren Parker (McBride Campus Principal) with Student Leadership Group
Welcome to our new Year 10 students for 2016!

You will find all the information you need to know about subject selection in this Handbook. Take time to read the content of each subject prior to making your final selection for 2016. Remember that your Year Level Coordinators will also help with any information you may require.

During Terms 3 and 4, Year 9 students will be counselled regarding their selections for 2016. You will need to discuss your subject selection with your Parents/Guardians and the Year 10 Coordinator. The Middle School Year Level Coordinators and subject teachers are also important contacts in deciding your Year 10 subjects.

- An extensive array of subjects is available to you. Please take time and choose wisely. Careful planning and purposeful selection of subjects is important.
- Advanced units are offered for students who have studied advanced Middle School units (some of these advanced units are offered as VCE subjects).

Year 10 students may study a VCE or VET in Schools subject as part of their Year 10 program. The opportunity to undertake such studies is dependent on academic performance, student work ethic and teacher recommendation. If you perform well, you may be sufficiently prepared to study a VCE Units 3 & 4 (Year 12) subject along side your VCE Units 1 & 2 course in Year 11. Many students have done this successfully in previous years. This arrangement may increase your chances of entry into tertiary education programs, as ideally you will have completed six VCE Units 3 & 4 subjects instead of the usual five subjects by the end of Year 12.

Success and reward in senior schooling are most likely to be achieved when students attend regularly and are committed to their studies.

Good luck in 2016!
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<th>ENGLISH KEY LEARNING AREA</th>
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<td>Literature</td>
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<tr>
<th>HEALTH &amp; PHYSICAL EDUCATION LEARNING AREA</th>
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<tr>
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<td>Sports of All Sorts</td>
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<td>Fun &amp; Fitness</td>
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<td>Healthy Active Girls</td>
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<td>Physical Education for Boys</td>
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<td>HUMA</td>
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<td>24</td>
<td>HUMB</td>
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<td>VCE Geography Unit 1</td>
<td>25</td>
<td>GEX11</td>
</tr>
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<td>VCE Australian &amp; Global Politics Unit 2</td>
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<td>PSX42</td>
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### LANGUAGES KEY LEARNING AREA

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<th>Language</th>
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<td>Indonesian</td>
<td>26</td>
<td>LIN</td>
</tr>
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<td>Japanese</td>
<td>26</td>
<td>LJP</td>
</tr>
<tr>
<td>Languages School Units</td>
<td>27</td>
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### MATHEMATICS KEY LEARNING AREA

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<tr>
<th>Subject</th>
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<th>Code</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>28</td>
<td>MA</td>
</tr>
<tr>
<td>VCE General Standard Mathematics</td>
<td>28</td>
<td>MA071/72</td>
</tr>
<tr>
<td>Mathematics Elective: Pre-Calculus</td>
<td>29</td>
<td>MAPC</td>
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</table>

### SCIENCE KEY LEARNING AREA

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
<th>Code</th>
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<tbody>
<tr>
<td>Life, The Universe and Everything</td>
<td>30</td>
<td>SCIL</td>
</tr>
<tr>
<td>Advanced Science - Life, The Universe and Everything</td>
<td>30</td>
<td>SCAL</td>
</tr>
<tr>
<td>Living in a Material World</td>
<td>31</td>
<td>SCIM</td>
</tr>
<tr>
<td>Advanced Science - Living in a Material World</td>
<td>31</td>
<td>SCAM</td>
</tr>
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### TECHNOLOGY KEY LEARNING AREA

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<th>Code</th>
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<tr>
<td>Information Technology</td>
<td>32</td>
<td>TIC</td>
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<tr>
<td>Fashion &amp; Textiles</td>
<td>33</td>
<td>TFT</td>
</tr>
<tr>
<td>Textiles - Design &amp; Decorating</td>
<td>33</td>
<td>TDD</td>
</tr>
<tr>
<td>Cookery - People and Food (International)</td>
<td>34</td>
<td>TCF</td>
</tr>
<tr>
<td>Materials (Food) - Cookery &amp; Service</td>
<td>34</td>
<td>TMF</td>
</tr>
<tr>
<td>Systems – Automotive Technology</td>
<td>35</td>
<td>TALL</td>
</tr>
<tr>
<td>Woodwork</td>
<td>35</td>
<td>TWW</td>
</tr>
<tr>
<td>Engineering in Metal</td>
<td>36</td>
<td>TEM</td>
</tr>
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### TERM DATES FOR 2016-2017

#### 2016
- Term 1: January 27 (teachers start) to March 24
- Term 2: April 11 to June 24
- Term 3: July 11 to September 16
- Term 4: October 3 to December 20

#### 2017
- Term 1: January 30 (teachers start) to March 31
- Term 2: April 18 to June 30
- Term 3: July 17 to September 22
- Term 4: October 9 to December 22
THE YEAR 10 PROGRAM

OVERVIEW

The Year 10 Program at McBride is based on a combination of compulsory and elective units. In Year 10, eight subjects are studied in each semester. Three of these are English, Mathematics and Industry and Enterprise. These subjects run for the full year.

The other five subjects in each semester are a combination of Science, Humanities and the chosen electives. Each of these subjects runs for one semester.

COMPULSORY SUBJECTS

Students must study English, Mathematics, Industry and Enterprise, Science and Humanities. Students choose mainstream or advanced for Mathematics, Science and Humanities.

ELECTIVE UNITS (6 SUBJECTS OVER 2 SEMESTERS)

To ensure that students have a broad range of subjects they must choose one Art, one Technology and one Health and Physical Education subject.

An additional three subjects are chosen from any area. You may not study any subject twice (except Outdoor Education as each semester is different).

Restrictions: If you choose – PADV Advance, VET Furniture Making, VET Sport & Recreation or VET Outdoor Recreation you will have only two additional choices. – LANGUAGES, you will have only one additional choice.

