



**mentone girls'**  
secondary college

# YEAR 10 CURRICULUM HANDBOOK 2018

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# INTRODUCTION

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## Our Goals

The Middle School at Mentone Girls' Secondary College incorporates Years 9 and 10. These years are crucial in the development of young people for them to achieve their potential through education. Research indicates that the habits and skills developed by young people in the Middle School years have a direct impact on their success at VCE.

It is during these years that students begin to explore possibilities for their future vocations, with questions about their directions and capabilities. They also have the confidence and desire to engage in educational experiences to develop their individual interests and abilities.

Our goal is to help our students confidently develop their skills and abilities in an educational environment where they feel valued and have influence. While maintaining a strong framework in the key areas of learning, we provide students with increasing choice and control of their learning. This choice and control over their education will be evident in the curriculum, the special programs and the co-curricular activities.

Students will gain the most from their schooling if they participate in all the College has to offer. Young people each have their own interests, abilities and aptitudes, and we want to provide opportunity for everyone to contribute. The whole College will be richer if we all participate.

The learning partnership between the student, the home and the school is a key to any student achieving their potential in education. In this partnership communication is essential. Please read the newsletter that is published on the MGSC website every second Thursday and contact the Middle School Office if we can be of assistance in any way.

## Our Curriculum

### A Balanced Curriculum

The Victorian Curriculum (and the associated Australian Curriculum) is the Foundation to Year 10 (F-10) curriculum. It 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. It includes both knowledge and skills. These are defined by eight learning areas (Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science and Technologies) and four capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social). A guiding principle views learning as a continuum within each curriculum area, including content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do.

The MGSC Middle School (Years 9 & 10) curriculum offers a broad range of compulsory and elective subjects. These reflect the requirements of the Victorian Curriculum and specifically the content and achievement standards of the respective Learning Areas and Capabilities. The curriculum aims to enable students to access and build a deeper understanding of the connections between their learning and the world around them, as well as to explore how learning might be applied in the world.

The MGSC Year 10 curriculum 2018 has been revised to provide even greater choice for students, allowing them to pursue interest and career pathways while ensuring the provision of a broad education.

The alignment of three Year 10 timetable blocks with VCE blocks will facilitate rationalisation of classes at Years 10 and 11, maximising the number of subjects on offer in 2018, and maximising MGSC staff resources and expertise. Most Year 10 students are encouraged to select an accelerated subject to challenge themselves and to familiarise themselves with the VCE process in a phased approach.

### The Elective Program

The Elective Program enables students to pursue their areas of interest and there is an increasing number of elective units offered and selected over the two years. Students in Year 9 have already studied four elective units of their choice, including the option to continue with their Language studies. In Year 10, students will have further opportunity to select more elective units. Their choices increase to six elective units, within which students have the opportunity to continue with their Language studies and/or access a VCE or VET Acceleration study.

## International Student Program for Middle School

CODE: ESPM

### Aim

This subject takes place over one year for International and EAL students in Year 10: ISPM. The aim is to expand students' abilities to comprehend, analyse and respond to spoken, audio, visual and written texts whilst developing their command of the English language. As their learning develops, the students should have enough skills and knowledge to correlate to the levels of the English standards of their peers. This subject takes place once a week.

### Content

Students will work on expanding their writing skills and understanding the use of English grammar. They will further develop analytical skills in reading a variety of literary and media texts. They will be explicitly taught the metalanguage of units in English, in line with the Victorian Curriculum. To expand their speaking and listening skills, they will research issues and present speeches, and answer questions after listening to short documentaries and films.

### Assessment

A series of writing tasks, grammar activities, a Common Assessment Task, an oral presentation and a test each term.

## English Language Centre

CODE: ELC

### Overview

The English Language Centre provides an intensive course of English study over 20 weeks designed for International and EAL students who are newly arrived to Australia. The aim is to develop students' abilities to understand, analyse and respond to spoken, audio, visual and written texts whilst developing their command of the English language. The course includes topics from appropriate strands of relevant key learning areas of the Victorian Curriculum as well as the EALD companion. On completion of this course, students are ready to enter mainstream curriculum.

### Aim

- To develop students' command of the English language for both socio-cultural and academic contexts
- To develop students' writing skills, usage of grammar, and speaking and listening skills
- To develop analytical skills in reading a variety of literary and media texts as well as shorts texts
- To develop individual/ collaborative learning as well as ICT skills
- To expose students to Year 10 mainstream electives as well as Personal Learning and Sport activities

### Assessment

Students are expected to complete a range of classroom activities and tasks for all topics, set grammar and listening activities, Common Assessment Tasks, research assignments and oral presentations. Students' interpersonal and personal learning as well as their use of ICT are assessed continually; they are also tested on each topic, and prepare a digital portfolio to demonstrate understanding of their learning.

## GUIDELINES FOR YEAR 10 COURSE SELECTION

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### Acceleration (VCE and VET) Studies

Year 10 students are offered the opportunity to undertake one acceleration study from the range of VCE and VET studies offered. This would take up two of their elective options.

For some students, Acceleration is an opportunity to study subjects in Units 1 & 2 that would not normally fit into their two year VCE or to have an industry-related experience whilst still attending school, in the form of a VET study.

Enabling Year 10 girls to do a VCE subject means that they can complete that Unit 3 & 4 subject in Year 11, thus experiencing the rigour and challenge of VCE in one subject. Many of these subjects will be combined year level classes with Year 10s and 11s thus decisions on academic and social readiness will be taken for the best common learning and organisational outcome. Year 11 will be given priority in classes where numbers are limited.

Students who would like to accelerate in a **second** Unit 1 & 2 subject will be considered on a case by case basis. Should a second acceleration be approved there is no guarantee the student will be allowed to accelerate in the two Unit 3 & 4 subjects when they are in Year 11 as Senior School policies and protocols have to be considered.

The subjects offered from VCE in Year 10 generally exclude subjects in English, Maths and Languages where the Year 10 content is essential for strong future academic outcomes.

Undertaking an acceleration VCE study without the extra year of background in that study, and without the extra year of maturity, can be a disadvantage for some students. **Consequently, it is recommended that students carefully consider which study they select as their acceleration VCE subject. Speaking with staff in the relevant Domain Area and obtaining a recommendation from a current teacher as to the suitability of choosing this acceleration study is part of the application process.**

A VCE or VET study requires students to have highly developed organisational skills to manage the workload together with their Year 10 studies. Students can focus so much on the VCE study that they leave little time for other subjects. The result may be that they fail to develop the level of skill in their Year 10 subjects that they will need to excel in Year 11.

**To be considered for a Unit 1 and 2 subject, Year 9 students will need to demonstrate the following in their Year 9 semester 1 report:**

- 80% average across all learning tasks, in the **subject area where the student wishes to accelerate**
- Being at standard or above standard across all subjects
- Good to Excellent in the work habits across most subjects
- 80% attendance

**A 90% attendance requirement is required in VCE (VET). This means that students cannot receive an S (satisfactory) if they do not meet this attendance criterion. It must be noted that family holidays DO NOT fall into the “approved absence” category, and so families who intend taking their daughters out of school for a holiday will seriously put their daughter at risk of receiving an N for their VCE Accelerated study.**

Participation in a Year 10 Acceleration subject can be the highlight of student learning in Year 10. Students considering this option should talk it over carefully with their parents, teachers and with the Careers Pathways Co-ordinator or Middle School Leader. All students must ensure they complete the **VCE/VET Acceleration Studies Application form** which is on page 56.

### **Careers Education Program**

All Year 10 students complete one week of work experience during Term 2. The aim of this week is to extend the horizons of our students beyond the normal classroom by having all students engaged in activities within the workplace. An important feature of this program is providing valuable information for students in their quest of selecting a career pathway and indeed their place in the world after school life.

Students are expected to arrange their own placements in consultation with the Work Experience Coordinator. To ensure the work placement is worthwhile, students are encouraged to commence exploring different avenues of work as early as possible. It is hoped that students take time to consider this placement carefully and that they do not simply fall back on retail work similar to that of part-time employment positions, but instead select an area of interest which may become a potential career pathway for them.

### **Instrumental Music**

Students participating in this program continue to attend a timetabled lesson each week on a rotating basis. Students work towards acquiring an appropriate level of technical competence on their chosen instrument. There is opportunity to join a number of large and small performing groups according to the student's interest and standard. It is an expectation that students catch up, and in fact, keep up-to-date with their class work in the subjects they miss whilst having their instrumental music lesson.

### **Leadership Opportunities**

Middle School students are given the opportunity to develop leadership skills in a number of areas. Elections are held for a number of positions including Year Level Leaders, Peer Support Leaders, House Sports Captains, House Choral Captains, Domain Leaders and SRC positions. These student leaders play an important role within the College, participating in decision-making by their participation in Level Assemblies and a range of other College events such as Open, Information and Parent Evenings.

### **Interschool Sport**

Students have the opportunity to participate in a wide range of College sports teams including cricket, football, hockey, netball, soccer, softball, badminton, squash, table tennis, tennis and volleyball. Regular inter-school sporting matches are played throughout the year. Many Year 10 students also participate as assistant coaches and umpires for Junior School teams.

### **Peer Support**

Approximately forty Year 10 students are selected to be trained as Peer Support Leaders to work with our new Year 7s. Students need to nominate for this role as it is very popular. In this role they develop improved communication skills, build self-confidence and facilitate open discussion among small groups of younger students. The value of this support to the Year 7 students cannot be overestimated. Sometimes the relationships built during this time last for the remainder of the Year 10 student's time at the College.

### **Competitions**

There is a large range of subject-based competitions which the students are encouraged to participate in during Year 10. These activities provide a range of experiences different from their core studies and provide valuable learning experiences that better prepare them for VCE.

## YEAR 10 CURRICULUM STRUCTURE

### Course selection guidelines for Year 10:

- Select three (3) electives per semester.
- Select electives based on interest, vocation and prerequisites for University entrance
- Students are offered the opportunity to select a VCE/VET Acceleration Study as part of their course. This will take up two of the six (6) elective offerings for the year.
- Students selecting a LOTE and a VCE Acceleration study will have two elective offerings left for the year (one each semester).
- Students are encouraged to select a VCE/VET Acceleration Study as part of their course.
- **Year 10 Curriculum** operates on two semesters.
- The structure currently involves **One cycle** which corresponds to 10 days (or two weeks).
- Each **period** is of **75 minutes** duration.

**The shaded areas in both grids indicate where student choice must be made.**

	Semester 1	No. of periods Per cycle	Semester 2	No. of periods Per cycle
<b>Subjects taught In a fixed group (core)</b>	English	7	English	7
	Mathematics	7	Mathematics	7
	Science	6	Science	6
<b>Subjects taught In mixed blocked electives</b>	Elective	6	Elective	6
	Elective (or Language)	6	Elective (or Language)	6
	Elective or VCE/VET Study	6	Elective or VCE/VET Study	6
	Personal Learning	2	Personal Learning	2
	<b>Total periods per cycle</b>	<b>40</b>	<b>Total periods per cycle</b>	<b>40</b>

## THE ARTS

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The Arts include the strands of Art, Dance, Drama, and Music.

### Electives offered in The Arts

Strand	Name of Unit
Visual Arts	Art Ceramics Media Visual Communication and Design
Performing Arts	Music Performance Drama Stagecraft Drama Script and Performance Dance Skills and Technique

### Accelerated Units

Strand	Name of Unit
Visual Arts	VCE Visual Communication Design Unit 1 & 2
Dance	VCE Dance Unit 1 & 2
Art Music Performance Theatre Studies	VCE Art Units 1 & 2 VCE Music Performance Units 1 & 2 VCE Theatre Studies Units 1 & 2

## Art

CODE: 10AR

### Aim

During this unit students will develop practical skills in two-dimensional art practices as well as personal and creative responses to art-related issues and concepts.

