YEAR 10 CURRICULUM HANDBOOK 2017

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**INTRODUCTION**

**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 2017 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 2017, 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 and ELC

International Student Program for Middle School Years 9-10

Aim
This subject takes place over two years for International and EAL students in the Years 9 and 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, Humanities, Mathematics and Science in line with ACARA and 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, an oral presentation and a test each term.

English Language Centre Years 9-10

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 ACARA and 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 in Humanities, Science and Mathematics
- 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, 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.
GUIDELINES for YEAR 10 COURSE SELECTION

Acceleration (VCE and VET) Studies
It is strongly recommended that Year 10 students consider undertaking 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.

The benefit of acceleration is two-fold: firstly it provides the student with valuable experience in the VCE (or VET) processes for the following year, and secondly it enables students to study the corresponding VCE Unit 3 and 4 study in Year 11, increasing the total number of VCE Unit 3 and 4 studied by the end of Year 12 to six (one in their Year 11 and the normal five in Year 12). If this is the case, the student will be able to enhance their university entrance score (ATAR), as a bonus applies if an additional subject is studied.

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 essential.

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.

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.

While these concerns need to be taken very seriously, for some students the possibilities provided by Year 10 Acceleration is the highlight of their 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 Survey form which is on page 66.

The Arts, Technology and Health and Physical Education Domains
All studies from the Arts, Technology and Health and Physical Education Domains are offered as electives. It is compulsory for all students to select one elective unit in their course from each of these Domains unless they are continuing their Language study. Depending on their decision to include a VCE or VET study, students may select more than this minimum requirement.

Languages
We strongly encourage girls to continue their language studies in French or Japanese. These studies constitute two elective choices in Year 10. Students who successfully continue their language studies through Year 10 will be able to consider these languages as VCE studies.
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.

Sport Education
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 interschool 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.
Course Selection Rules for Year 10 students:

a. At least one semester from the P.E./Health Domain (can be a VCE Unit 1/2)
b. At least one semester from the Arts or Performing Arts Domain (can be a VCE Unit 1/2)
c. At least one semester from the Technology Domain (can be a VCE Unit 1/2)

Please note:
1. Students select their remaining electives based on interest, vocation and prerequisites for University entrance
2. Students are encouraged to select a VCE/VET Acceleration Study as part of their course.
3. If students decide to take VCE Visual Communication Design, for example, this would satisfy the Arts requirement. If students decide to take VET Interactive Digital Media, this would satisfy the technology requirement.
4. If a student does LOTE and a VCE/VET Acceleration subject, depending on the VCE unit selected, they may only be able to comply with one or two of the selection rules.
5. Students selecting a LOTE and a VCE Acceleration study may select one only from the Arts or Technology and/or Health and Physical Education

The Year 10 Curriculum

The school 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.

<table>
<thead>
<tr>
<th>Subjects taught in a fixed/form group for the year (core)</th>
<th>Semester 1</th>
<th>No. of periods Per cycle</th>
<th>Semester 2</th>
<th>No. of periods Per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>English</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Mathematics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>5</td>
<td>Humanities</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>Science</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective (Arts, Technology or PE)</td>
<td>6</td>
<td>Elective (Technology, Arts or PE)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Elective (or Language)</td>
<td>6</td>
<td>Elective (or Language)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Elective or VCE/VET Study</td>
<td>6</td>
<td>Elective or VCE/VET Study</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total periods per cycle</td>
<td>40</td>
<td>Total periods per cycle</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
A minimum of one unit must be selected from The Arts.

All studies in the Arts are electives.

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

Electives offered in The Arts

<table>
<thead>
<tr>
<th>Strand</th>
<th>Code</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>10AR</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>10CE</td>
<td>Ceramics</td>
</tr>
<tr>
<td></td>
<td>10ME</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>10VC</td>
<td>Visual Communication and Design</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>10MU</td>
<td>Music Performance</td>
</tr>
<tr>
<td></td>
<td>10ST</td>
<td>Drama Stagecraft</td>
</tr>
<tr>
<td></td>
<td>10SP</td>
<td>Drama Script and Performance</td>
</tr>
<tr>
<td></td>
<td>10DA</td>
<td>Dance Skills and Technique</td>
</tr>
</tbody>
</table>