THE COUNSELLING PROCESS

Students can make informed decisions about subject selection by consulting all of the resources available to them. These include:

- Information Evening - Wednesday 26th August, 7pm. Flexible Learning Centre Dudley Campus
- Counselling Day – Tuesday 1st September
- Year 10 Handbook 2016
- Year 9 and 10 Coordinators
- Careers Advisor at McBride – Jack Taylor
- Integration Teacher – Gay Findlay
- Subject teachers – Dudley Campus
- Parents and siblings

Always seek help if you are unsure. Students should choose subjects that they are interested in and/ or have good skills in.

The subject selections will be entered on the computer and a timetable developed to cater for as many students’ first choices as possible. It is not always possible for all students to have their first choice, and for this reason we ask the students to make reserve choices in order of preference. Final date of subject selection sheet to be handed in to the Year 9 Coordinators, Friday 4th September.

Students who have selected VCE/VET subjects will be counselled by the Year 10 Co-ordinator, as will students where clashes or other problems have occurred.
VCE OR VET SUBJECTS IN YEAR 10

VCE and VET subjects are undertaken in Years 11 and 12, however, a limited number of VCE Units 1 & 2 subjects and several Vocational Education in Schools (VETiS) subjects are offered to Year 10 students. The main reasons for considering this option would be:

- To challenge and extend yourself.
- To gain some experience of how VCE/VETiS works.
- To improve your chances of selection into tertiary studies by taking a unit 1 & 2 subject in Year 10 then units 3 & 4 (year 12 level) in Year 11. This will give you 6 studies at the end of Year 12 instead of the usual 5. There is also the possibility of studying a first year university subject in Year 12, provided you have already successfully completed a Year 12 subject in Year 11 (See VCE Coordinator for more information).
- Or to study a subject, in which you are interested, but would not have room for in a full VCE program.

SOME SUITABLE SUBJECTS COULD BE:

**VCE**

**VETiS**
Furniture Making, Engineering Studies, Automotive Studies, Sport and Recreation, Outdoor Recreation, and Media

**OFF CAMPUS VETiS**
Interested students should see the VET Coordinator for information on courses. Options available e.g. Hospitality, Equine Studies, Hairdressing

**Costs:** Students doing an external VET course are required to pay a $200 bond to secure their place in the course. The bond is fully refundable on the student’s completion of the course.

In most cases Year 10 students would attend the Year 11 class however Geography, Australian & Global Politics, VET Furniture Making, VET Sport & Recreation, VET Outdoor Recreation, General Maths and Industry & Enterprise (Unit 1) will be offered in the Year 10 blocks. (Subject to sufficient numbers).

**SOME CONDITIONS**
To be able to successfully undertake a VCE or VETiS or OFF CAMPUS VETiS unit, in most cases you will need to have excelled in related studies in Year 9 or achieved success in related extension studies in Year 9. It is essential when considering an advanced program to seek the advice of your Year 9 teachers. Places for Year 10 students in VCE/VETiS are also dependent on availability and timetable restrictions and places will be limited. Students need to seek advice from YLC’s, teachers and the Careers Counsellor. Students will be interviewed by the Year 10 Co-ordinator and their choices discussed with them. Where students have missed out they will be asked to choose again from the available subjects.

As a general rule, one VCE or VETiS, or OFF CAMPUS VETiS Year 11 subject is the limit for Year 10 students, to ensure success in all the subjects undertaken.

**INFORMATION ON LEVIES**
Wonthaggi SC is committed to providing quality programs and to keeping necessary levies and charges to a minimum. We minimise levies and charges by ensuring that all program participants contribute. Most activities and camps are subsidised by subject levies or other charges. If these levies or charges have not been paid (in the year in which the selection is made) the cost for the activity or camp will not be subsidised – i.e. full price will have to be paid.

Parents with a valid Health Care card are entitled to a $225 payment per student (no age limit) from the Victorian Government to go towards students’ Camps, Excursions or Sport costs. Please contact the school (56713700) for an application form or download one at [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef).

Any student with outstanding subject levies from previous years is unlikely to be considered for subjects which incur a levy in 2016.
### YEAR 10 TIME ALLOCATION

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<thead>
<tr>
<th>KEY LEARNING AREA</th>
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<td><strong>CORE SUBJECTS:</strong></td>
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<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Industry and Enterprise</td>
<td>2</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>  Compulsory subjects taken as electives</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>ELECTIVE SUBJECTS:</strong></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>3 electives x</td>
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<tr>
<td></td>
<td>4 lessons each</td>
</tr>
<tr>
<td></td>
<td>per semester</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
</tr>
<tr>
<td>Health, Physical Education</td>
<td>12</td>
</tr>
<tr>
<td>(includes one compulsory PE elective)</td>
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**TOTAL NUMBER OF LESSONS PER WEEK** 30
The Year 10 Certificate of Achievement acknowledges the positive and consistent application to study throughout the year. The attainment of this certificate enables automatic progression to the next year level.

Criteria for achieving this certificate are:

- Year 10 students must pass 5 out of 7 subjects per semester but cannot fail two units in the same Key Learning Area.

Coordinators and Principals reserve the right to award certificates to students who do not meet the specified criteria. Students with variations to the regular school program can then also be considered for certificates of achievement.

Failure to receive a certificate will result in students and their parents/guardians attending an interview to ascertain their status in the school and to discuss their progression to the next year level.
AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

This new eleven level structure reflects the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

Initially AusVELS will incorporate the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). Gradually over time the remaining Domains will be moved from the current VELS framework to the new nationally developed AusVELS framework. AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

<table>
<thead>
<tr>
<th>PHYSICAL, PERSONAL AND SOCIAL LEARNING</th>
<th>DISCIPLINE-BASED LEARNING</th>
<th>INTERDISCIPLINARY LEARNING</th>
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<tr>
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<td>The Arts</td>
<td>Communication</td>
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<tr>
<td>Health and Physical Education</td>
<td>English</td>
<td>Design, Creativity and Technology</td>
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<td>Interpersonal Development</td>
<td>The Humanities</td>
<td>Information and Communications Technology</td>
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<td>Personal Learning</td>
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<td>The Humanities – Geography</td>
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<td>The Humanities – History</td>
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<td>Mathematics</td>
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<td></td>
<td>Science</td>
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The domains are assessed over 11 levels from Foundation to Year 10 and at secondary school level students would be generally completing work up to Level 10.