### Content

Students will work on a number of exercises that will extend their practical skills in painting, drawing, printing, collage and other two-dimensional mediums. They will develop knowledge in a range of methods, experimenting with a variety of techniques. Throughout the course students will learn to select elements and construct images through trialling and refining design ideas. Extension activities will be provided as required.

Students will also learn about art works and styles through discussion, writing and analysis.

### Assessment

A folio of practical work, visual diary, research assignments, self-evaluations, class notes and class discussions

## Ceramics

CODE: 10CE

The focus of this unit is on the development of creative design skills and on interpreting these using a variety of hand-building, decorative colouring and glazing techniques.

### Content

The course will focus on the principles of creative design and the extension of practical skills. Students will use basic coil and slab hand-building methods and decorative, glazing and firing techniques. They will produce a number of colourful, well-built and imaginative artworks. Students will get the opportunity to use the pottery wheels to create small vessels.

### Assessment Tasks

A folio of practical work, a workbook detailing working methods and design ideas, a research assignment and class notes

## Media

CODE: 10ME

### Aim

- To develop creative and technical skills to produce work in Media.
- To develop reflective analysis and appreciation of media and society.
- To develop awareness of relationships between media and technology.
- To develop individual/group problem solving skills.

### Content

This course will focus on further enhancing student skills using media equipment and technologies such as Photoshop, Garage Band and Final Cut. Students will be given opportunities to explore a variety of different media forms, including digital photography and video production techniques, as well as photographic darkroom experience. Students also analyse films for meaning and audience engagement. This course is excellent preparation for students considering studying Units 1 & 2 Media at VCE level and/or students interested in careers in photography, journalism, filmmaking and advertising.

### Assessment

A folio of practical work, and a workbook detailing ideas, research and analytical notes.

## Visual Communication and Design

CODE: 10VC

### Aim

The unit of study focuses on the Design Process. Students will undertake tasks that are reflective of real-life design problems and in doing so, come to appreciate the role of designers within our community. They will gain insight into the power of visual communication through regular analysis of contemporary graphic design and advertising, as well as appreciation of ethical issues faced by designers.

### Content

Students explore a variety of tasks using the Design Process as a framework for the development of their ideas and technical skills. They develop skills in two and three-dimensional drawing styles and improve their knowledge and appreciation of industry standard design software such as Adobe, Photoshop and Illustrator. They learn a range of thinking techniques and strategies used by designers to enrich and expand on the quality of their ideas and ability to solve design problems. Topics at this level include Design Elements and Principles, The Design Process, competition work and Product/Package design.

### Assessment

The students will be assessed on written and developmental work, as well as the final presentations produced in response to each set design task. The process of idea development and visual documentation will also be assessed.

## VCE Visual Communication Design

CODE: 11VC

### UNIT 1: Introduction to Visual Communication and Design

#### Areas of Study

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

#### Learning Outcomes

On completing this unit students should be able to:

- Create drawings for a different purposes using a range of drawing methods, media and materials
- Apply design elements and design principles to create visual communications that satisfy stated purposes
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors

### UNIT 2: Application of Visual Communication and Design

#### Areas of Study

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

#### Learning Outcomes

On completing this unit students should be able to:

- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected field.
- Manipulate type and images to create visual communication suitable for print and screen-based presentations, taken into account copyright.
- Engage in stages of the design process to create a visual communication appropriate to a given brief.

VCE Art students are expected to participate in excursions to view art exhibitions. In order to complete folios to a high standard weekend workshops may be held and students will be required to attend these.

**UNIT 1:****Practical work: Art and Personal Meaning**

Students will complete set practical works that demonstrate their personal interests through trialling techniques, materials and processes which demonstrate experimentation and refinement. Students will document their thinking and work practices in their visual diary with meaningful annotations.

**Written work: Art and Meaning**

Students analyse and interpret a variety of artworks from both a formal and a personal point of view in order to better understand the intended and unintentional meanings and messages. These investigations will take the form of an essay or assignment as well as class discussion.

**UNIT 2:****Practical work: Artmaking and Cultural Expression**

While continuing to work in a variety of media students will create artworks which explore and develop areas of personal related to their cultural identity. Students will apply their skills in analysis and reflection when documenting their own work in their visual diary.

**Written work Art and Culture**

Students will analyse, interpret and compare a variety of artworks and explore and investigate the ways in which the world and the artist have changed over time and the factors that influence these changes. These investigations will take the form of an essay or assignment as well as class discussion.

***Students will be responsible for purchasing their own equipment and materials where there requirements extend beyond the basic supplies provided by the school.***

**Music Performance****Aim**

This unit of study is designed for students who wish to continue with music, particularly for those who are interested in performance. This unit is also designed to prepare students for entry into VCE Music Performance (group or solo).

**Content**

Music Performance students will prepare and rehearse a solo, technical and ensemble performance program featuring a range of styles and techniques on their principal instrument. Students will continue to develop their aural skills through practical application and learn to apply basic composition and arrangement techniques using music technology.

- **Performance** – Students will use class time to rehearse and prepare solo, group and technical programs on their principal instrument (including voice) for assessment. Students will be encouraged to select music from a range of contrasting styles and focus on the development of instrumental techniques.
- **Aural** – Continuation of melodic, harmonic, rhythmic exercises but with more emphasis on practical applications, e.g. writing melodies, drum and chord patterns.
- **Music Styles** – Students will learn to describe the musical elements and characteristics of music from a range of styles through listening exercises. They will also make critical judgments on live and recorded performances.
- **Theory** – Students will further their understanding of music theory and apply this to writing intervals, chords and scales and develop a basic understanding of the practical application of harmony.
- **Arranging/Composing** – Students will be using the aural and theoretical knowledge gained more extensively and leading to a folio of works both in score and on computer using *Sibelius*.

For each cycle, students will have a combination of rehearsal sessions, aural and theory lessons, analysis and music technology lessons. They will focus on performance and look at approaches to improving and enhancing both solo and group performances. Students will analyse both contemporary and traditional musical examples. Students will use *Sibelius* to complete their composition folio. In addition, they will have the opportunity to attend and perform at musical events in and out of school.

**Assessment**

Students will be assessed on their performance program, music analysis, theory and aural activities and composition folio.

## Drama Stagecraft

CODE: 10ST

### Aim

Students will develop an understanding of a variety of stagecraft in performance.

### Content

Students will explore 'theatre' using stagecraft elements. This will draw on skills from Technology, Media and Drama. They will gain experience in such areas as: lighting, sound, set design and construction, costume design and stage management. Students will participate in practical workshops with theatre technicians.

### Special Conditions

Some extra monies may be required for workshops. There may be rehearsals out of class time.

### Assessment

Students will be expected to maintain a folio and complete various small assignments. They will also be expected to participate in all classroom activities.

## Drama Script & Performance

CODE: 10SP

### Aim

Students will develop an understanding of the techniques involved in realising a text in performance. Students will also learn the skills of direction, script analysis and interpretation, performance and the organisation associated with a production.

### Content

Students will explore a number of scripts and performance styles. They may use various stimuli (art, music, literature and current events) to develop their own performance pieces.

### Special Conditions

The scale and quality of this performance will depend on the dedication and conscientiousness of the class group. Rehearsals out of class time will be expected.

### Assessment

Students will be expected to maintain a folio, complete a performance and write a performance analysis. They will be expected to participate in all class activities.

## Dance Skills and Technique

CODE: 10DA

### Aim

Year 10 dance involves the further development of students' technical abilities and the understanding of their bodies as an instrument of movement. Students become aware of how to use their bodies safely and correctly, concentrating on posture, core stabilisation, strength and body alignment. Previous dance experience is not necessary for this subject. Both students with extensive or little experience can successfully take part in this elective.

### Content

Students will be introduced to choreographic techniques, including the use of form, phrasing, the elements of movement and body actions. Students will continue to practise safe dance techniques and implement warm ups and cool downs as part of their dance preparation. Students will choreograph both a solo and a small ensemble dance works during the semester.

- Demonstrate an awareness of the way that a range of stagecraft elements can be used to communicate dance ideas.
- Students will evaluate the performance of their own choreography and a learnt group dance.
- Research a chosen dance choreographer.

### Assessment

Students will be assessed on their individual dance technique, the ability to choreograph a creative solo and small group work. Students will also complete a research assignment on a chosen dance choreographer.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance, however, students should have approximately 3 years' experience in voice or an instrument of their choice prior to Year 11. Students are required to be enrolled in music tuition with a specialist music teacher on the instrument of their choice. Entry into Units 3 & 4 without first doing Units 1 and 2 of Music Performance is subject to the instrumental/vocal teacher's recommendation and the Director of Music's approval. Generally, a minimum of Grade 5 AMEB standard or equivalent is recommended for Units 3 & 4.

**SELECTION OF AN INSTRUMENT AND WORKS FOR MUSIC PERFORMANCE**

'Instrument' refers to voice as well. The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for performance.

For Units 3 and 4 Performance an end of the year will be presented as either a Solo or Group Performance. Works for this recital will be chosen from a set list.

**UNITS 1 & 2: MUSIC PERFORMANCE****Areas of Study**

These Units focus on enhancing performance on the student's instrument(s) of choice while working on theory and aural skills to improve musicianship.

**1. Performance**

The practice and performance of solo and/or group works.

**2. Preparing for Performance**

Development, description and demonstration of technical exercises related to the performance works.

**3. Music Language**

Music theory, aural skills and the analysis of interpretive decisions made by performers and composers in pre-recorded works.

**4. Organisation of Sound (Unit 2 only)**

Learning and practice of techniques relevant to arranging, composing and/or improvising of music.

**Learning Outcomes**

On completing these units students should be able to:

- Prepare and perform a musically engaging program of group and/or solo works.
- Perform selected technical work and exercises.
- Describe how the selected technical work and exercises support the students' development as an instrumentalist and their preparation of works.
- Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
- Devise an original work as a composition or improvisation, inspired by analysis of music in selected works being prepared for performance (Unit 2 only).

*As a performance approaches students will need to attend out of class rehearsals.*

**UNIT 1: Theatrical styles of the pre-modern era      Areas of Study**

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s.

**Learning Outcomes**

- On completion of this Unit, students should be able to:
- Identify and describe the distinguishing features of playscripts from the pre-modern era
- Apply acting and other stagecraft to interpret playscripts from the pre-modern era
- Analyse a performance of a playscript from the pre-modern era in performance

**UNIT 2: Theatrical styles of the modern era****Areas of Study**

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present.

**Learning Outcomes**

On completion of this unit students should be able to:

- Identify and describe the distinguishing features of playscripts from the modern era of theatre.
- apply stagecraft to interpret playscripts from the modern era
- analyse and evaluate stagecraft in a performance of a playscript from the modern era

**VCE Dance**

*It is recommended that students have three to four years dance and/or movement experience.*

**UNIT 1: Dance****Areas of Study**

In this unit students explore the potential of the body as an instrument of expression. They develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They acquire the knowledge of physiology, including care and maintenance of the body.

**Learning Outcomes**

On completion of this unit, students should be able to:

- To describe and document the expressive and technical features of their own and other choreographers' dance works and discuss influences on their own dance-making.
- Choreograph and perform a solo or group dance work and complete structured improvisations.
- Safely and expressively perform a learnt solo or group dance work.
- Describe aspects of the physiology and demonstrate the safe use and maintenance of the dancer's body.

**UNIT 2: Dance****Areas of Study**

Students expand their personal movement vocabulary and choreographic skills through the exploration of the elements of movement and the study of form. Students apply their understanding of form and the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to dance traditions, cultures, styles and works.