Accelerated Units

<table>
<thead>
<tr>
<th>Strand</th>
<th>Code</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>VC011 &amp; VC022</td>
<td>VCE Visual Communication Design Unit 1 &amp; 2</td>
</tr>
<tr>
<td>Dance</td>
<td>DA011 &amp; DA022</td>
<td>VCE Dance Unit 1 &amp; 2</td>
</tr>
<tr>
<td>Art</td>
<td>AR011 &amp; AR022</td>
<td>VCE Art Units 1 &amp; 2</td>
</tr>
<tr>
<td>Music Performance</td>
<td>MP011 &amp; MP022</td>
<td>VCE Music Performance Units 1 &amp; 2</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>TS011 &amp; TS022</td>
<td>VCE Theatre Studies Units 1 &amp; 2</td>
</tr>
</tbody>
</table>
THE ARTS

Art

Year 10
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

Year 10
Code: 10CE

Aim
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.
THE ARTS

Media

Year 10
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

Year 10
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.
Unit 1: Introduction to Visual Communication and Design  VC011

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  VC022

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.
**THE ARTS**

**Drama Stagecraft**  
**Year 10**  
**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**  
**Year 10**  
**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**

**Year 10**

**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.
VCE Music Performance

At MGSC Music is made up of the following units:

- Music Performance Units 1, 2, 3 and 4
- Music Investigation Units 3 and 4

Students may enrol in all units or select specific combinations of units that cater for their interests and intended pathways.

The following diagram outlines the structure of VCE Music 2017–2018:

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance or for entry to Unit 3 of Music Investigation. 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 for private lessons with a specialist music teacher on the solo 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.

**Students are strongly recommended to undertake Units 3 and 4 Music Performance before or in the same year that they undertake Units 3 and 4 Music Investigation. Music Investigation Units 3 and 4 are designed for students with considerable music experience.**

**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 solo performance. Students will be required to complete units of work on both their group and solo instrument in all 4 Units of Music Performance.

For Units 3 and 4 Performance the final recital at the end of the year will be presented as either Solo or Group Performance. These works will be chosen in conjunction with their instrumental teacher from either the Prescribed List of Group Works OR the Prescribed List of Notated Solo Works, annually published by VCAA.
VCE Music Performance

Year 11
Code: MC011&MC022

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 in solo and group situations of a range of technical work and interpretive music. **Students should also be members of at least one musical ensemble.**
   **Students may be required for a number of out of school rehearsals and performances.**

2. Performance technique
   The exploring of strategies to optimise performance of solo and group works.

3. Musicianship
   Complete a folio work that will build their knowledge and skills in music theory, aural comprehension and music analysis.

4. Organisation of Sound (Unit 2 only)
   Learning and practice of techniques relevant to arranging, composing and/or improvising of music. The study of background, style, structure and musical language related to works being prepared for performance.

Learning Outcomes
On completing these units students should be able to:

- Prepare and perform a musically engaging program of group and solo works.
- Perform selected technical work and exercises, and unprepared material.
- In an oral, multimedia or written report explain how the selected technical work and exercises support the students’ development as an instrumentalist and their preparation of works performed in solo and group context.
- 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).
VCE Theatre Studies

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

*AS A PERFORMANCE APPROACHES STUDENTS WILL NEED TO ATTEND OUT OF CLASS REHEARSALS.*

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

*As a performance approaches students will need to attend out of class rehearsals.*
It is recommended that students have three to four years dance and/or movement experience.

**Unit 1 Dance**  
**DA011**

**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**  
**DA022**

**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 is compulsory in Year 10.

In addition there are two English electives offered.

These are available to students who have already demonstrated a strong aptitude for and keen interest in the area of Literature and Professional Writing.

### Compulsory Studies

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<thead>
<tr>
<th>Strand</th>
<th>Code</th>
<th>Name of Unit</th>
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</thead>
<tbody>
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<td>Core English Year 10</td>
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### Elective Units

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<td>10PW</td>
<td>Professional Writing</td>
</tr>
<tr>
<td></td>
<td>10LI</td>
<td>Literature</td>
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</table>

### Core English

#### Year 10

**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.
ENGLISH

Professional Writing

Aim
The aim of this study is to introduce students to key aspects of writing for publication.