- Year 7 students would normally be progressing towards Level 7.
- Year 8 students would normally be progressing towards Level 8.
- Year 9 students would normally be progressing towards Level 9.
- Year 10 students would normally be progressing towards Level 10.

It is important to understand that students develop at different rates and achieve competencies according to their existing knowledge, interests, maturity levels and skills. Therefore some students achieve certain skills earlier or later than others. The outcome levels listed above are only a guide to the majority of students’ anticipated progress. Parents and carers seeking further information are encouraged to contact the College or access the official website (http://ausvels.vcaa.vic.edu.au/).

At Wonthaggi Secondary College, most subjects will reflect one of the AusVELS domains. Some of these domains reflect a particular subject such as Mathematics, while other domains are considered across a range of subjects.
ARTS KEY LEARNING AREA

ADR

DRAMA

Course

Content: In Year 10 Drama students are involved in a series of creating, making and presenting workshops through which they explore a variety of performance styles.

Students identify and apply play-making techniques and expressive skills to develop and enhance their own drama works. They perform both scripted plays and group devised performances where they script, direct and act in their own plays.

Students are encouraged to identify, analyse and interpret drama. Review and evaluation of their own pieces, a professional performance and/or professional workshop, help them to develop their own critical responses using appropriate drama and theatre language.

The semester culminates in the presentation of a play devised by the students to other members of the school community.

Assessment: A series of performances and performance analysis will be assessed.

Costs: All excursions/performances/workshops are contained to a charge of $20. The school subsidises these activities from the Year 10 curriculum charge.

ADE

DRAMA - EXTENSION

Course

Content: This subject is an opportunity for students with a strong commitment to Drama, to further develop the skills acquired in mainstream Drama. The focus of the course content is on developing students’ performance skills through intensive workshops. Students will explore a range of performance styles and gain an understanding of the elements required to stage a major production. The semester will culminate in a performance with students assuming responsibility for creating, performing and producing the play. It is strongly recommended students considering studying VCE Drama, complete this unit.

Special Requirement – Satisfactory completion of ADR-Year 10 Drama or teacher recommendation, are required for entry to this subject.

Drama – Extension qualifies as an art elective and contributes to the minimum requirements for the Arts Key Learning Area.

AMU

MUSIC

Course

Content: This course further develops students’ knowledge of the elements of music. Students will look at techniques of composition in different styles and traditions. They will also develop skills in group and solo performance situations, and undertake theory and aural exercises. This subject is particularly recommended for those students wishing to study either VCE Music Performance or VCE Music History & Styles.

Assessment: Solo and group performances, written reports, student composition, theory and aural tests.
ARTS KEY LEARNING AREA

ATD 3D - ART - SCULPTURE

Course Content: In this unit students will explore the processes of Additive and Subtractive sculptural techniques. In doing this students will research past and contemporary sculptural themes and techniques. These may include clay, carving and assemblage. 3D drawing skills will be developed via a focus on drawing processes relevant to this study. Written work will examine various artists and their practice.

Assessment: Sketchbook
Final Folio works
Written assignment tasks

Requisites: A3 Sketchbook (available on the booklist)
Art apron

ASS STUDIO ART

Course Content: Exploring different techniques and methods to produce final artworks is the focus of Studio Art. Students will learn how to develop sources of inspiration and will be encouraged to translate their observations, ideas and experiences into a visual form.
In Studio Art students will explore practical areas of painting and printmaking.
In painting, students will learn oil painting and water painting techniques using canvas and other supports. Areas of investigation may include colour mixing, glazing and impasto methods and the use of mediums.
In printmaking students will explore techniques of relief printing, etching onto metals and plastics and stencil work.
Drawing is an important aspect of the course and students will be provided with a range of exercises to extend and improve their drawing and creative skills. Lessons will be directed, however there will be opportunity for students to follow individual pathways.
Students will be required to have a sketchbook to document their plans, drawings, material trials and technical information. Written work will examine various artists, styles and techniques that relate to practical tasks studied.

Assessment: Sketchbook
Final Folio works
Written assignment tasks

Requisites: A3 Sketchbook
Art apron
Recycled plate to be used as a palette
**ACD**  CREATIVE DIGITAL DESIGN

**Course Content:**
This course is designed to provide an introduction to the Adobe Creative Suite of software used by designers in a variety of professional areas. The course aims to develop skills and a solid basis for further studies in a broad array of VCE Arts subjects. Students will develop skills across a range of techniques which could include Logo and Print design, Creative Digital photography, 2D and 3D Digital Animation, and elements of web and print design. Students will become aware of the Design Process, including responding to a brief, brainstorming and developing a folio of ideas, skills and techniques in the production of their own work.

**Topics:**
Topics may include:- Illustration, Web design, Print Design, Photo Manipulation and Animation.

**Assessment:**
Students will be graded on technical development, final production and theoretical studies.

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**ABD**  BUILDING DESIGN

**Course Content:**
Building Design is a conventional (technical) drawing area. Emphasis is placed on relevant skills, and understanding of correct procedures, layouts, line uses and presentation. Creative problem solving is also undertaken. Students will maintain a comprehensive sketchbook recording notes, theory, and procedures. This subject can also effectively leads into VCE Visual Communication Design and other practical studies.