**Learning Outcomes**

On completion of this unit, students should be able to:

- analyse use of the elements of movement, time, space and energy in selected dance traditions, styles and dance works.
- choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.
- be able to expressively perform a learnt solo or group dance work and analyse the processes used.

# ENGLISH

## English is compulsory in Year 10.

There is one English elective in the area of Literature

### Compulsory Studies

Strand	Name of Unit
English	Core English Year 10

### Elective Units

Strand	Name of Unit
English	Literature

## Core English

CODE: 10EN

This is a compulsory study.

### Aim

The study of English is based on the Victorian Curriculum. This unit will encourage the enjoyment of texts and analysis and a range of classic and contemporary texts and develop students' knowledge and skills in creative, expository and persuasive writing. Students will explore the ways in which texts and language are constructed to persuade students to develop the skills and confidence to present their ideas in a range of written, oral and multi-modal forms. The language analysis and critical thinking elements will be studied with a level of sophistication which builds on the skills already acquired in these areas to thoroughly prepare them for related skills in VCE English.

### Content

- Language: oral and written expression, multi-modal texts, language context and purpose
- Literature: novels, poetry, plays, media texts and films
- Literacy: academic vocabulary, language conventions, real life texts
- Personalised learning, study skills and metacognitive skills
- Thinking and interpretation of arguments developed through a range of opinions presented in a wide variety of formats.

### Assessment

Responses to texts, writing folio, issue response and oral communication.

## Literature

CODE: 10LI

### Aim

This unit will encourage the development of a personal interpretation of experience through the close reading of a range of Literature including contemporary and classical texts. Students will be encouraged to be active authors themselves by responding creatively to texts.

This course provides the skills preparation for VCE Literature.

### Content

Students will study a range of both contemporary and classical literature that will include: poetry, novels, and films as text, plays and short stories. They will begin to understand the differences between the genres and how this influences how we respond in writing to them.

### Assessment

All major areas of the course will be examined. There will be essays in response to each text in addition to some formative assessment which measures the progress of students as they develop their critical reading of the various forms of literature. Some summative assessment measures the progress of students as they develop their critical reading of the various forms of literature.

## HEALTH & PHYSICAL EDUCATION

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All studies in Health & Physical Education are electives.  
This learning area covers Health, Physical Education and Outdoor Education.

### Elective Units

Strand	Name of Unit
Physical Education	Inside the Human Body Healthy Minds, Healthy Habits Sports Coaching

### Accelerated Units

Strand	Name of Unit
Health	VCE Health & Human Development Unit 1 & 2
Physical Education	VCE Physical Education Unit 1 & 2

### Inside the Human Body

CODE: 10IH

#### Aim

To increase awareness of body structures and how they relate to the working body systems.

#### Content

- Anatomy – Study of the skeletal and muscular system, joints and tendons and the use of the body as a leverage system.
- Physiology – How the circulatory and respiratory system work and the effects of exercise on the circulatory system. Physiological effects of ergogenic aids. Study of the energy systems within the body. Posture analysis.

#### Practical Component

- Laboratories – Practical application of the theoretical knowledge.
- There will be approximately one lesson every week involving a practical class.

#### Assessment

There are three Common Assessment Tasks in this subject; Developing a Model of a Synovial Joint, Muscular System Test, Cardiovascular System Investigation.

## Healthy Minds, Healthy Habits

CODE: 10HH

### Aim

To increase awareness of students living in the 21<sup>st</sup> Century and the importance of learning how to look after themselves and each other.

### Content

The elective includes investigating:

- Women's Health Issues – girls research issues which affect women worldwide eg sexual exploitation, mental health issues, sexual identity; ovarian cancer
- Negative Relationships - 'Saying no to Violence' – one in four females suffer from abuse. This topic looks at sexual, emotional and verbal abuse. It will cover communication, assertiveness skills and community agencies.
- Skin care: covers the dangers of sun exposure and also how to care for your skin
- Sexuality – developing positive relationships, STIs and contraceptives, babies and teenage mothers. It is expected that all girls take care of the virtual baby for two nights/3 days or over a weekend,
- How to live to 100 and prevent lifestyle diseases e.g. obesity, diabetes type 2 and cardiovascular disease. This unit will look at the role of physical activity, nutritional value of the foods we eat, body image and life/work balance.

This elective will involve lots of discussion, videos, activities and guest speakers.

### Assessment

There are three Common Assessment Tasks for this subject; Letter to a Friend (Baby), Baby diary, Women's Issue presentation.

## Sports Coaching

CODE: 10CO

### Aim

To develop an understanding of how to coach a sporting team. This subject will develop the student's awareness of different coaching styles and techniques. It will incorporate the psychology of sport as well as the responsibility a coach has in terms safety and injury prevention. Students will continue to develop skills and play sports to create lifelong habits. This subject will have a large practical component.

Each week the students will engage in approximately:

- Practical Session – Participation in activities including Pilates, yoga, self-defence, sessions at a local gym as well as participation in a variety of traditional sports such as netball and basketball.
- Laboratory session – These include assistant coaching of junior classes; Peer coaching; Wheelchair Sports Victoria incursion, Bayside Special Develop School and Primary School Coaching sessions.
- Theory Session – as per the content below.

### Content

- Sports Coaching – Focus on a number of aspects of good coaching techniques: planning training sessions; role of a good coach, conditioning the athlete; communication; skill development; group management; sports safety. This will be applied to various subgroups (including a local Primary School and the Bayside Special Development School) and will address the issue of modifying sports for young children and those with disabilities.
- Psychology – Focus on a number of aspects of mental training including arousal and relaxation, visualisation and mental rehearsal, motivation, goal setting, dealing with anxiety, developing a positive mental attitude and the psychological responses to sporting injuries.
- Practical Learning Experiences – These incorporate both the practical and laboratory sessions described above.

### Assessment

- Practical participation in all activities.
- Plan and implement a school-based coaching session.
- Plan and implement a coaching session for primary school students and students with special needs.
- Laboratory reports.
- Semester test.
- Sports Injury Project.

**UNIT 1: Understanding Health and Wellbeing****Area of Study**

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

**Learning Outcomes**

On completion of this unit the student should be able to:

- Explain multiple dimensions of health and wellbeing.,
- Explain indicators used to measure health status and analyse factors that contribute to variations in health.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

**UNIT 2: Managing Health & Development****Area of Study**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

**Learning Outcomes**

On completion of this unit the student should be able to:

- Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood.
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

**UNIT 1: Bodies 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.

**Learning Outcomes**

On completion of this unit students should be able to:

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

**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.

**Learning Outcomes**

On completion of this unit students should be able to:

- Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

## LANGUAGES

Students are encouraged to continue with their chosen language in Year 10 as part of their elective studies. (Normally, when students choose French or Japanese, this choice is a year-long commitment; thus students should choose both Semester 1 and Semester 2 studies.)

### Elective Units

Strand	Name of Unit
Languages	Year 10 French Semester 1
	Year 10 French Semester 2
	Year 10 Japanese Semester 1
	Year 10 Japanese Semester 2

### French

CODE: 10FR

#### Aims

- To develop the ability to communicate in written and spoken French.
- To encourage interest in and understanding of French culture and society.

#### Content

Based on topics and sequence in the *Tapis Volant* text and workbook, the course offers a lively and realistic approach to studying the language. Communicative expressions of progressively more complexity are introduced and supported by a systematic study of the structure of the language. A wide variety of activities using the four macro-skills gives the student the opportunity to develop her capacity to communicate on topics like housing, shopping, eating and restaurants. Developing knowledge and understanding of general and specific aspects of French culture is an integral part of the course.

Students use information and communications technology in a variety of ways to broaden and deepen their learning: word-processing, language games and quizzes, internet research, vocabulary and grammar exercises, and presentation of language and culture topics.

#### Prerequisite

Years 7, 8 and 9 French.

#### Assessment

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, maintenance of notebook and assignments examining aspects of French language and culture.

### Japanese

CODE: 10JA

#### Aims

- To develop the ability to communicate in written and spoken Japanese.
- To encourage interest in and understanding of Japanese culture and society.

#### Content

Based on topics and sequence in the *Hai!* text and workbook, the course offers a lively and realistic approach to studying the language. Communicative expressions of progressively more complexity are introduced and supported by a systematic study of the structure of the language and more complex script forms – *kanji*. A very good working knowledge of both *kana* and syllabaries is assumed. A wide variety of activities using the four macro-skills gives the student the opportunity to develop her capacity to communicate on topics like housing, shopping, eating and restaurants. Developing knowledge and understanding of general and specific aspects of Japanese culture is an integral part of the course.

Students use information and communications technology in a variety of ways to broaden and deepen their learning: word-processing, language games and quizzes, internet research, vocabulary and grammar exercises, and presentation of language and culture topics.

#### Prerequisite

Years 7, 8 and 9 Japanese.

#### Assessment

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, maintenance of notebook and assignments examining aspects of Japanese language and culture.

# MATHEMATICS

*Mathematics is a compulsory study at Year 10.*

The majority of students in Year 10 will study Core Mathematics.

**Some students will be invited by the Mathematics Domain to study Core Advanced Mathematics.**

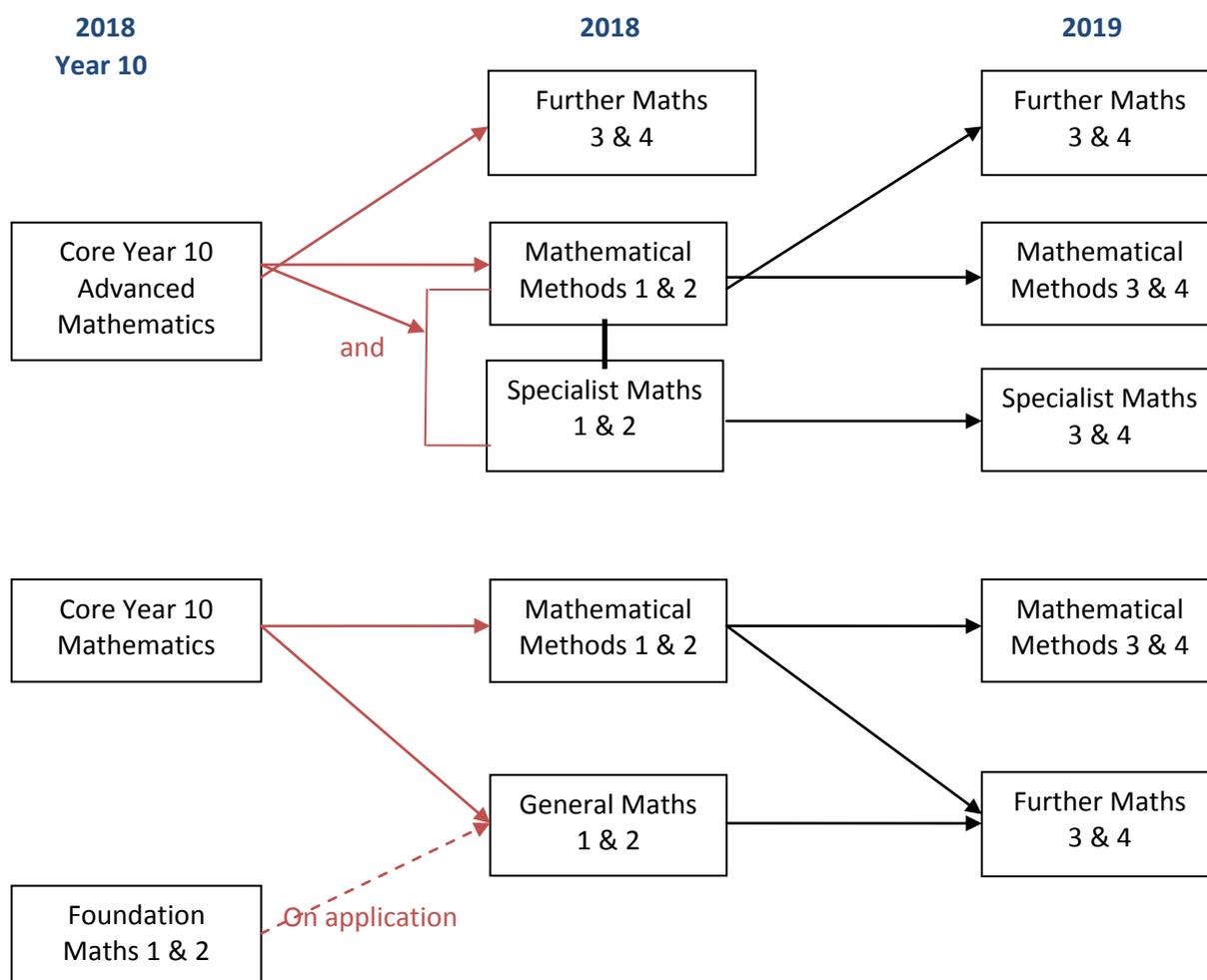
**Other students at this level may be advised by their Year 9 Mathematics Teacher to study VCE Foundation Mathematics (Units 1 & 2).**

These study options will be determined in consultation with the students and be based on students' application to their studies, their mathematics ability and their performance in Year 9 Mathematics test, assignments and exams.