Content
By the end of this unit which takes place over one semester, students should be familiar with a large range of writing styles, genres and formats. Students will appreciate the difference between formal and non-formal writing and will learn about writing for specific audiences and purposes. There are exciting writing tasks such as film and food reviews, and myriad avenues that will stimulate the creative juices. Students will be offered opportunities to enter writing competitions on a regular basis.

Assessment
Students may be expected to complete writing pieces at least every two to three weeks, either for a specific competition or for their folio. These written tasks include:
- Writing in various formats and a range of genres which will then become part of an electronic or hard copy folio depending on how students wish to organise their work.
- A major short story which is a minimum of 3000 words which will be drafted several times before submission at the end of the unit.

Special Requirements
It is a requirement of this course that students enter writing competitions as well as submit work to the school magazine for publication.

Literature

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

This learning area covers Health, Physical Education and Outdoor Education.

**Compulsory Studies**

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**Elective Units**

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<td>Inside the Human Body</td>
</tr>
<tr>
<td></td>
<td>10HH</td>
<td>Healthy Minds, Healthy Habits</td>
</tr>
<tr>
<td></td>
<td>10CO</td>
<td>Sports Coaching</td>
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**Accelerated Units**

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<td>Health</td>
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<td>VCE Health &amp; Human Development Unit 1 &amp; 2</td>
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<tr>
<td>Outdoor Education</td>
<td>OS031 &amp; OS032</td>
<td>VCE Outdoor Environmental Studies Unit 1 &amp; 2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE011 &amp; PE022</td>
<td>VCE Physical Education Unit 1 &amp; 2</td>
</tr>
</tbody>
</table>
HEALTH & PHYSICAL EDUCATION

Inside the Human Body

Year 10
Code: 10H

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
- Attendance
- Tests
- Assignment Work
- Laboratory Reports

Healthy Minds, Healthy Habits

Year 10
Code: 10HH

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

Content
The elective includes investigating:
- Mind matters: the students will look at stress and depression and look at strategies and agencies that can assist, such as Beyond Blue
- ‘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. The students will look after a baby simulator for two to three days and nights.
- 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.
- Dealing with grief.
This elective will involve lots of discussion, activities and guest speakers.

Assessment
Ongoing journal, production of a resource which would give advice to teenagers, oral presentations and written responses, test and multimedia presentation.
Sports Coaching

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:
- 1 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.
- 1 Laboratory session – These include assistant coaching of junior classes; Peer coaching; Wheelchair Sports Victoria incursion, Bayside Special Develop School and Primary School Coaching sessions.
- 1 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: The Health & Development of Australia’s Youth

Area of Study
In this unit students are introduced to concepts of health and individual human development, with a focus on Australia’s youth. Students will consider the health status of Australia’s youth and investigate a range of health issues, including nutrition, that impact on the immediate and longer-term health and individual human development.

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

- Describe the dimensions of, and the interrelationships within and between, health and individual development.
- Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
- Outline health issues relevant to Australia’s youth and analyse strategies or programs that have an impact on youth health and development.
- Explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

Unit 2: Individual Human Development & Health Issues

Area of Study
Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Health and development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. The lifespan stage of adulthood is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments. The study of health is constantly changing with many emerging issues that have impacts on Australia’s health and development.

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

- Describe and explain factors that affect the health and individual human development during the prenatal stage.
- Describe and explain the factors that affect the health and individual human development of Australia’s children.
- Describe and explain the factors that affect the health and individual human development of Australia’s adults.
This unit examines the ways in which humans understand and relate to nature in the context of outdoor environments. The unit focuses on human-nature relationships, different understandings of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

**This study is NOT available for selection as a Unit 1 & 2 in Year 11.**

**Area of Study**
This unit examines the ways in which humans understand and relate to nature in the context of outdoor environments. The unit focuses on human-nature relationships, different understandings of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

**Unit 2: Environmental Impacts**

**Area of Study**
This unit focuses on human-related impacts on natural environments at local, regional and state levels. It includes historical and contemporary analyses of human conceptions of nature and human interactions with nature, including nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. The unit also provides an opportunity to evaluate state and local conservation policies and environmental legislation.