**Topics:**
Pictorial Perspective Drawing  Pictorial Paraline Drawing  
Orthogonal Drawing  Use of Scale  
Composite Orthogonal Drawing Layout  Site Plans  
Elevations  Detail/Sectioning  
Rendering  Design Brief  
Model Making  

**Assessment:**
Students will be graded on a variety of introductory skill exercises, the development of ideas, final artwork and theoretical studies.
ARTS KEY LEARNING AREA

AVD  VISUAL COMMUNICATION DESIGN

Course Content: This unit of study looks at all aspects of design and attempts to build on existing knowledge, improving skills in both conventional and creative areas. Illustrative, photographic and digital methods will be explored as we create visual solutions to varied conceptual needs.

Topics: Pictorial Drawing - Two and Three Dimensional Rendering Illustration Composition Working to a Brief

Assessment: Students will be graded on their initial ideas, developmental drawing, final artwork and theoretical studies.

AFM  FILM MAKING

Course Content: The course aims to give students a taste of Media Studies and teach them some of the theoretical and practical skills required for the creation of short films. The course aims to develop film making skills. Students will complete a film study and analysis of how meaning is constructed in film. The course aims to develop a range of practical media skills including storyboarding, plot development, video camera technique, audio recording, video and audio editing. Much of the content is ‘hands on’. Students will be required to work on smaller group exercises and develop a production in a collaborative manner.

Assessment: 1. Film analysis 2. Video editing exercise 3. Group productions
ARTS KEY LEARNING AREA

APH SLR PHOTOGRAPHY

Course Content: This subject provides an introduction to the fundamental skills and practices of SLR photography in a digital environment. Students will focus on learning how digital SLR cameras work, developing these skills and learning the principals of good photography.

REQUIRED MATERIALS
As with all art electives students will need to supply and maintain an A3 art folio as part of their assessment.


Cost: Although there is no cost for this subject students are expected to do a lot of printing so they need to ensure they have print credit at all times.
IE011 INDUSTRY & ENTERPRISE - VCE UNIT 1

This subject is compulsory for all Year 10 students at WSC. On successful completion of this subject, students will have a credit of one unit towards their VCE program. It is expected that students participate in the school's Work Experience program to satisfactorily complete the unit.

Course Content: This unit involves a thorough career exploration designed to allow students to match their skills, interests and abilities with future job prospects. The unit also considers work place issues and integrates Work Experience as a key component.

Areas of Study:
- Exploring career options through an understanding of the student’s skills, interests and abilities.
- Investigating possible career pathways.
- Job application preparation including letters of application, resumes and preparing for a job interview.
- Investigating workplace issues such as Occupational Health and Safety and conditions of work.
- Senior Programs course counselling and subject selection.

Assessment: S or N based on the demonstrated achievement of the required outcomes. Assessment tasks will be graded (ie. A+ through to N) with the final grade provided on the end-of-year report. A progress report will be provided at the half-year.

Cost: Texts are supplied by the school through the Year 10 curriculum charge.
In Year 10 students are required to study a year long program in English.

**ENG ENGLISH**

**General Description:** The Year 10 English Program seeks to develop students’ skills in and knowledge of reading, writing, speaking and listening as well the study of techniques of persuasive writing. Students will develop a folio of written work, incorporating the use of ICT, which contains texts written for different audiences and purposes. Students will explore a range of text structures and develop skills of re-drafting and proof-reading using and improving their skills in spelling, grammar and punctuation. They will read a wide range of complex texts whilst considering their context and purpose, writing Analytical Text Responses to demonstrate their understanding of ideas, place, symbols and character. They will learn techniques to use in producing creative writing pieces and will submit a creative story for assessment in Semester One. They will also study persuasive writing and speaking and will deliver an oral presentation to the class, based on a current issue in the media.

**Course Content:**
- Writing- Comprehension & Analytical
- Text / Context response which may include: Novels, films, poetry, short stories, plays
- Analysis of Persuasive Language, Oral Presentations,
- Speaking and Listening (class contribution)

**Texts required:**
1. The Curious Incident of the Dog in the Night-Time - Mark Haddon
2. A Streetcar Named Desire - Tennessee Williams

**ENL LITERATURE**

This is an extension English Elective, students must still complete English as part of the Year 10 program

**General Description:** In Year 10 Literature, students will have the opportunity to read and appreciate a wide range of texts. There will be a particular focus on learning the conventions associated with different forms of text; short stories, film, plays, novels and poetry. They will examine how authors create meaning with language and structure. Students will also examine the historical and social context of the author, and how it can affect the texts they create. The analytical skills introduced in this course will be a valuable foundation for VCE Literature. Students will respond to the set texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. It also gives some insight into the assessment types students will encounter in Literature in future years.

**Course Content:**

<table>
<thead>
<tr>
<th>Text</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Film</strong> Amelie</td>
<td>Close analysis of a scene</td>
</tr>
<tr>
<td></td>
<td>Review of the film</td>
</tr>
<tr>
<td><strong>Novel</strong> The Perks of Being a Wallflower - Steven Chbosky</td>
<td>A creative response written to be included within the format of the story</td>
</tr>
<tr>
<td><strong>Novel</strong> Nineteen Eighty-Four - George Orwell</td>
<td>An analysis of the views and values evident in selected passages</td>
</tr>
</tbody>
</table>
PES  SPORTS SCIENCE

Course Content: This unit will provide students with the background required in Year 11 & 12 Physical Education. through the study of human physiology, sports injuries, biomechanics, nutrition, energy systems and fitness components. Practical classes will complement theory work.

Assessment: 1. Participation in practical classes 80% minimum.
2. Work book
3. Semester test/Exam
4. Worksheets

PEA  SPORTS OF ALL SORTS

Course Content: This unit will provide students with an insight into factors which influence people’s choice of sports and recreations and a study of factors which lead to improvement in performance.