## Compulsory Studies

Strand	Name Of Unit
Mathematics	Core Mathematics Year 10 Core Advanced Mathematics Year 10 Foundation Mathematics Units 1 Foundation Mathematics Units 2

## Possible Future Pathways:



This is a compulsory study. Most students will study 10MA and some students will be invited into 10AM.

**Aim**

- The aim of this mathematics course is for students to:
- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and work-based problems
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- Throughout the year students will use technology, including computer algebra system (CAS) calculators, to support the learning of mathematics and enhance the communication of their ideas.

**Dimensions****Number and Algebra**

They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically.

**Measurement and Geometry**

Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes.

**Statistics and Probability**

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media.

**Special Conditions**

Students should retain their CAS (computer algebra system) calculator from Year 9 as it will be a key resource for their Year 10 and subsequent VCE maths studies.

**Assessment**

All students will complete projects, topic tests, problem solving tasks, regular homework assignments and two end-of-semester exams.

**Additional**

Students will be encouraged to enter/participate in the Maths Extension and Enrichment Activities in class and in external set competitions such as ICAS, University of Melbourne and the Australian Maths Challenge.

**Units 1 & 2****Special Conditions**

Students are recommended to take this course based on their Year 9 Mathematics performance. This course does not progress to any Unit 3 & 4 Mathematics course.

**General Information**

VCE Foundation Mathematics (Units 1 & 2) provides for the continuing development of students who need mathematical skills to support their other VCE subjects.

It is not intended as a course of study for students who wish to pursue Unit 3 and 4 studies in VCE mathematics in the following year.

**Aim**

VCE Foundation Mathematics (Units 1 & 2) has a strong emphasis on using mathematics in practical contexts relating to everyday life. Students are encouraged to use appropriate technology in all areas of their study.

Success in this course of study enables only limited choice for students intending to study VCE General Mathematics (Units 1 & 2).

**Content**

The areas of study are:

- **Space and Shape and Design** – properties of shapes; angles, symmetry and similarity, two-dimensional plans and diagrams, plans of three-dimensional objects, diagrams which incorporate scale conventions and labelling of relevant dimensions
- **Patterns in Number** – practical problems requiring basic operations, practical problems containing decimal fractions, fractions and percentages, formulas and their use
- **Handling Data** – information presented in visual form and used in everyday activities, simple graphs (bar and line graphs and pie graphs using technology), interpretation of graphs and graphics
- **Measurement and Metric System** – workplace problems involving metric measurement, reading, recording and analysing digital and analogue instrument scales

**Assessment**

The award of satisfactory completion is based on a decision that the student has demonstrated achievement of outcomes 1, 2 and 3 as specified below: The decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Outcome 1 – assignments, summary or review notes, tests

Outcome 2 – a report on an application or use of mathematics, a presentation in oral, written, poster, or multimedia format

Outcome 3 – effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

# SCIENCE

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Science is a compulsory study at Year 10.

## Compulsory Studies

Strand	Name of Unit
Science	Core Year 10 Science

## Accelerated Units

Strand	Name of Unit
Science	VCE Biology Unit 1 & 2 VCE Environmental Science Unit 1 & 2 VCE Psychology Units 1 & 2

## Core Science

CODE: 10SC

This is a compulsory study.

## Aim

This course is designed to provide students with a depth of science knowledge, skills and techniques to allow them to relate science to their lives and to succeed in the VCE Science Courses.

## Content

This course covers the following main areas of study:

- Research, relationships and experimental design.
- Now that you have learnt it what can you do with it?
- Exploration of key concepts which are pivotal to Chemistry, Physics, Environmental Science and Biology.

## Assessment

Practical work, research tasks and topic tests.

**UNIT 1: HOW DO LIVING THINGS STAY ALIVE?****Areas of Study**

Students examine the cell as the unit of life and the requirements for sustaining cell processes. They analyse adaptations that enhance the organism's survival and consider the role of homeostatic mechanisms. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to its habitat, how organisms are classified and factors that affect the growth of a population.

**Learning Outcomes**

On completion of this unit, students should be able to:

- Investigate and explain how cellular structures and systems function to sustain life
- Explain how adaptations enhance the survival of an organism, investigate the relationships between organisms in a living community and their habitat, and analyse the factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species.

**UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?****Areas of Study**

This unit focuses on cell reproduction and the transmission of biological information from generation to generation. Students examine DNA replication and cell division. They explore the mechanisms of reproductive strategies. The role of stem cells and their potential use in medical therapies is examined. Students use classical genetics to explain the inheritance of characteristics.

**Learning Outcomes**

On completion of this unit, students should be able to:

- Compare asexual and sexual reproduction and explain how changes in the cell cycle may impact on cell or tissue function and describe the role of stem cells in growth, differentiation and medical therapies.
- Describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

**UNIT 1: HOW ARE EARTH'S SYSTEMS CONNECTED?**

*Students are required to undertake fieldwork to collect data relating to a local environmental issue.*

Life on Earth is dependent on four major inputs: energy, nutrients, air and water. This unit examines the processes and interactions between Earth's four systems: hydrosphere, lithosphere, atmosphere, and biosphere. This unit also investigates how the environment is not static but undergoes continual change. Changes within ecosystems can be short or long term, cyclic or random occurrences. Students will learn about how environmental changes may be monitored and measures. Students will investigate a local environmental issue and will learn how to collect and interpret data about how the environmental issue being investigated affects the local environment.

**Learning Outcomes**

On completion of this unit the student should be able to:

- Identify and describe the components and natural processes within the environment.
- Explain the flow of energy, nutrient exchange and environmental changes in ecosystems.
- Analyse one human-induced environmental change and the options for remediation.

**UNIT 2: HOW CAN POLLUTION BE MANAGED?**

This unit examines the different types of pollution, with a focus on air, water and soil pollution. Students will be able to analyse the effects of pollutants on the environment. There is a focus on how different pollutants can be measured and monitored, as well as treatment to remediate the effects of different pollutants on the environment.

**Learning Outcomes**

On completion of this unit the student should be able to:

- explain the nature of environmental indicators for pollution and ecological health of ecosystems
- investigate and report on an issue involving the management of either an air, soil or water pollutant that is of local interest.
- analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems

**VCE Psychology****UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?**

Students examine how understanding of brain structure and function has changed, how the brain enables us to interact with our surroundings and interactions between areas of the brain. Students will also study the interaction between hereditary and environment and investigate factors that lead to psychological development and disorders.

**Learning Outcome:** On completion of this unit the student should be able to

- Describe how understanding of brain structure and function has changed
- Explain how different areas of the brain coordinate different functions,
- Explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development
- Explain different factors that may lead to typical or atypical psychological development.

**UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**

explore vision and taste – and analyse the relationship between sensation and perception of stimuli. Students also explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. Students will design and conduct a practical investigation related to external influences on behaviour.

**Learning Outcome:** On completion of this unit the student should be able to

- Compare the sensations and perceptions of vision and taste
- Analyse factors that may lead to the occurrence of perceptual distortions.
- Identify factors that influence individuals to behave in specific ways.
- Analyse ways in which others can influence individuals to behave differently.
- Design and undertake a practical investigation related to external influences on behaviour

## THE HUMANITIES

All Humanities subjects are offered as electives.

The Humanities is a study of human progress. Students examine how people have organised themselves in societies over time. They consider how people interact with their physical environment as well as each other. The knowledge, skills and values students acquire in this study, enables them to participate as confident, responsible and active citizens in a democratic society.

### Compulsory

Strand	Name of Unit
Humanities	Fascists and Dictators Unlimited Wealth Gender Agenda Politics

### Accelerated Units

Strand	Name of Unit
Business Management	VCE Business Management Unit 1 & 2
Accounting	VCE Accounting Unit 1 & 2
Sociology	VCE Sociology Unit 1 & 2
Legal Studies	VCE Legal Studies Unit 1 & 2
History	VCE History Unit 1 & 2

### Fascists and Dictators

CODE : 10FD

#### Aim

- To discuss the role that powerful leaders have on the lives of their people
- To maximise key historical skills in preparation for future study of History

#### Content

How do dictators come to power? What might be the connection between Napoleon and Hitler? This unit will focus on the fascists and dictators that have control over their people and the impact they have on neighbouring countries. Where did Absolute Rule begin? How and why did monarchies diminish, and dictatorships grow? How do dictators come to power? What kind of regimes do they run—Capitalist? Communist? National Socialist? Democratic? Building on Year 8 and 9 learning, you will explore the connections between Genghis Khan, Caesar, Napoleon, The Inca, Hitler, Mao Tse Tung, Mussolini, General Tojo, Marshal Tito, Stalin, Idi Amin, Sadaam Hussein, Kim Jong Un, Pol Pot and Fidel Castro. You will learn how they came to power, how they held power, and their impact on their people and those of neighbouring countries.

#### Assessment

Satisfactory completion of a range of tasks including film studies, topic test, oral presentation and research projects.

**VCE Pathway:** This subject is strongly recommended for VCE History

## Unlimited Wealth

CODE: 10UW

### Aim

To gain an introduction as to how economic decisions play a role in all facets of life

To maximise understanding of basic economic theory in preparation for future study in Business Management or Accounting

### Content

Building on Year 9 economics' learning about how the Industrial Revolution was funded, you will learn about economic philosophy (Adam Smith's "invisible hand of the market"), Capitalist vs. Communist (market-driven vs. planned) economies, why markets grow (and crash), and some of the ways people make money and accumulate wealth. You will explore ethical and social issues through studies of Child Exploitation, Animal Rights and Damage to the Environment, as well as reflecting on likely future employment trends in Australia and the impacts of rapidly advancing technologies such as Uber, Amazon, Netflix and Spotify.

### Assessment

Satisfactory completion of a range of tasks including field work, topic tests, research assignments and classroom presentations.

**VCE Pathway:** This subject is strongly recommended for VCE Accounting and VCE Business Management

## Gender Agenda

CODE: 10GA

### Aim

To understand how the impact of women's rights crosses time and borders

To build on key geographic skills from Year 9 in preparation for VCE Geography

### Content

You're at a girls' school. You're single. You've never been pregnant. Why is this not the case for millions of girls your age worldwide? How have the Suffragettes, the Feminist movement, and democracy helped you and not yet reached millions of others? Why are there so few Malalas in the world? Women's wellbeing globally is improving — but aching slowly. You'll research and map levels of female equality, opportunity, domestic violence, attitudes to rape, arranged/child marriage, sex slavery, education in China, India, the Middle East, Africa... and also parts of mainstream and indigenous Australia, where they still remain surprisingly problematic.