**Anticipated Activities**
Activities include bushwalking, skiing/snowboarding, mountain biking and surfing/rafting.

**Special Condition:**
Students must be aware that Unit 3 & 4 Outdoor Environmental Studies is only offered in Year 11 NOT in Year 12.
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.
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

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<td>10FR2</td>
<td>Year 10 French Semester 2</td>
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<td>10JA1</td>
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<tr>
<td></td>
<td>10JA2</td>
<td>Year 10 Japanese Semester 2</td>
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French

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

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 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

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<tr>
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<td>10AM</td>
<td>Core Advanced Mathematics Year 10</td>
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<td>MA101</td>
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<td>MA102</td>
<td>Foundation Mathematics Units 2</td>
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Possible Future Pathways:

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<th>2018</th>
<th>2019</th>
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<tbody>
<tr>
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<td>Further Maths 3 &amp; 4</td>
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<td>Advanced</td>
<td>Mathematical Methods 1 &amp; 2</td>
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<td>Foundation Maths 1 &amp; 2</td>
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Core Mathematics

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.
VCE Foundation Mathematics

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 is a compulsory study at Year 10.

Compulsory Studies

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<tr>
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<th>Name of Unit</th>
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<td>10SC</td>
<td>Core Year 10 Science</td>
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Accelerated Units

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<th>Name of Unit</th>
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<td>VCE Biology Unit 1 &amp; 2</td>
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<td>VCE Psychology Units 1 &amp; 2</td>
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Core Science

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, Earth Science and Biology.

Assessment
Research tasks and topic tests.
Unit 1: Unity and Diversity

Note: Unit 1 is taught in semester 2
Students are required to participate in dissection classes to understand structures and functions of organisms.

Area of Study
This unit examines the cell as the structural and functional unit of the whole organism. It investigates the needs of individual cells, how specialised structures carry out cellular activities and how cells survive changes in their internal and external environments. It investigates the relationships between features of organisms and how organisms meet their requirements for life.

Learning Outcomes
On completion of this unit, students should be able to:
- describe cellular structure and function and cellular processes
- describe and explain the relationship between features and requirements of functioning organisms, and how these are used to construct taxonomic systems
- design an extended practical activity and complete various presentations

Unit 2: Organisms and their Environments

Note: Unit 2 is taught in semester 1
Students are required to design, conduct and report on a field investigation related to the nature of ecosystems.

Area of Study
This unit examines the kinds of environmental factors that are common to all habitats. It also looks at the adaptations needed by organisms to exploit the resources of their particular ecological niches. With an emphasis on Australian ecosystems, this area of study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat.

Learning Outcomes
On completion of this unit, students should be able to:
- explain and analyse the relationship between environmental factors, and adaptations and distribution of living things
- design, conduct and report on a field investigation related to the interaction between living things and their environment, and explain how ecosystems change over time
- complete practical activities and various presentations.
UNIT 1 – How are Behaviour and Mental Processes Shaped?  PY011

Area of Study 1 How does the brain function?
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.

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.

Area of Study 2 What influences psychological development?
Students 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
• 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?  PY022

Area of Study 1 What influences a person’s perception of the world?
Students explore vision and taste – and analyse the relationship between sensation and perception of stimuli.

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.

Area of Study 2 How are people influenced to behave in particular ways?
Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups.

Learning Outcome
On completion of this unit the student should be able to
• identify factors that influence individuals to behave in specific ways.
• analyse ways in which others can influence individuals to behave differently.
Together History, Geography and Economics are undertaken at Year 10 as compulsory studies. An Asian focus will also be included in various topics.