Assessment: 1. Participation in practical classes 80% minimum
2. Class work
3. Projects
4. Tests/Exam

PEF  FUN & FITNESS

Course Content: This unit provides students with the knowledge and practical experiences of developing fitness and body image. Students will identify fitness components and energy systems relevant to many sports. They will investigate various training methods (circuit training, plyometrics, flexibility, resistance training) to improve the components and learn how to test them.

Assessment: 1. Participation in practical classes 80% minimum
2. Class work
3. Projects
4. Tests/Exam
5. The training program: design, implement, pre and post test the training program based on the individuals needs.
**PEG**  HEALTHY ACTIVE GIRLS

**Course Content:** The Physical Education Program should enhance girls’ health and help each girl become a well adjusted and co-ordinated individual. This is achieved through a variety of activities aimed at meeting the needs and interests of girls.

**Theory Component:**
1. Fitness
2. Women in sport
3. Posture
4. Body Image
5. Media images of health and beauty
6. Nutrition

**Assessment:** Each student will be assessed according to progress in practical sessions and satisfactory completion of the work requirements of the theoretical component. An 80% attendance and participation rate will be required for satisfactory completion of the course.

**PEB**  PHYSICAL EDUCATION FOR BOYS

**Course Content:** This elective is designed to cater for the male student of Year 10. A wide range of units aimed at meeting the needs and interests of boys will be offered. Units of work will be selected from: Cricket, Football codes, Fitness, Hockey, Basketball and Badminton

**Theory Component:**
1. Fitness
2. Systems of the body.

**Assessment:** Will be based on skills tests and theory work. An 80% attendance and participation rate will be required for satisfactory completion of the course.
HEALTH & PHYSICAL EDUCATION KEY
LEARNING AREA

PED  DANCE AND MOVEMENT

Course Content: This unit provides students with the opportunity to experience and develop skills in the area of Dance and Movement. Active involvement in all areas and the ability to work co-operatively with peers is essential.

a) Dance: exposure to social and cultural dance styles and modern and creative dance. A brief history of dance and differences in dance styles will be researched.

b) Movement: aerobics, dance instructors for modern dance and ballroom dance.

c) Theory work: body systems and fitness, nutrition and sporting performance, body image, dance elements and choreography.

Assessment: 1. Practical participation – 80% minimum
2. Work book & labs
3. Class work
4. Theory tests
5. Group and individual routines in dance and movement
6. Exam

PHE  HEALTH EDUCATION

Aim: To enhance the physical, intellectual, social and emotional well-being of students by increasing their knowledge of skills useful in everyday life, helping them understand themselves and others in developing skills needed in engaging in relationships, making decisions and taking action.

Course Content: The content will be designed to include topics relevant to Year 10 students from the following areas:

1. Being Myself, Caring about Myself
2. Safe Practices
3. Association with others
4. Sexuality
5. Food and Nutrition
6. Consumer Health
7. Community Health
8. Physical Growth and Development

Assessment: Students will be required to participate actively in class discussions, complete individual and group projects relevant to specific topics covered and maintain a Personal Development workbook.
**OED OUTDOOR EDUCATION**
The subject will be offered on a semester basis as - **OED1** for Semester 1 & **OED2** for Semester 2

Course Content: Outdoor Education examines ways in which experience in the outdoor natural environment influences human development. Students examine methods of safe participation in outdoor adventure activities in a theoretical setting and through the practical application of theoretical concepts covered. The impact that humans have on their immediate environmental surrounding is also examined. This includes both the impact of recreational and other practices. Strategies humans can use to minimise such impacts are investigated. Semester 1 is more water-based due to climate conditions.

Semester 1: **Practical Component**
(Chosen From)
- Surf Life Saving/Surfing
- Surf activities/Canoeing
- Mountain Bike Riding

**Theory Component**
(Chosen From)
- Water Safety/Surf Awareness
- River Awareness/First Aid basics
- Minimal Impact Strategies

Semester 2: **Practical Component**
(Chosen From)
- Bush Cooking
- Mountain Bike Riding
- Bushwalking/Beach Activities
- Rock Climbing

**Theory Component**
(Chosen From)
- Bush Cooking
- Bike Safety
- Conservation Study/Rock Climbing skills
- Minimal Impact Living

Assessment: Students are assessed through five methods all of equal weight. These include:
1. Log Books – Written journal of elected practical activities.
2. Minor Projects – Work completed in class related to practical activities
3. Major Project – Homework task in which students research methods of environmental impact reduction
4. Practical participation
5. Test / Exam

Costs: $70.00 per semester (covers students transport, outdoor cooking and life saving costs)

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**PADV OUTDOOR RECREATION—ADVANCE**

Course Content: This unit provides students with the opportunity to develop teamwork and team building skills, leadership and initiative, community service responsibilities and accredited skill development in Surf Life Saving (Bronze Medallion) and Level 2 First Aid. Students will also complete the Certificate II in Outdoor Recreation which is also an industry recognised qualification. The course equips students with the skills necessary for supervised and assistant level employees in Outdoor Education activities. Some of the practical elements of the course include Mountain Biking, Surfing, Lifesaving, Snorkelling, Snowboarding, Canoeing, Rock climbing and sit on top surf ski.

**NOTE:** **ADVANCE is to be selected both in semesters 1 and 2 Students must have completed VYDP in Year 9 to take part in this unit. Students cannot select Outdoor Recreation Surfing Year 10 if doing ADVANCE**

Costs: $70.00 per semester covers Transport, Lifesaving, Surf Bronze Camp, Wilson’s Promontory Camp, Uniform and First Aid Course

Camps: Students will have the option to participate in several camps during the year. Snowboarding Camp - approximate cost $550 - $600, depending on student numbers.
OUTDOOR RECREATION—SURFING

Course Content: Outdoor Recreation - Surfing is specifically aimed at learning about the surfing industry, developing personal surfing skills and gaining nationally recognised qualifications. These qualifications will include Surf Rescue, Surf Judge Level 1, First Aid Level 1 and Surf Coaching certifications. Students will be required to develop leadership roles in assisting and organising outdoor experiences, planning and running surf events internally at school and externally on organised camps. Students will complete a Certificate II in Sport and Recreation (Surfing) and will also be required to complete a work experience component for a full completion of the course. There is a strong practical component of the course which will require students to participate in a variety of surf craft activities, lifesaving and to develop a wide range outdoor skills and experiences. This subject is aimed specifically at students with a strong interest in participating in surfing, organising and judging surfing events and learning how to coach beginners.