### Assessment

Satisfactory completion of a range of tasks including field work, topic tests, research assignments and classroom presentations.

**VCE Pathway:** Strongly recommended for VCE Geography to be introduced 2019.

**Aim**

To understand and apply fundamental political concepts

To understand the nature of contemporary politics and power in national and global contexts

**Content**

You met Pharaohs in Year 7, Feudalism in Year 8, Monarchy and Democracy in Year 9... But where did they come from? Who thought of them? What alternatives are there? And what role do they play in today's movements? The Arab Spring; Brexit; Putin's Russia, the Ukraine, Chechnya and Afghanistan; American Cultural-Economic Imperialism and the rise and fall of Trump; Australia's satellite role, first as a UK/Commonwealth protégé, now a US ally; the rise of ISIS...? This study introduces you to political philosophy and shows its influence around the world.

**Assessment**

Satisfactory completion of a range of tasks including field work, topic tests, research assignments and classroom presentations.

**VCE Pathway:** This subject is strongly recommended for VCE Sociology and VCE Legal Studies

**VCE Accounting****CODE: 11AC****UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS****Area of Study**

This unit focuses on the establishment of a small business and the accounting and financial management of the business.

**Learning Outcomes**

On completion of this unit students should be able to:

- Describe the reasons and explain and apply the knowledge and skills necessary to start up a small business
- Identify, record, report and explain the financial data and information to the owner of a service business using a combination of manual and ICT methods
- Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business

**UNIT 2: ACCOUNTING FOR A TRADING BUSINESS****Area of Study**

This unit focuses on accounting for a single activity sole trader

**Learning Outcomes**

On completion of this unit students should be able to:

- Record and Report financial information for a sole trader.
- Record and Report financial information using an accounting software package, and evaluate and explain the role of ICT in the accounting process.
- Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

## VCE Business Management

CODE: 11BM

### UNIT 1: SMALL BUSINESS MANAGEMENT

#### Area of Study

This unit focuses on the effective management and operation of the small business sector of the Australian economy. Emphasis is placed on developing an understanding of fundamental business concepts, as well as business decision-making, planning and evaluation of performance.

#### Learning Outcomes

On completion of this unit students should be able to:

- Apply a set of generic business concepts to a range of businesses.
- Apply decision-making and planning skills, and evaluate the successful management of an ethical and socially responsible small business.
- Examine the day-to-day operations and ongoing ethical and socially responsible activities of a successful business.

### UNIT 2: COMMUNICATION AND MANAGEMENT

#### Area of Study

This unit focuses on effective communication in achieving business objectives. Knowledge will be developed surrounding the aspects of business communication and students will examine the functions of business marketing and public relations.

#### Learning Outcomes

On completion of this unit students should be able to:

- Explain and apply a range of effective communication methods and forms in business related forms.
- Apply and analyse effective marketing and public relations strategies and processes.
- Apply public relations strategies to business related situations and analyse their effectiveness.

## VCE History

CODE: 11HI

### UNIT 1: TWENTIETH CENTURY HISTORY 1918 - 1939

#### Area of Study

This unit focuses on the impact of World War I and the treaties signed on European society. It looks at the changes to culture and society in the 1920s and 1930s and the rise of fascist governments that imposed controls on the way that people lived. In Germany, this refers to the persecution of Jewish people and other members of society. The unit will also look at the way that writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

#### Learning Outcomes

On completion of this unit students should be able to:

- Use questions to inform a historical inquiry.
- Explain historical significance of particular social and cultural movements.
- Explain continuity and change during the period.
- Analyse perspectives of people from the period.
- Compare historical perspectives.

### UNIT 2: TWENTIETH CENTURY HISTORY 1945 - 2000

#### Area of Study

This unit asks students to explore the nature and the impact of the Cold War and the challenges to existing political, economic and social arrangements in the second half of the twentieth century. They will also look at the challenges and changes to established order in several countries. They will look at the rise of social movements that challenged existing values and traditions.

#### Learning Outcomes

On completion of this unit students should be able to:

- Explain the historical significance of the Cold War and a social movement.
- Explain continuity and change over the Cold War period in the US, Russia and Germany.
- Explain the beliefs and values represented in ideologies of the period.
- Compare historical perspectives.

**UNIT 1: CRIMINAL LAW IN ACTION****Areas of Study**

This unit will focus on:

- Law in Society
- Criminal Law
- The criminal courtroom

**Learning Outcomes**

On completion of this unit students will be able to:

- Explain the principles of criminal law and apply them to one or more cases to justify a decision.
- Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

**UNIT 2: ISSUES IN CIVIL LAW****Areas of Study**

This unit will focus on:

- Civil law
- Civil law in action
- The law in focus
- A question of rights

**Learning Outcomes**

On completion of this unit students will be able to:

- Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
- Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
- Analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

**VCE Sociology****UNIT 1: YOUTH AND FAMILY****Area of Study**

Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family.

**Learning Outcomes**

On completion of this unit students should be able to:

- Explore the way youth and adolescence are constructed as social categories, in the light of differing experiences of young people and how being young differs across time and space.
- Examine the tension between a need to define categories of youth and adolescence, and the negative impacts of categorisation.
- Investigate the social institution of the family, drawing on a range of theoretical approaches to explain the purpose and experiences of family life.

**UNIT 2: SOCIAL NORMS: BREAKING THE CODE****Area of Study**

Students will explore the concepts of deviance and crime, including types and degrees of rule breaking behaviour and why people might engage in these activities.

**Learning Outcomes**

On completion of this unit students should be able to:

- Explore the concept of deviance by investigating the functionalist, interactionist and social control theories of deviance.
- Investigate crime and punishment by exploring patterns of crime and considering a range of factors such as class, gender, age and race/ethnicity.

# TECHNOLOGY

All Technology subjects are offered as electives.

This learning area covers Materials (Textiles, Food and Wood)

**All students complete a minimum of one unit of Technology in Year 10.**

4

## Elective Units

Strand	Name of Unit
Materials	Wood Design Metals & Jewellery Food for Life Fashion and Textiles App Design and Programming

## Accelerated Units

Strand	Name of Unit
Food Studies	VCE Food Studies Units 1 & 2
Design Technologies - Textiles	VCE Product Design Technologies – Textiles Units 1 & 2

## Wood Design

CODE: 10WD

### Aim

To extend the students' knowledge of design and construction techniques when working with timber.

### Content

Students will:

- Respond to and develop their own design briefs
- Research a variety of inspiration and woodwork techniques
- Work with design processes to develop original designs
- Construct woodwork projects, working with appropriate machine and hand techniques
- Evaluate their woodwork products, techniques and working processes

### Assessment

Students will be assessed on a combination of their folio work, including research and design drawings, practical woodwork products and product evaluations.

## Metals and Jewellery

CODE: 10MJ

### Aim

This unit concentrates on developing practical skills in three-dimensional jewellery making. Students will develop their design and production skills in metal, plastics and glass to create several unique pieces of jewellery.

Students will work on a number of projects that will extend their practical skills in jewellery design and technology. They will develop drawing and making skills.

### Content

Students have the opportunity to design and make pieces using the following skills:

- Soldering
- Metal cutting
- Resin work
- Ring setting
- Glass work

### Assessment

Students will be assessed on their investigation and design development, their final production pieces, and a research assignment. A folio will be assessed for the generation, development and evaluation of their work.

## Food for Life

CODE: 10FO

*This study provides a direct pathway to VCE Food Technology Units 1 to 4*

### Aim

This course is designed to develop and extend student skills and abilities to efficiently produce food of a high standard. Students will develop knowledge around food properties and how each ingredient contributes to the nutritional, functional and sensory properties of food. Students will then learn to analyse each food in order to create healthy food solutions. This will include critically analysing social, ethical and sustainable considerations around Food. Students will focus on how foods have evolved and changed over time. In doing this a variety of meals will be planned, prepared and presented throughout the semester.

### Content

The course will explore influences that affect a young person's food choices and current relevant health issues. Students will develop knowledge of the physical, nutritional, sensory and functional properties of food and apply this knowledge when using food in a practical situation. They will practise a variety of cooking techniques and how they impact food preparation and production. Students will investigate a variety of social, ethical and sustainable considerations around Food choice.

### Assessment

Design tasks. Evaluations. Practical work.

## Fashion and Textiles

CODE: 10FD

### Aim

In this unit students have the opportunity to explore design thinking, processes and sustainability considerations to produce solutions for a design need. This unit extends the students' knowledge of equipment and processes used in production of textiles products made from stretch knit materials. The design and construction of textiles will be explored through experimentation, a design folio and a finished product.

### Content

- Experience with specialist equipment: sewing machine, overlocker, coverstitch, etc.
- Research and design assignment
- Sample Book: Trials of processes for knit fabric
- Design Folio: Technical drawing and production planning
- Production: Construction of a garment

### Special Conditions

Students will be required to provide the following items to complete the course:

- One A4 display book and writing materials suitable to complete projects.
- Fabric and specialty materials for construction of their finished product.

### Aim

The unit of study focuses on the Design Process and Creating Digital Solutions. Students will undertake tasks that are reflective of real-life design technology problems and in doing so, come to appreciate the role of the information communication designers within our community. Students will become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students will acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

### Content

Students explore a variety of tasks using the Design Process as a framework for the development of their ideas and technical skills. They will develop skills in real-world problems, taking into account functional and non-functional requirements.

### Assessment

The students will be assessed on written and developmental work, as well as the final presentations produced in response to each set development task. The process of idea development and visual documentation will also be assessed. Tasks will include designing and programming of apps and games.

## VCE Food Studies

### UNIT 1: FOOD ORIGINS

Areas of study

- Food around the World
- Food in Australia

#### Learning outcomes

On completion of this unit the student should be able to:

Identify and explain major factors in the development of globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

### UNIT 2: FOOD MAKERS

Areas of study

- Food industries
- Food in the home

#### Learning outcomes

On completion of this unit the student should be able to:

Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrate the application of commercial principles.

Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

This study focuses on design and product development using a wide range of processes, materials and tools and fitting them to the chosen design. It aims to develop efficient organisation and work skills, as well as an awareness of the possible social and environmental implications of production and disposal of materials. This is a practical based subject. Students must pay for all materials.

### UNIT 1: Design Modification and Sustainability

#### Areas of Study

- Product redesign for improvement
- Producing and evaluating a modified product

#### Learning Outcomes

On completion of this unit students should be able to:

- Modify the design of a product using suitable materials with the intention of improving aspects of the products aesthetics, functionality or quality including consideration of sustainability
- Use and evaluate materials, tools, equipment and processes to make a redesigned prototype/product and compare the finished prototype/product with the original design.

### UNIT 2: Collaborative Design

#### Areas of Study

- Designing within a team
- Producing and evaluating a collaboratively designed product.

#### Learning Outcomes

On completion of this unit students should be able to:

- Collaboratively design and make a product/s using suitable materials and the product design process.
- Use and evaluate materials. Tools, equipment and process to make a group product or a product range.

As the student designs their own project the cost is under their control, averaging \$50-\$75.

- Engage in stages of the design process to create a visual communication appropriate to a given brief.

## VCE Information Technology (Computing)

### UNIT 1: COMPUTING

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

#### Learning outcomes

On completion of this unit, students should be able to:

- Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
- Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.
- Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue.