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

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<thead>
<tr>
<th>Strand</th>
<th>Code</th>
<th>Name of Unit</th>
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<tbody>
<tr>
<td>History &amp; Economics</td>
<td>10HU1</td>
<td>Core Year 10: World at War/Indigenous Civil Rights</td>
</tr>
<tr>
<td>Geography and Civics &amp; Citizenship</td>
<td>10HU2</td>
<td>Core Year 10: The Geography of Human Wellbeing/Environmental Management and Change</td>
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Accelerated Units

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<tr>
<th>Strand</th>
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<th>Name of Unit</th>
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<tbody>
<tr>
<td>Business Management</td>
<td>BM011 &amp; BM022</td>
<td>VCE Business Management Unit 1 &amp; 2</td>
</tr>
<tr>
<td>Accounting</td>
<td>AC021 &amp; AC022</td>
<td>VCE Accounting Units 1 &amp; 2</td>
</tr>
<tr>
<td>Sociology</td>
<td>SO011 &amp; SO022</td>
<td>VCE Sociology Units 1 &amp; 2</td>
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THE HUMANITIES

Core: World at War/Indigenous Civil Rights

Year 10
Code: 10HU

This is a compulsory study.

Aim
Students will develop an understanding of twentieth century world history. The end of World War I, the Depression, and World War II will be studied. Political ideologies such as Capitalism, Fascism, Nazism and Communism will be examined, as well as the Holocaust. Students will also examine the history of Indigenous Civil Rights in Australia. The Stolen Generations, Freedom Rides, the 1967 Referendum and the Sorry Speech will enable students to gain an understanding of Indigenous issues today.

Content
At Year 10 the course includes developing an awareness of the consequence of World War 1 and the impact of World War 2, including an examination of political ideologies and economic systems. Students will explore similarities and differences between differing historical viewpoints and perspectives. Indigenous Civil Rights leaders and the way they influenced and changed Australian attitudes will also be examined.

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

Core: The Geography of Human Wellbeing/Environmental Management and Change

Year 10
Code: 10HU

This is a compulsory study.

Aim
The study aims to help students understand the issues impacting people around the world. Women’s rights and the impact of global issues on their wellbeing is a key focus. The study of Environmental Management and change ensures that students gain an awareness of the importance of coastal management both globally and locally.

Content
The course includes two main areas of study:

- Mapping and the use of evidence and data to understand the way that women are impacted by issues around the world. This includes access to education, health and
- Environmental management and change includes field work to the local beaches to examine the way the coast is being protected and used.

Assessment
Satisfactory completion of a range of tasks including field work, topic tests, research assignments and classroom presentations.
In Year 10, students have the opportunity to study VCE Business Management as an accelerated subject.

**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. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

**Learning Outcomes**
- Explain and apply a set of business concepts and relationships to a range of businesses.
- Apply small business management principles and practices and evaluate their effectiveness in various business situations. Performance will be based on assessment tasks such as a school based short term business activity as well as contact with businesses.
- Understanding the role of professionals in providing advice to achieve business success.
- Evaluating the role of internal and external sources of finance.

**Unit 2: Communication and Management**

**Area of Study**
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered with students developing an understanding of the important role these functions play in the ultimate success of a business.

**Learning Outcomes**
- Identify innovative management practices and assess the relative importance of the factors in creating change.
- Identify and explain a range of effective communication methods used in business.
- Analyse and design an effective marketing strategies and public relations processes.
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
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.
This learning area covers Materials (Textiles, Food and Wood)

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

**Elective Units**

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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Materials</td>
<td>10WD</td>
<td>Wood Design</td>
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<tr>
<td></td>
<td>10MJ</td>
<td>Metals &amp; Jewellery</td>
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<td></td>
<td>10FO</td>
<td>Food</td>
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<td></td>
<td>10FD</td>
<td>Fashion and Textiles</td>
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<td></td>
<td>10DP</td>
<td>Digital Programming and Design</td>
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**Accelerated Units**

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<tr>
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<tbody>
<tr>
<td>Food Studies</td>
<td>FS011 &amp; FS022</td>
<td>VCE Food Studies Units 1 &amp; 2</td>
</tr>
<tr>
<td>Design Technologies – Textiles</td>
<td>DT011 &amp; DT022</td>
<td>VCE Product Design Technologies – Textiles Units 1 &amp; 2</td>
</tr>
</tbody>
</table>
Wood Design

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

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.
**TECHNOLOGY**

**Food**

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.