NOTE: Outdoor Recreation (Surfing) is to be selected both in semesters 1 and 2. Students cannot select this subject if doing Outdoor Recreation ADVANCE

Assessment: Each module can be assessed by several different ways, these include:
1. Tests
2. Assignment Work
3. Practical Participation

Costs: $70.00 per semester - Transport, Coaching Courses, Surfing camp and First Aid Course.

Snowboard Camp - approximately $550 - $600, depending on student numbers.

Camps: Students will attend a surfing camp (Ripcurl Pro) during the year and/or the possibility to attend a snowboard camp.
VECR 1/2  SPORT & RECREATION - AFL FOOTBALL

Course Content: Certificate 11 Sport and Recreation (AFL) is aimed at students interested in a career in recreation, especially the fitness industry.

- The course equips students with the skills necessary for assistant level employees within the recreation industry. In addition, several course modules address key areas of Australian football such as conditioning, officiating, coaching and playing.
- All core modules and selected elective modules must be satisfactory completed to achieve a pass. Students undertaking this course will need to complete work experience in a suitable recreational work place.
- Students will complete a Certificate 11 in Sport and Recreation (AFL) and will have the option leading into Sport & Recreation (Fitness Focus) in the following year.

NOTE: Sport and Recreation - AFL Football is to be selected both in Semesters 1 and 2. Students cannot select Outdoor Recreation Advance or Surfing.

Assessment: Each module can be assessed by several different ways, these include:
1. Tests
2. Assignment Work
3. Practical Participation

Cost: Nil
HUMANITIES KEY LEARNING AREA

Year 10 students undertake a full year of study in Humanities by selecting both History & Geography (HUMA) and Business and the Law (HUMB) in their course.

Humanities develops the knowledge and skills already acquired in previous studies and provides an understanding of the content of subjects which can be studied in VCE: History, Geography, Legal Studies, Business Management, Accounting, Australian & Global Politics and Economics.

**HUMA History & Geography**

This unit develops students’ knowledge of the history of the twentieth century and the geography of human and natural environments.

**Areas to be studied:**

1. **History** - An overview of significant events of the twentieth century and an in depth study of World War Two, including the causes, events and significance, with an emphasis on Australia’s involvement in the war.

2. **Geography** - An introduction to geographic concepts and skills, a study of coastal environments and their management and an examination of how geographers measure and compare human living standards and quality of life.

N.B. No text required

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**HUMB Business & The Law**

This unit develops students’ knowledge of the main areas of business studies.

**Areas to be studied:**

1. **Economics** - how economic decisions are made and how they affect businesses and citizens.

2. **Accounting and business planning for small businesses** – developing a business plan and basic accounting skills.

3. **Law** – an introduction to the operation of the courts and the legal system including how the law affects young people.

N.B. No text required

**Assessment:**

A variety of assessment tools are used to assess students including assignments, research projects, topic tests and exam. A grade is recorded for each area of study, tests and exam.
HUMANITIES KEY LEARNING AREA

Students may elect to study two VCE units instead of Humanities (A) and (B). Typically students who are endeavouring to maximise their Year 12 ENTER score select the following course. These students then have two additional VCE units credited towards their VCE program, which gives them the option of studying a Year 12 subject as part of their Year 11 course.

Students who are interested in taking up this option should plan their VCE course carefully and seek advice from their Year Level Co-ordinator, current teachers and Mr Jack Taylor, the Careers teacher.

GEO11 UNIT 1 - HAZARDS & DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Areas of Study:
- Characteristics of hazards
- Response to hazards and disasters

Outcomes:
- In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.
- On completion of this unit, the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment:
S or N based on the demonstrated achievement of the outcomes. Assessment tasks will be graded and include a mandatory Fieldwork task. Satisfactory completion means a subject is credited to students at the VCE Year 11 level.

N.B. Purchase of text necessary. Second hand copies available from current students.

PSX42 UNIT 2 - VCE AUSTRALIAN & GLOBAL POLITIC - The Global Citizen

Course Content:
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness (the global threads) of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Areas of Study:
- Global threads
- Global cooperation and conflict.

Outcomes:
- Students should be able to identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
- Students should be able to describe and analyse the extent to which the international community is cohesive and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment for Units 1 & 2:
S or N based on the demonstrated achievement of the Outcomes specified above. Satisfactory completion means a subject is credited to students at the VCE Year 11 level.

N.B. No text required.
<table>
<thead>
<tr>
<th>LANGUAGES KEY LEARNING AREA</th>
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<tbody>
<tr>
<td><strong>LIN</strong></td>
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<tr>
<td><strong>Course Content:</strong></td>
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<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<th><strong>LJP</strong></th>
<th><strong>JAPANESE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Content:</strong></td>
<td>Japanese at Year 10 level continues to build on the knowledge and skills gained in previous years. Hiragana and Katakana script are used in all written work and the 75 basic Kanji (Chinese characters) required before the commencement of VCE are gradually introduced.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Individual achievement will be assessed in relation in the areas of speaking, listening, reading and writing.</td>
</tr>
</tbody>
</table>

**Note:** The running of these courses are subject to satisfactory student numbers.
Selamat
Safe
Add the times of day to make formal greetings: “Selamat pagi”: “Good morning.” “Selamat siang”: “Good day.” “Selamat malam”: “Good evening”. “Selamat jalan”: “Safe journey!” (Goodbye).
MA071/72  VCE GENERAL STANDARD MATHEMATICS

General Mathematics is offered to provide further extension for students who have completed (PAL) accelerated maths classes in middle school or who are highly capable advanced mathematic students. Students considering studying higher mathematics at tertiary level should undertake General Mathematics. General Mathematics is taken instead of Year 10 Level A or B Mathematics.