### UNIT 2: COMPUTING

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

#### Learning outcomes

- Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
- Apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study
- Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

## VET OFFERINGS IN 2018

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### **VET IN THE VCE STUDIES (Scored assessment)**

- Certificate III in Community Services
- Certificate II in Dance
- Certificate II in Equine Studies
- Certificate II in Hospitality
- Certificate III in Information, Digital Media and Technology (Games Stream)
- Certificate III in Laboratory Skills
- Certificate III in Screen and Media
- Certificate III in Technical Production (Music Industry)

### **VET PROGRAM (10% increment)**

- Certificate III in Allied Health Assistance (Partial Completion)
- Certificate II in Applied Fashion Design and Technology
- Certificate III in Early Childhood Education & Care (Partial Completion)
- Certificate III in Event Management
- Certificate III in Tourism

### **VET PROGRAM (Units 1 & 2 contribution only)**

- Certificate II in Salon Assistant
- Certificate II in Retail Cosmetics

Some of the above certificates can be gained after the completion of one year (Units 1 & 2). Refer to each study for details. Students generally cannot undertake a VCE/VET study at Unit 3 & 4 level unless Units 1 & 2 have been successfully completed. Even though the above VET/VCE studies and VET programs have two year durations, students are not obliged to complete the full program and may decide to discontinue after the first year.

**VET APPLICATION FORM:** As well as completing the student program selection sheet, the VET application form also needs to be submitted by students wishing to undertake a VET study.

**VET is only available to students 15 years and older as at 1 May, 2018**

# CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

(PARTIAL COMPLETION\*)

CODE - VEAH

## AIMS

- Provide students with the knowledge and skills to achieve competencies in the allied health industry as an assistant in areas such as physiotherapy and occupational therapy. Electives in this program will be focussed on the physiotherapy field.
- Enable students to gain a recognised credential (Certificate III in Allied Health Assistance) and make a more informed choice of vocational and career paths.

This course is for you if you want to work in the health care sector but do not want to do nursing. It offers a generic qualification that covers a range of work functions, including providing therapeutic and program related support to allied health professionals, example physiotherapists. During the course you will learn about the support services provided to all age groups requiring assistance with physiotherapy programs, This course is suitable if you have an interest in health assistant work in acute care, aged care and community settings, and working with staff and clients of all ages.

Delivery of the course will be through a mixture of online activities, lectures, tutorials and laboratories.

Laboratories will take place in a state of the art allied health laboratory and a community apartment. Students will learn through role plays, simulations and project work. **Students are required to undertake a total of 40 hours of work placement each year**, which can be undertaken in a variety of health care settings including medical, sub-acute, acute, community and rehabilitation areas.

## Year 1

- Contribute to effective workplace relationships
- Organise workplace information
- Interpret and apply medical terminology appropriately
- Apply the principles of confidentiality, privacy and security within a medical environment
- Maintain high standard of client service
- Assist with client movement
- Communicate and work effectively in health
- Comply with infection control policies and procedures
- Participate in WHS processes

## Year 2

- Assist with an allied health program
- Recognise healthy body systems in a health care context
- Apply first aid
- Deliver and monitor a client-specific exercise program
- Assist with physiotherapy treatments and interventions
- Deliver and monitor exercise programs for mobility

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half day per week.

**This program is not a scored study. Students who successfully complete the unit 3–4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student’s primary four VCE studies.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

*This program will appeal to students who are looking to future employment in the allied health fields, particularly in physiotherapy. Students may continue on to higher qualifications in this, and related fields.*

\* Students will be required to undertake some units after the completion of their VCE course if they wish to receive the full qualification.

## AIMS

- Provide students with the knowledge and skills to achieve competencies that will enhance employment prospects in the clothing or clothing related industries.
- Provide students with the knowledge and skills that will enhance tertiary selection in clothing and related courses.
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

## Units 1 & 2

- Follow defined OHS policies and procedures
- Apply quality standards
- Use a sewing machine
- Design and produce a simple garment
- Identify design process for fashion designs
- Sew components
- Modify patterns to create basic styles
- Draw and interpret a basic sketch
- Operate computing technology in a textiles, clothing and footwear workplace, or
- Work in the textiles, clothing and footwear industry

## Units 3 & 4

- Participate in environmentally sustainable work practices
- Identify fabric performance and handling requirements
- Prepare and produce sewn garment
- Prepare design concept for a simple garment
- Identify fabrics and fibres
- Develop patterns from a block using basic patternmaking principles
- Draw a trade drawing for fashion design
- Organise and plan own work to achieve planned outcomes
- Interpret patterns and apply pattern information
- Assist in preparation of preliminary design concepts

This program is offered in conjunction with Youth Connect at Sandringham Secondary College.

Forty hours of work placement are required over the duration of the program. Work placements can take place in a variety of industry areas including clothing manufacturing, dressmaking, costume design and clothing/fabric retail.

**This program is not a scored study. Students who successfully complete the unit 3–4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student’s primary four VCE studies.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the clothing or clothing-related industries. Students may continue on to higher qualifications in this, and related fields

### AIMS

- Provide access to a range of potential career paths within the community services industry.
- Provide training and skill development for the achievement of competence in areas such as casework, community development and advocacy. Students will undertake studies in aged care, disabilities and children's services

### Units 1 & 2

- Prepare for work in the community services industry
- Communicate with people accessing the services of the organisation
- Follow the organisation's policies, procedures and programs
- Work with others
- Participate in OHS processes
- Apply First Aid
- Support the development of children
- Identify and address specific client needs
- Support the activities of existing groups

### Units 3 & 4

- Work effectively in the leisure and health industry
- Undertake community sector work within own community
- Advocate for clients
- Operate under a casework framework
- And two elective units related to either children's services or community services

This study involves term blocks of accredited training focusing on the areas of childcare, disabilities and aged care. Students will also undertake a Level 2 First Aid certificate.

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus where students will attend one half day per week.

### This program is a scored study

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

The community services industry provides a wide range of human services: specialised and acute care services and community-based services that focus on promotion of good health practices. This program provides entry-level training for the community work sector of the industry and will appeal to students who are looking to future employment in the community services industry. Many of these students will continue on to higher qualifications in areas such as aged care, community work, alcohol and other drugs, child protection/justice/statutory supervision, children's services, disability work, mental health work and youth work.

## CERTIFICATE II IN DANCE

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CODE: VEDA

*Students who undertake this subject must have past experience in dance and should be enrolled in dance classes outside of school. It is recommended that students have three to four years dance and/or movement experience.*

Certificate II in Dance is suitable for students who are interested in pursuing a career in the dance industry.

Upon successful completion of the course, students will gain a Certificate II in Dance and a study score towards their ATAR.

Throughout the two year course, students participate in regular technique classes (in a range of selected styles) and dance conditioning classes.

Students work with industry guest choreographers and mentors, perform at our annual dance showcase and at a range of other gigs and performances throughout the year.

Students study nutrition, anatomy and physiology. They learn to work with others and about establishing a career in the creative arts industry.

Students study and practice audition techniques, research dance history, and develop a professional dance CV.

**This program is a scored study.**

**This study is delivered at Sandringham Secondary College.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

# CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

(PARTIAL COMPLETION\*)

CODE:- VEEC

This course offers you the opportunity to acquire a wide range of skills in the education and care of children. You will learn how to provide a safe and healthy environment for children, how to facilitate children's play experiences and foster their development.

As part of the course you will be required to undertake a number of days of field placement in an early childhood setting.

Graduates may work under direct supervision and, in some settings, may also have limited supervisory responsibilities of volunteers.

## Year 1 (sample units)

- Develop positive and respectful relationships with children
- Develop cultural competence
- Develop cultural competence
- Ensure the health and safety of children
- Provide care for babies and toddlers
- Identify and respond to children and young people at risk
- Promote and provide healthy food and drinks
- Provide an emergency first aid response in an education and care setting

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half day per week.

**This program is not a scored study. Students who successfully complete the Unit 3 & 4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the VET charge was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the early childhood education sector, as an early childhood educator, nanny, out-of-school age care or a recreation assistant.

**\*Students will be required to undertake some units after the completion of their VCE course if they wish to receive the full qualification.**

# CERTIFICATE II IN ENGINEERING STUDIES

(TECHICAL STREAM\*)

CODE: VEES

Engineers are interested in how things work and are employed to design, invent, create, maintain and improve everything from buildings to bridges and aeroplanes, to plastics and computers. This course aims to provide pre-employment training and pathways in the engineering manufacturing or related industries and accommodate entry into the wider engineering industry. It will provide you with a range of engineering skills such as Computer aided design 2D and 3D, Design principals, fabrication techniques and the use of hand and power of tools.

The course is designed to give you the technical knowledge and skills to design and create 3D engineering models using cutting edge software such AutoCAD and Inventor. As a student you will also be eligible to download the software for free. The course also gives you a balance of practical engineering skills to give you hands on experience on relevant engineering equipment such as a computer controlled plasma cutter, relevant machines and equipment.

## Year 1

- Apply Principles Of Occupational Health And Safety In The Work Environment
- Organise and Communicate Information
- Interact With Computing Technology
- Use Hand Tools
- Use Power Tools/Hand Held Operations
- Develop an Individual Career Plan for the Engineering Industry
- Produce basic engineering graphics
- Create engineering drawings using computer aided systems

## Year 2

- Perform Computations
- Participate in Environmentally Sustainable Work Practices
- Produce Basic Engineering Sketches and Drawings
- Handle Engineering Materials
- Apply 5S Procedures
- Assist with the design of a basic mechanical system

**This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus where students will attend two half days per week. (TBC)**

### **This program is a scored study**

The course is a pathway to the MEM40105 Certificate IV in Engineering which can lead to employment as a junior draftsman. Holmesglen receives numerous enquiries from employers as demand exceeds supply in this field.

The course is also a pathway to university as it gives you an introduction to engineering degree programs by giving you the technical knowledge and a range of skills for relevant engineering fields.

**\*This course will only be offered subject to demand**

## CERTIFICATE II IN EQUINE STUDIES

CODE: VEEQ

Certificate II in Equine Studies is designed to prepare secondary students for entry into the equine or equine related industries. Subjects involve a combination of theory and practice training, practical placement and workshops with key industry presenters, supplementing the exposure of students to the industry and creating important industry contacts. This course has a scored assessment.

### AIMS

- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths
- Increase the ease of articulation into higher TAFE and tertiary horse-related courses
- Prepare students to work in the horse industry

### Year 1

- Work safely in an Equine Organisation
- Handle Horses
- Provide Daily Care for Horses
- Work Effectively in the Industry
- Equine Anatomy
- Provide Basic Emergency Life Support
- Demonstrate basic horse riding or driving skills
- Assist in the preparation of a horse for an event

### Year 2

- Implement horse health and welfare practices
- Implement and monitor a horse feeding program
- Relate equine form and function
- Equine physiology

This program is delivered by Box Hill Institute, City Campus where students will attend Wednesdays 2pm to 5.30pm.

1<sup>st</sup> year will have six full day practical classes for the year (one in Terms 1 & 4 and two in Terms 2 & 3)  
2<sup>nd</sup> year will have three full day practical classes (one in Term 2 and two in Term 3) and two afternoon sessions out at Box Hill Institute which will start at 3pm to allow time for travel. Practical classes will be held at an accredited Practical Training Venue. **Students will also be required to complete 40 hours of work placement in Year 1.**

Students seeking to enrol in a Box Hill Institute VETiS course are required to attend a compulsory information session in Term 4 2017. Failure to attend may jeopardise a student's application for enrolment.

**This program is a scored study.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$1600. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program would suit a student wishing to ultimately gain employment in the horse industry. Students may also wish to gain a higher qualification in areas such as stud hand/manager, farrier, equine dentistry, animal health, veterinary science, trainer, stable hand, and track rider. Other possibilities could include combining with another career area such as equine clothing, equine photography, mounted police, event management, equine tourism, equine product sales.