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**Fashion and Textiles**

**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.
Digital Programming and Design

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 design task. The process of idea development and visual documentation will also be assessed. Tasks will include designing and programming of websites, apps and animations.
VCE Food Studies

Year 11
Code: FY011&FY022

Food Studies has an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Food Studies includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

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 a 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 demonstrates 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.
VCE Product Design and Technology (Textiles)  
**Year 11**  
**Code:** PD011 & PD022

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**  
**PD011**

**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 product's 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**  
**PD022**

**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.
VET Information in 2017

VET studies enable students to gain an industry-recognised qualification whilst they complete their secondary schooling. This gives them a ‘head start’ in the quest for employment, or advanced standing if they apply to continue their studies in this field after Year 12. For students who undertake a VCE/VET study but choose not to pursue that field in terms of later employment or study, they will have gained a range of workplace and organisational skills that they can apply in other situations.

Whilst undertaking these studies, students generally spend half a day each week at an external venue for classes. Most of the VCE/VET studies offered (except for the Allied Health, Fashion, Hairdressing/Makeup, Events, and Tourism) provide full credit towards the VCE, like any VCE study, and contribute to the student’s ATAR as a fully scored VCE study. The Allied Health, Fashion, Events and Tourism programs do not have scored assessment in their second year. Students who successfully complete the second year will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student’s primary four unit 3 and 4 VCE studies. In other words, it would count as a fifth or sixth subject in the calculation of the ATAR. The Hairdressing and Makeup programs are one year programs and will count as Unit 1 and 2, but will not contribute to the ATAR.

There are administrative costs associated with all VET studies, and the payment of these is the responsibility of the parent or guardian. These fees are required to be paid ‘up front’ before the end of the 2015 school year. The Education Department subsidises the costs of the VCE/VET studies for all students who will have turned 15 years old by May 1 2017. Students under this age will not be able to elect a VET Program for next year. Even with the subsidies, VET studies still require significant financial commitments from students and their families. In 2016 the charge for VET was $790. It is not anticipated there will be any significant cost increase for 2017.

For students who would like to undertake a VET study, they can either choose to begin it during Year 10 or Year 11. Please speak to the VET coordinator if you are unsure or you would like some advice.

VET IN THE VCE STUDIES
- Certificate II in Community Services
- Certificate II in Equine Studies
- Certificate II in Hospitality
- Certificate II and III in Interactive Digital Media
- Certificate III in Technical Production (Music Industry)

VET PROGRAM
- Certificate III in Allied Health Assistance
- Certificate II in Applied Fashion Design and Technology
- Certificate III in Event Management
- Certificate II in Hairdressing
- Certificate II in Retail Makeup and Skin Care
- Certificate III in Tourism

Some of the above certificates can be gained after the completion of one year (units 1 and 2). Refer to each study for details. Students generally cannot undertake a VCE/VET study at unit 3 and 4 level unless units 1 and 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 Information in 2017

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 1st May, 2017
VET Information in 2017

VET Allied Health Assistance

VEAH1 & VEAH2

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.

Lecturers will use a multidisciplinary/integrated approach with emphasis across the lifespan in course delivery. 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 forty 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 Certificate III in Allied Health Assistance

- 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 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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.
### VET Offerings in 2017

#### VET Applied Fashion Design & Technology

**VEAF1 & VEAF2**

**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.

**VCE VET Units 1 and 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

**VCE VET Units 3 and 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 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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.

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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.
VET Offerings in 2017

VET Community Services

Students study towards completing a Certificate II in Community Services and selected units from Certificate III in Community Services and Certificate III in Children’s Services. Sessions are held each Wednesday (half-day) over two years. Students will also undertake a Level 2 First Aid certificate.

**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 – Certificate II in Community Services**
- 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 and work-placement focusing on the areas of childcare, disabilities and aged care. As well as providing education pathways, students undertake a one week work-placement during the July school holidays, gaining valuable work readiness and real-world skills. Suitable workplacements can be in the areas of child, disability, aged care, youth services and other community/welfare organisations.

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

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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 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

VCE VET Units 1 and 2 - 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

VCE VET Units 3 and 4 - 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 Wednesday 2-5.30pm.
1st year will have 6 full day practical classes for the year (one in terms 1 & 4 and two in terms 2 & 3)
2nd year will have 3 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 seeking to enrol in a Box Hill Institute VETIS course are required to attend a compulsory enrolment session in Term 4 2016. Failure to attend may jeopardise a student’s application for enrolment.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2016 the charge for this course was $1900 (Units 1/2) and $1500 (Units 3/4). It is not anticipated there will be any significant cost increase for 2017.