**Areas of Study:**
- Univariate and Bivariate Statistics
- Graphs
- Matrices
- Measurement
- Vectors
- Networks
- Functions
- Variation
- Algebra
- Trigonometry
- Sequences and Series
- Business Mathematics

**Assessment:** S or N will be awarded depending upon satisfactory achievement of the outcomes in each unit.
MATHEMATICS KEY LEARNING AREA

MAPC MATHEMATICS ELECTIVE: PRE-CALCULUS

Course Content: This is a semester-based elective subject offered to students who wish to study a Maths/Science course at VCE and beyond (Engineering, Medicine, Science etc), as well as students who enjoy studying Mathematics. Students will be provided with the essential skills for study of higher levels of Mathematics at VCE and into various tertiary courses.

<table>
<thead>
<tr>
<th>Topics Covered</th>
<th>Linear equations</th>
<th>Linear relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions and relations</td>
<td>Probability</td>
<td>Surds, Exponential functions &amp; Logarithms</td>
</tr>
<tr>
<td>Matrices</td>
<td>Circular functions</td>
<td>Problem Solving / Investigations</td>
</tr>
<tr>
<td>Gallery of graphs</td>
<td>Introduction to Calculus</td>
<td></td>
</tr>
</tbody>
</table>

Assessment: Assessment will be made by unit tests, projects, homework, assignments and exams.
Year 10 Science is a core subject. There are two semesters of work, each with a different emphasis. It is preferred that each semester is studied separately; occasionally students will complete them both in one semester.

ONE SUBJECT FROM EACH OF THE FOLLOWING MUST BE CHOSEN

Choose: SCIL or SCAL and Choose: SCIM or SCAM

SCIL  LIFE, WHERE WE CAME FROM AND WHY

This unit of study prepares students for further study in Biology, Psychology and Environmental Science.

Students identify heritable characteristics and how they are handed down through the generations through the role of genes and the function of DNA. The diversity of life on earth is examined and students discover how individuals and species change over time through natural selection. The evidence for evolution is explored by examining scientific evidence such as the fossil record. The earliest life forms, and the existing descendants, microbes, are also investigated.

By exploring galaxies, stars and solar systems and the Big Bang Theory, the origins and future of the universe are discovered. Global Warming and Climate Change will be investigated through an understanding of the energy and nutrient cycles. Through practical investigations students explore how these concepts affect our understanding of life and where humans fit within the universe.

Assessment:
1. Written Tests
2. Practical Reports
3. Extended Practical Investigations
4. Assignments
5. Exam

SCAL  ADVANCED SCIENCE  LIFE – WHERE TO FROM HERE

This unit prepares students for further study in Biology, Psychology and Environmental Science at a higher level than the SCIL course.

Students examine the basis of life including inheritance, genetics and genetic engineering, how these processes work, and the impact of new genetic understanding and biotechnology. Through practical investigations students explore how this affects our understanding of life.

Students discover how individuals and species change through evolution, and what this means for our future. The interactions of ecosystems, energy cycles and nutrient cycles lead into investigations of what effects the environment has on the future.

The diversity of microbes and their adaptability are studied.

Life on other planets, the history of stars, and the theory of the Big Bang, all form part of the study of the universe.

Assessment:
1. Written Tests
2. Practical Reports
3. Extended Practical Investigations
4. Assignments
5. Exam
SCIENCE KEY LEARNING AREA

SCIM  LIVING IN A MATERIAL WORLD

SCIM is intended to prepare students for study of Physics and Chemistry in VCE.

This unit of study explains the properties of everyday materials in terms of particles and the forces holding them together. Through practical investigations students explore ideas as to how chemicals are grouped together according to their behaviour and summarise different kinds of chemical reactions. Students will also learn about how greenhouse gases and waste contribute to global warming using STELR, integrated unit which explores global warming and renewable energy.

Students will have the opportunity to formulate their own hypotheses and plan and conduct investigations in order to explain the relationships between force, mass and movement using qualitative and quantitative data.

SCAM  ADVANCED SCIENCE – LIVING IN A MATERIAL WORLD

SCAM is Advanced Materials Science and is intended to prepare students for study of Physics and Chemistry in VCE.

This unit of study explains the chemistry of reactions, looking at the reaction process through equations, comparison of reactants and products and calculations of ratios of materials. Properties of materials are related to the electron structure of elements and atoms. STELR is an integrated unit which explores the science of Global Warming and Renewable Energy.

Newton’s laws of motion are investigated with a focus on acceleration and the application of vectors to forces.

Students will have the opportunity to formulate their own hypotheses and plan and conduct investigations in order to explain the chemical and physical relationships of materials.

Assessment: SCIM & SCAM

1. Written Tests
2. Practical Reports
3. Extended Practical Investigations
4. Assignments
5. Exam
TECHNOLOGY KEY LEARNING AREA

TIC INFORMATION TECHNOLOGY

Course Content: In this elective students explore a range of information gathering and presentation tools.

Students will investigate WAMP code and write webpages using WAMP, Photoshop and Dreamweaver. Students will use Flash to create and edit animations, which will then be displayed in an electronic format. They will use spreadsheet and database tools to edit data, and perform application tasks such as ‘mail merge’.

1. Investigate:
   Focus: The range of equipment and programs available to research, organise, present and communicate information.
   Skill: Experience in using computers and programs.

2. Design:
   Focus: To be able to solve information type problems such as product advertising, customer records and analysis of items such as sales.
   Skill: Selecting the right tools to best solve information problems.

3. Produce:
   Focus: To be able to efficiently use Information Tools.
   Skill: Using the computer and software efficiently, to include good file handling techniques, to solve an information problem.