## AIMS

- Students will develop the skills required to assist in the coordination of events
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths
- Provide students with the knowledge and skills that will enhance selection in event management and related courses.

**Both years will include industry guest speakers and various excursions and site inspections.**

## Year 1

The main concept for Units 1 & 2 will be based on students developing a theme for an event, sourcing information and finding an appropriate venue.

- Develop and update event industry knowledge
- Follow health, safety and security procedures
- Develop event concepts
- Make presentations
- Access and interpret product information
- Operate an online information system
- Source and provide Australian destination information and advice
- Select event venues and sites

## Year 2

Units 3 & 4 will involve the organising and the running of an event.

- Provide event staging support
- Work in a socially-diverse environment
- Perform office procedures
- Create electronic presentations
- Provide venue information and assistance
- Organise in-house events or functions
- Produce business documents
- Make presentations

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.

**This program is not a scored study. Students who successfully complete the two year sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking for a future pathway in event management and related industries. Higher qualifications include the Diploma in Event Management. Employment options include wedding planner, international event coordinator, and festival or sporting event coordinator.

## AIMS

- Acquire a general overview of the hospitality industry and the career paths within it.
- Provide training and skill development and the opportunity for students to become competent in either the area of commercial cookery or food and beverage service.

## Units 1 & 2 – Certificate II in Hospitality

- Workplace Hygiene, Safety & Security
- Hospitality Industry Knowledge
- Workplace Communications Introductory Cookery – Prepare simple dishes, Maintain the quality of perishable items, Prepare sandwiches, Use food preparation equipment, Clean kitchen premises and equipment, Produce dishes using basic methods of cookery
- Introductory Food & Beverage Service - Responsible service of alcohol, Use hospitality skills effectively, Provide service to customers, Interact with customers, Show social and cultural sensitivity

**Uniforms, Texts and Equipment** - Students will be required to purchase a restaurant uniform as well as a prescribed text – approximately \$150. Holmesglen will supply knives and the chef's uniform for kitchen work in this program. On successful completion of the first year students will receive a Food Handlers Certificate or equivalent, Responsible Service of Alcohol certificate and Certificate II in Hospitality.

## Units 3 & 4 - Selected Units from Certificate III in Catering Operations

### Option 1 – Food & Beverage Stream

This stream delivers enhanced skills and knowledge for the service of food and beverage. Training in this stream will enhance student's competence and develop their skills to the standards of service required in a fine dining establishment.

- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee

**Uniforms and Text** - Restaurant uniform (the same as year 1) and texts. The cost of the texts is approximately \$40.

**Pathways** - All students successfully completing this option will have the further option of a guaranteed place in the Diploma of Hospitality leading to the Bachelor of Hospitality Management at Holmesglen

### Option 2 – Certificate II in Kitchen Operations

Students selecting this stream will complete units that will enable the conversion of their Certificate II in Hospitality to the Certificate II in Hospitality (Kitchen Operations). This certificate is the direct pathway into formal cookery qualifications. It is regarded as a pre-apprenticeship program.

- Use cookery skills effectively
- Produce appetisers/salads
- Produce stocks, sauces and soups
- Produce vegetables, fruit, eggs and farinaceous dishes
- Purchase goods

**Equipment and Texts** – A tool kit and chef's uniform (approx. cost is \$200)

**Pathways** – Students have direct entry into the Certificate III in Hospitality (Commercial Cookery) with one semester of credit. Further bridging programs are available into Patisserie and Bakery. Some classes will finish at 10 pm when students are serving in the Holmesglen restaurant.

In Units 3 & 4 classes will run Tuesday from 4pm to 8.30pm and sometimes finish at 10pm when in the restaurant.

**This program is a scored study.**

**This program is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin campus.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the hospitality sector in either commercial cookery or the area of food and beverage service. Many of these students will continue on to higher qualifications in this, and related fields.

# CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

(GAMES STREAM)

CODE: VEIT

This course provides you with the skills and knowledge to be competent in introductory game design and development, which will offer you an excellent pathway into the gaming field.

Jobs are available across a wide range of game development areas, including game art, game programming, game animation, game testing and technical support. During the course, you will produce a basic portfolio of work to show to potential employers.

## ELECTIVES

- Apply simple modelling techniques
- Design and apply simple textures to digital art
- Review and apply the principles of animation
- Operate application software packages
- Build a graphical user interface
- Create 2D digital animations
- Maintain equipment and software
- Install, configure and secure a small office or home office network
- Create 3D digital animations
- Create user documentation
- Provide ICT advice to clients

**This program is a scored study.**

**This program is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin campus.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for a VET course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

After successful completion of the two year program, students will qualify for a Certificate III in Information, Digital Media and Technology.

This program is suitable if you are looking for an opportunity as an intern in a gaming company.

During this course, you can complement and expand your scientific studies by gaining the practical skills and knowledge to assist in collecting and preparing samples and to carry out, measure and record results of experiments in the physical, chemical, biological or life sciences. You will learn skills in maintaining a laboratory, routine sampling and testing, recording data, and using laboratory computing programs. You will also learn how to prepare cultures, perform sterile techniques and assist with field work. This course will be undertaken in the new state-of-the-art laboratories at Holmesglen Chadstone where you will have access to equipment that can usually only be found in a technical setting.

### UNITS

- Communicate with other people
- Record and present data
- Participate in laboratory/ field workplace safety
- Plan and conduct laboratory/ field work
- Maintain the laboratory fit for purpose
- Contribute to the achievement of quality objectives
- Perform aseptic techniques
- Prepare working solutions
- Participate in environmentally sustainable work practices
- Perform basic test
- Perform microscopic examinations
- Receive and prepare samples for testing

**This program is a scored study**

**This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for a VET course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This course is suitable if you have an interest in biological testing, biotechnology, chemical testing, environmental monitoring, food testing and pathology testing. Students contemplating engineering or science pathways like scientific research, biomedical science, chemical engineering, or similar will also benefit from the practical skills gained in this course.

This one year program is designed as a gateway to the makeup industry and includes a comprehensive make-up and skin-care kit, which includes professional industry based products. This program is ideal for students wanting to pursue a career as an in-store cosmetics consultant.

The program focuses on developing job-specific skills in demonstrating retail skin-care products and designing and applying make-up. You'll also receive training in customer service, financial transactions and other retail service skills.

### Core Units

- Apply safe working practices
- Organise and maintain work area
- Design and apply make-up
- Communicate in the workplace
- Work effectively in a retail environment
- Demonstrate retail skin care products
- Merchandise products
- Recommend hair, beauty and cosmetic products and services
- Sell products and services
- Conduct financial transactions
- Provide service to clients
- Perform stock control procedures
- Minimise theft
- Design and apply make-up for photography
- Create a display

**Only credit at Unit 1 & Unit 2 level is available.**

**There is no ATAR contribution.**

**Please note this is a one year program.**

**Training is delivered at South Oakleigh Secondary College.**

**Students will also be required to complete 40 hours of work placement.**

### Pathways

- Certificate III in Beauty Services
- Certificate IV in Beauty Therapy
- Diploma of Beauty Therapy

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

Career opportunities: Makeup Artist, Retail Cosmetic Consultant, Beauty Therapist, Retail Cosmetic Manager.
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This program is designed for students wanting to pursue a career in hairdressing. This introductory course will give students the skills to begin work as an apprentice hairdresser and prepare them with the knowledge and skills required for gaining work in the hairdressing industry.

### Core Units

- Communicate in the workplace
- Work effectively in a retail environment
- Participate in environmentally sustainable work practices
- Apply salon safety procedures
- Dry hair to shape
- Greet and prepare clients for salon services
- Maintain and organise tools, equipment and work areas
- Perform shampoo and basin services
- Merchandise products
- Recommend hair, beauty and cosmetic products and services
- Sell products and services
- Apply hair braiding techniques
- Apply hair colour products

**Only credit at Unit 1 & Unit 2 level is available.**

**There is no ATAR contribution.**

**Please note this is a one year program.**

**Training is delivered in a fully equipped hairdressing salon located at South Oakleigh Secondary College. Students will also be required to complete forty hours of work placement in Hairdressing.**

Students will explore the theoretical and practical skills required to begin work in the industry, learning essentials such as maintaining a clean and efficient work environment, maintenance of tool and equipment, safety in the workplace and how to communicate effectively with those around you. All aspects of dealing with clients are covered, from how to receive and direct bookings, greeting clients and preparation of clients for salon services. Students will become proficient in shampooing, application and removal of both temporary and permanent colour. All elements of blow – waving, hair straightening and single, double, and triple strand braiding are covered. Students will also learn basic business skills, stock control, displaying merchandise and recommending hair, beauty and cosmetic products and services. The learning experience is enhanced with organised incursions from industry experts and live models. Students will be provided with a kit comprising of hairdressing equipment, course books and work books. Students will be supplied with a polo top to be worn to class as uniform specific for this course.

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

## AIMS

- Provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the media and media-related industries.
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

The course will provide participants with skills and knowledge in the following areas of multimedia - Visual Design, Writing for a range of Media, Interaction Sequence Authoring, 2D Animation and Exploration of Design Processes. Commencing in Year 11, students will progressively build their skills in multimedia production and design, both technically and creatively.

Using industry standard Adobe software, Photoshop, Illustrator, Dreamweaver, Flash, InDesign and Premiere, students will graduate with a folio of work. This includes collages of Photoshop and Illustrator designs, a portfolio website, iPad game and graphic user interface design, a website containing video, 2D animated character development and interactive sequences.

## Units 1 & 2

- Develop and extend critical and creative thinking skills
- Follow a design process
- Participate in OHS processes
- Maintain interactive content
- Produce and prepare photo images
- Work effectively in the screen and media industries
- Collect and organise content for broadcast or publication

## Units 3 & 4

- Create 2D digital animations
- Write content for a range of media
- Explore and apply the creative design process to 2D forms
- Author interactive sequences
- Prepare video assets
- Create visual design components

**This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.**

**This program is a scored study**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in job roles such as community radio or television production, editing and interactive media author. Many of these students will continue on to higher qualifications in this, and related fields.

# CERTIFICATE III IN TECHNICAL PRODUCTION

(MUSIC INDUSTRY)

CODE: VETP

## AIMS

- This course is about making music as much as just working with technical equipment and a great way for budding musicians of all kinds to get their head around music technology and the industry.
- Provides students with the practical skills and knowledge to record, mix and edit sound sources.
- Provides the grounding upon which higher level certificates are based.

Amongst other things, the course will provide participants with skills and knowledge to be able to:

- Create loops, program beats, and develop skills for producing music with technology
- Learn to setup, record and mix multi-track productions
- Learn how to create great live sound for bands, theatre and events

## Units 1 & 2

- Work effectively with others
- Manage own work and learning
- Source and apply entertainment industry knowledge
- Follow occupational health and safety procedures
- Implement copyright arrangements
- Perform basic sound editing
- Assist with sound recordings
- Compose simple songs or musical pieces
- Operate professional audio equipment
- Incorporate music technology into performance

## Units 3 & 4

- Provide sound reinforcement
- Record and mix a basic music demo
- Apply a general knowledge of audio to work activities
- Select and manage microphone and other audio input sources
- Set up and disassemble audio equipment

**This study is delivered at Sandringham Secondary College.**

**This program is a scored study**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program prepares students for work in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

## AIMS

- One of the major goals of the Tourism program is to provide a real insight into the travel and tourism industry. This will enable students to make an informed career choice at the completion of Year 12.
- This two year course will provide an entry level qualification into the tourism industry and provide an insight into the skills and qualifications required to progress in the industry.
- Provide students with a pathway into a Certificate IV in Tourism or Diploma in Tourism

The Holmesglen tourism course has a very “hands on” approach to learning about the tourism industry. Students in both years will have the opportunity to use the latest tourism industry technology in a simulated tourism office and be trained by travel industry professionals.