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.
VET Offerings in 2017

VET Hairdressing

Certificate II in Hairdressing
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

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 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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 II in Retail Makeup and Skin Care

Aims
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.

Year 1

- 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

VCE: VCE credits are available through block credit. Only credit at Units 1-2 level is available.

ATAR: There is no ATAR contribution. This subject does not have a study score and therefore cannot contribute towards the student’s primary four.

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
1. Certificate III in Beauty Services
2. Certificate IV in Beauty Therapy
3. Diploma of Beauty Therapy

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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
VET Hospitality

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.

VCE VET Units 1 and 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 Certificate II in Hospitality and will also have completed selected units from Certificate III in Catering.

VCE VET Units 3 and 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 and 4 classes will run from 4.00 – 8.30pm and sometimes finish at 10 pm when in the restaurant.

This program is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin campus. In units 1 and 2 students will attend Holmesglen for one day per week from 2.30-7.30pm each Wednesday.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.
Family 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.
VET Offerings in 2017

VET Technical Production (Music Industry)  

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

VCE VET Units 1 and 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

VCE VET Units 3 and 4 – Certificate III in Technical Production
• 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 offered at Sandringham Secondary College.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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.
VET Offerings in 2017

VET Interactive Digital Media

**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.

**VCE VET Units 1 and 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

**VCE VET Units 3 and 4 – Certificate III in Media**

- 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.

**Costs:** The actual cost for this course is over and above educational items and an additional cost applies. In 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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.
VET Event Management

VEEM1 & VEEM2

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 and 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  Certificate III in Events
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 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

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.
VET Tourism

**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 and 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 Certificate III in Tourism**
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 2016 the charge for this course was $800. It is not anticipated there will be any significant cost increase for 2017.

**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.
Remember: VET is only available to students 15 years and older as at May 1st 2017

CONDITIONS OF ENROLMENT:

- 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 2016 for all students accepted into VET programs for 2017. 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.

R. Poulos
VET Coordinator

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.

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

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

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

Now that you have read the booklet carefully, this sheet may provide a picture of your preferred unit choices. The shaded boxes are those where you make choices.

Rules for Course Selection for all Year 10 students:

1. Students must select:
   a. At least one semester from the P.E./Health Domain (can be a VCE Unit 1/2)
   b. At least one semester from the Arts or Performing Arts Domain (can be a VCE Unit 1/2)
   c. At least one semester from the Technology Domain (can be a VCE Unit 1/2)
2. Students select their remaining electives based on interest, vocation and prerequisites for University entrance
3. If a student does LOTE and a VCE/VET subject, depending on the VCE unit selected the need to comply with point 1 may be waived.
4. Students are encouraged to select a VCE/VET Acceleration Study as part of their course. If students decide to take VCE Visual Communication Design, for example, this would satisfy the Arts requirement and VET Interactive Digital Media, this would satisfy the technology requirement.
5. Students selecting a Language other than English and a VCE Acceleration study may select one only from the Arts or Technology

The Year 10 Curriculum

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>No. of periods Per cycle</th>
<th>Semester 2</th>
<th>No. of periods Per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects taught In a fixed/form group for the year (core)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>English</td>
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<td>English</td>
<td>6</td>
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<tr>
<td>Mathematics</td>
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<td>Mathematics</td>
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<td>Humanities</td>
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<td>Humanities</td>
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<tr>
<td>Science</td>
<td>5</td>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Subjects taught In mixed blocked electives</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elective (Arts, Technology or PE)</td>
<td>6</td>
<td>Elective (Technology, Arts or PE)</td>
<td>6</td>
</tr>
<tr>
<td>Elective (or Language)</td>
<td>6</td>
<td>Elective (or Language)</td>
<td>6</td>
</tr>
<tr>
<td>Elective or VCE/VET Study</td>
<td>6</td>
<td>Elective or VCE/VET Study</td>
<td>6</td>
</tr>
<tr>
<td>Total periods per cycle</td>
<td>40</td>
<td>Total periods per cycle</td>
<td>40</td>
</tr>
</tbody>
</table>