4. Evaluate:
   Focus: Assessment of the quality of the solution produced.
   Skill: Ability to be able to review quality of solutions - by comparing with others, commercial examples, group discussions & presentations.

Assessment:
1. Work folio - Work produced in each of the above areas.
2. Assignments - Problem Solving requiring the use of computer hardware and software tools to produce solutions to information problems.
3. Exam

Note: Students with advanced computer skills or those who have completed the Year 9 Advanced Computer Course—with high grades and are interested in a career in the computing industry, should consider Year 11 VCE IT instead of this subject.
TECHNOLOGY KEY LEARNING AREA

TFT  FASHION & TEXTILES

Course: This unit aims to introduce students to the basics of fashion drawing using theme boards.
Content: Students will also learn to construct garments to individual measurements using commercial
patterns and be evaluated on completion. Students will investigate current fashions, fashion
 designers, fibres and fabrics.

1. Research investigation into local fabric & clothing shops.
2. Design folio of processes and techniques.
3. Production - making two or three items of clothing.
4. Evaluation - evaluate particular fabrics for specific purposes.

Costs: Textile Kits – Dressmaking pins, Bernina bobbin
(available on booklist).
Patterns – Basic patterns supplied by the school.
Fabrics – Fabrics for dress must be purchased by the student.
Other fabrics provided by school.

Note: Students to bring a drawstring bag from home.

Assessment: Assessment will be based on Investigation, Design, Production and Evaluation.

TDD  TEXTILES - DESIGN & DECORATING

Course: This unit aims to develop creative thinking skills and to be innovative with textile media.
Content: Students will explore embellishment, fabric manipulation, creative machine embroidery and
creativity with novelty yarns. Students will also be introduced to the basics of interior
design. Emphasis will be on fostering original ideas, developing them further into the
construction of production pieces and then evaluating their effectiveness.

1. Research investigation.
2. Design - folio of design ideas and techniques.
3. Production - construct a major article and several minor articles.
4. Evaluation - experiment and evaluate various media on a variety of fabrics.

Costs: Textile Kits - Dressmaking pins, Bernina bobbin
(available on booklist).
Patterns - Basic patterns supplied by the school.
Fabrics - Some fabrics will be provided by the school and some fabric to be purchased by student.

Note: Students to bring a drawstring bag from home.

Assessment: Assessment will be based on design folio, skills with creative
techniques, construction and evaluation of production items.
TCF  COOKERY - PEOPLE AND FOOD (INTERNATIONAL)

Course Content:
International Foods allows students to explore the cuisines of various countries and to appreciate how these have impacted on contemporary eating patterns in Australia. Knowledge of various processes and ingredients key to these cuisines will be utilised as students develop and trial a modern recipe of their own.

- Cooking of nutritious multicultural foods
- Factors that influence personal food choices
- Current trends in foods - diet and health issues
- The design process.

Assessment:
1. Design Project
2. Production Planning
3. Production/Cooking
   - Safety
   - Method
   - Finish
4. Production Evaluations

Cost: $50 per semester towards ingredients.

TMF  MATERIALS (FOOD) - COOKERY & SERVICE

Course Content:
This elective focuses on developing students' understanding of the principle of hygienic preparation and service of the key foods. Students begin the course by completing a nationally recognised Food Handler’s Certificate. This knowledge will be applied later in the term when students operate a school based Cafe.

- Cookery - food production and service
- The design process.
- Safety and hygiene.
- Properties of key foods.
- Organisation and time management.

Assessment:
1. Design Project
2. Production Planning
3. Production/Cooking
   - Safety
   - Method
   - Finish
4. Production Evaluations

Cost: $50 per semester towards ingredients.
TECHNOLOGY KEY LEARNING AREA

TALL SYSTEMS - AUTOMOTIVE TECHNOLOGY

Course Content: This unit students will develop an appreciation of the operation of the internal combustion engine, its operating principles and peripheral systems. This will be achieved by investigative assignments, classroom lectures and practical productions using small engine projects. Systems will be investigated and analysed using diagnostic principals and procedures.

Assessment: Will be based on the above and consist of:-
1. Investigation
2. Production projects
3. Diagnostic Reports
4. Exam

For Occupational, Health and Safety Reasons students will not be permitted to participate in practical classes without full overalls and boots (work boots).

TWW WOODWORK

Course Content: Year 10 Woodwork seeks to develop design ideas that are aesthetically pleasing. Various species of timber are used and basic construction techniques are explored. The two products that are completed in Year 10 are the serving tray and chopping board or kitchenware product and a jewellery box.

Safe use of hand and power tools are demonstrated. Students work through investigating existing products on the market and designing their own plan for production. When complete, students evaluate their work.

Assessment: 1. Investigation – Existing products.
2. Design – Initial ideas, plans.
4. Evaluation.
TECHNOLOGY KEY LEARNING AREA

TEM ENGINEERING IN METAL

Course Content: This course will develop skills and knowledge in using a variety of Materials and Machines common in an Engineering and Sheetmetal Workshop. Students will complete at least two major projects. These projects are made up of four phases - Investigate, Design, Produce and Evaluate. This is commonly referred to as the Technology process. Both items need to be completed within the set time span and Drawings, as required, completed for each project.

Assessment: The four phases of the technology process will be assessed and combined to give an overall competency for each project.

Note: Equipment required by students - Protective clothing (overalls, boots etc).

For Occupational, Health and Safety Reasons students will not be permitted to participate in practical classes without full overalls and leather top shoes/boots.
A Complete Education in a Caring Environment

McBride Ave
PO Box 119
Wonthaggi 3995
Phone 03 56713 700
Fax. 03 56721 578

An electronic copy of this handbook is available from the Wonthaggi S.C. Website:

www.wonthaggisc.vic.edu.au

Follow the curriculum link.
YEAR 10 STUDENTS
2015