## Year 1

Throughout the first year of the course the emphasis is on developing knowledge of the tourism industry and learning about the different career paths. Students will research and study Australian destinations and travel products, and create promotional material.

- Develop and update tourism industry knowledge
- Work with colleagues and customers
- Follow health, safety and security procedures
- Use business technology
- Access and interpret product information
- Operate an online information system
- Source and provide Australian destination information and advice
- Create a promotional stand
- Make presentations

**Please note: completion of Year 1 only will attain a statement of results for the units successfully completed. To obtain the Certificate III in Tourism, both years must be completed successfully.**

## Year 2

The second year of the program focuses more on travel agency operations and international destinations. Students will learn about domestic airfares and the basics of making bookings using the same reservations system used by Qantas and British Airways. Part of the program will involve participating in an Holmesglen international travel show. A major feature of the second year is the optional trip (additional fee) to the Gold Coast to explore the tourism industry in Queensland and the operations of a theme park

- Work in a socially diverse environment
- Provide visitor information
- Construct domestic airfares
- Sell tourism products and services
- Prepare quotations
- Process travel-related documentation
- Source and provide international destination information and advice
- Create electronic presentations

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.

**This program is not a scored study. Students who successfully complete the Unit 3 & 4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student’s primary four VCE studies.**

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking for a future pathway in the travel and/or tourism industry. Higher qualifications include the Certificate IV in Tourism and the Diploma of Tourism. Some of the employment options include retail travel consultant, reservations agent for an airline or wholesaler, tour guide, or theme park or attraction attendant.

## VET APPLICATION & AGREEMENT FORM

- Please refer to the Middle School Handbook entries for each VET study. Costs are included as an indication only.
- All VET studies are subject to changes in costs, training packages and student numbers.
- As a VET student representing Mentone Girls' Secondary College, it is expected that behaviour will be in a manner that reflects the values and standards of our College. Appropriate behaviour is expected when travelling to and from, as well as at the VET venue.
- The College reserves the right to review a student's participation in VET should her behaviour be brought into question. Withdrawal from a VET study would result in the forfeiting of VET payments
- The charges by training providers will not be known until November. Actual costs will then be advised to parents by early December, at which time you will be able to withdraw your daughter from the VET study if you wish. However, it will need to be realised that the choice of available electives/VCE units could be very limited in December.
- **Payment will be required before the end of 2017 for all students accepted into VET programs for 2018. Families will be sent an invoice (by early December) once exact costs are confirmed.**
- Students enrolled in VET studies will generally need to travel from our College to the site of the VET program, or occasionally to excursion locations. Students will not be accompanied by a teacher during this travel. In addition, students will be dismissed from the venue at the end of the activity and will need to organise their own way home.
- VET students will have occasions when they will not have a timetabled class at school (because a week's worth of VET classes is completed each Wednesday). VET students will not be required at school when they do not have a scheduled class at the start or end of the school day.
- I understand that I will be notified as soon as possible in the event of illness or accident to my child, but where it is impracticable to communicate with me I authorise the person in charge (or his/her nominee) at the external provider to administer first aid to my daughter, and consent to my daughter receiving such medical and surgical treatment (including the administration of an anaesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my daughter require such treatment.
- **I have attached details of any known medical condition** which may affect my daughter and any current or recent medication or treatment relating to my daughter or that may be relevant.
- I will alert the school and the external provider if there are any changes to the attached details or if I become aware of circumstances which raise concerns as to the safety of my daughter participating in this program.

Rebecca Poulos  
Career & Pathways Manager

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I, .....(parent/guardian) give permission for

..... (student) to undertake the

**VET Study** .....

**We have read all of the conditions explained above with regards to attendance, behaviour and payment and medical details. I have attached details of any known medical condition which may affect my daughter and any current or recent medication or treatment that may be relevant.**

**I agree to pay all costs associated with this program before the end of this year.**

Parent signature:..... Date:.....

Student signature:..... Date:.....

## PRELIMINARY STEPS TO TAKE YOUR VCE ACCELERATION APPLICATION

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VCE Acceleration is not necessarily for all students.  
Some students like to wait until Year 11 before deciding to accelerate.

For students considering acceleration, a list of useful qualities and work habits necessary for success in any acceleration study include: good organisation, ability to work independently, being self-motivated and able to cope with any challenge and manage a heavy workload.

If you are considering accelerating next year in Year 10 please ensure you have taken the following steps:

STUDENT'S NAME: \_\_\_\_\_ FORM in 2017 : \_\_\_\_\_

### 1. Have you talked with a teacher of the VCE study you are considering applying for?

Things to ask about: workload in class, expected homework, prior knowledge needed.

(The teachers to approach for Biology – SW/LR, Health & Human – JMA/ABR /GLS, Business Management – JMC/SCA, and Outdoor Environmental Studies – DJA/JMA, Visual Communications and Design - GJO)

I have explained the study taught in 2017 and answered all relevant questions.

Teacher signature: \_\_\_\_\_

### 2. Have you talked to your 2017 current (subject related) teacher?

They will be able to comment on your performance and approach to work in this area and make a recommendation about your suitability to accelerate in a VCE study (e.g. BM–Humanities, Biol–Sci)

Current (Subject Related) Teacher Recommendation

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

2017 Current (Subject Related) Teacher signature: . \_\_\_\_\_

### 3. Why do you want to do a VCE Study in Year 10?

Include in your answer the career you are planning at this point.

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

### 4. Have you talked with your parents in detail and thought about the impact of this decision for your further study?

The Careers Pathways Coordinator may be helpful to families who want further advice on the long term impact of subjects on career directions.

I have talked in detail with my daughter about the workload associated studying an accelerated VCE in Year 10. I am satisfied she is aware of this commitment and I endorse her application.

Parent signature: \_\_\_\_\_

### Middle School check of report on Compass

We will use the report to evaluate your overall performance, level of organisational ability and personal learning skills & overall suitability for acceleration.

## VCE/VET ACCELERATION STUDIES SURVEY - YEAR 10 2018

NAME : \_\_\_\_\_ FORM in 2017 : \_\_\_\_\_ DATE of BIRTH: \_\_\_\_\_ \*

[First and Last Name]

Year 10 students are offered the opportunity to select an Accelerated Study as part of their elective choice. Please note that not all VCE subjects are suitable as an Acceleration option.

Below is the list of Year 10 VET/VCE Units 1 & 2 studies being offered to Year 10 students in 2018.

**Step One:** Select the VCE or VET Study that you would like to accelerate in, by placing a 1 in the box.

VCE Studies being offered in 2018		VET Studies being offered in 2018	
<input type="checkbox"/>	VCE Accounting	<input type="checkbox"/>	VET Allied Health Assistance
<input type="checkbox"/>	VCE Art	<input type="checkbox"/>	VET Applied Fashion Design & Technology
<input type="checkbox"/>	VCE Biology	<input type="checkbox"/>	VET Community Services
<input type="checkbox"/>	VCE Business Management	<input type="checkbox"/>	VET Dance
<input type="checkbox"/>	VCE Dance	<input type="checkbox"/>	VET Early Childhood Education & Care
<input type="checkbox"/>	VCE Environmental Science	<input type="checkbox"/>	VET Engineering Studies (Technical Stream)
<input type="checkbox"/>	VCE Food Studies	<input type="checkbox"/>	VET Equine Studies
<input type="checkbox"/>	VCE Health and Human Development	<input type="checkbox"/>	VET Event Management
<input type="checkbox"/>	VCE History	<input type="checkbox"/>	VET Hospitality
<input type="checkbox"/>	VCE Legal Studies	<input type="checkbox"/>	VET Information, Digital Media and Technology (Games Stream)
<input type="checkbox"/>	VCE Information Technology (Computing)	<input type="checkbox"/>	VET Laboratory Skills
<input type="checkbox"/>	VCE Music	<input type="checkbox"/>	VET Retail Cosmetics
<input type="checkbox"/>	VCE Music Performance	<input type="checkbox"/>	VET Salon Assistant
<input type="checkbox"/>	VCE Produce Design & Technology (Textiles)	<input type="checkbox"/>	VET Screen & Media
<input type="checkbox"/>	VCE Physical Education	<input type="checkbox"/>	VET Technical Production(Music)
<input type="checkbox"/>	VCE Psychology	<input type="checkbox"/>	VET Tourism
<input type="checkbox"/>	VCE Sociology	<input type="checkbox"/>	
<input type="checkbox"/>	VCE Theatre Studies	<input type="checkbox"/>	
<input type="checkbox"/>	VCE Visual Communication Design	<input type="checkbox"/>	

**\* VET is ONLY available to students who are 15 years or older as at 1<sup>st</sup> May 2018**

**Step Two:** If your first preference study was not able to be offered in 2018, would you be interested in applying to study one of the other VCE / VET Studies being offered? (Tick Yes or No)

YES  NO

- If Yes, please continue to number in priority order any other VCE/VET studies you would like to be considered for should your first preference not be available. Use the numbers 2, 3 ...etc. (Note: You do not have to enter a number against all Studies; only those you would be happy to study if your first preference cannot be accommodated.)
- If No, please complete the rest of the form.

**Step Three:** Enter your first preference on the WEB (see your WEB PREFERENCES ACCESS GUIDE), then print out a receipt and finally collect the following signatures from the necessary people.

STUDENT SIGNATURE: \_\_\_\_\_

Date: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

Date: \_\_\_\_\_

COURSE COUNSELLOR SIGNATURE: \_\_\_\_\_

Date: \_\_\_\_\_

## FINAL COURSE SELECTION SHEET - YEAR 10 2018

Students must submit this form together with a WEB receipt (indicating preferences have been electronically entered) to their Course Counsellor and by Wednesday 9 August.

NAME: \_\_\_\_\_ FORM in 2017 \_\_\_\_\_  
[First and Last Name]

I intend returning to Mentone Girls' Secondary College next year in 2018 YES  NO

If No, please indicate the school you intend transferring to .....

Recall the following requirements (outlined on page 8 of the Handbook)

- Select six (6) electives.
- Select electives based on interest, vocation and prerequisites for University entrance
- Students are offered the opportunity to select a VCE/VET Acceleration Study as part of their course. This will take up two of the six (6) elective offerings for the year.
- Students selecting a LOTE and a VCE Acceleration study will have two elective offerings left for the year (one each semester).

Before going online to enter your Web Preference use the boxes below to make a draft list of preferences. Enter your first preference on the web (see your Web Preferences Access Guide), then print out a receipt of your subject preferences to be handed in with this form.

	Enter elective descriptor or code	
Preference 1		Elective
Preference 2		Elective
Preference 3		Elective
Preference 4		Elective
Preference 5		Elective & VCE/VET
Preference 6		Elective & VCE/VET

**DO NOT include any VCE or VET subjects in the reserve list below. Alternative VCE/VET preferences must be registered on VCE/VET Acceleration Studies Survey Year 10 2018 (page 56).**

	Enter elective descriptor or code	
Preference 7		Reserve Choice
Preference 8		Reserve Choice
Preference 9		Reserve Choice
Preference 10		Reserve Choice
Preference 11		Reserve Choice
Preference 12		Reserve Choice

*The College makes every effort to provide students with their preferred unit choices. However, this may not always be possible and some electives will not run due to timetable constraints, availability of staff and the number of students wishing to undertake each unit. Students must show this form, together with a web receipt (indicating preferences have been electronically entered), VET Agreement Form and VCE/VET Survey form if applicable, to their Course Counsellor and submit by **Wednesday 9 August**.*