***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.***
### Year 10

#### The ARTS
- 10AR Art
- 10CE Ceramics
- 10ME Media
- 10VC Visual Communication & Design
- 10MU Music Performance & Technology
- 10ST Stagecraft
- 10SP Script and Performance
- 10DA Dance Skills and Technique
- AR011 & AR022 Art Units 1 & 2
- VC011 & VC022 Visual Communication Units 1 & 2
- DA011 & DA022 Dance Unit 1 & 2
- MC011 & MC022 Musical Performance Units 1 & 2
- TS011 & TS022 Theatre Studies Units 1 & 2

#### SCIENCE
- 10SC Core Science Yr 10
- BI011 & BI022 Biology Units 1 & 2
- PY011 & PY022 Psychology Units 1 & 2
- 10AM Core Advanced Mathematics Yr 10
- MA101 & MA102 Foundation Mathematics Unit 1 & 2

#### The HUMANITIES
- 10HU Core Humanities Yr 10
- BM011 & BM022 Business Management Unit 1 & 2
- AC021 & AC022 Accounting Units 1 & 2
- SO011 & SO022 Sociology Units 1 & 2

#### TECHNOLOGY
- 10WD Wood Design
- 10MJ Metals and Jewellery
- 10FO Food
- 10FD Fashion Design
- 10DP Digital Programming & Design
- FY011 & FY022 Food Technology Units 1 & 2
- DT011 & DT022 Product Design Technologies Textiles – Units 1 & 2

#### VET STUDIES
- VEAH1 & VEAH2 Allied Health Assistance
- VEA1 & VEA2 Applied Fashion Design
- VEC51 & VEC52 Community Services
- VEEQ1 & VEEQ2 Equine Studies
- VEHA1 & VEHA2 Hairdressing
- VEMA1 & VEMA2 Retail Makeup and Skin Care
- VEHS1 & VEHS2 Hospitality
- VETP1 & VETP2 Technical Production(Music)
- VEIM1 & VEIM2 Interactive Digital Media
- VEEM1 & VEEM2 Event Management
- VETO1 & VETO2 Tourism

### ENGLISH
- 10EN Core English Yr 10
- 10PW Professional Writing
- 10LI Literature

### HEALTH & PE
- 10PE Core Phys. Ed Practical Yr 10
- 10IH Inside the Human Body
- 10HH Healthy Minds, Healthy Habits
- 10CO Sports Coaching
- HH011 & HH022 Health & Human Development 1 & 2
- OS011 & OS022 Outdoor Environmental Studies 1 & 2
- PEO11 & PEO22 Physical Education Units 1 & 2

### LANGUAGE
- 10FR1 French Semester 1
- 10FR2 French Semester 2
- 10JA1 Japanese Semester 1
- 10JA2 Japanese Semester 2

### Year 10 Curriculum Handbook for 2017

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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:

Applicant’s Name: ................................................................. Form (in 2016): ............

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 2016 and answered all relevant questions.

   Teacher signature: ...................................................................................................................

2. Have you talked to your 2016 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
   ...............................................................................................................................................

   2016 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 ~ 2017

Student Name: ___________________________________________ Form: _________ Date of Birth: ________________
(in 2016)

Year 10 students are encouraged 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 and 2 Studies being offered to Year 10 students in 2017.

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

<table>
<thead>
<tr>
<th>VCE Studies being offered in 2017</th>
<th>VET Studies being offered in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Accounting</td>
<td>VET Allied Health Assistance</td>
</tr>
<tr>
<td>VCE Art</td>
<td>VET Applied Fashion and Design Technology</td>
</tr>
<tr>
<td>VCE Biology</td>
<td>VET Community Services</td>
</tr>
<tr>
<td>VCE Business Management</td>
<td>VET Equine Studies</td>
</tr>
<tr>
<td>VCE Dance</td>
<td>VET Hair Dressing</td>
</tr>
<tr>
<td>VCE Food Technology</td>
<td>VET Retail Makeup and Skin Care</td>
</tr>
<tr>
<td>VCE Health and Human Development</td>
<td>VET Hospitality</td>
</tr>
<tr>
<td>VCE Music Performance</td>
<td>VET Technical Production(Music Industry)</td>
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<tr>
<td>VCE Outdoor Environmental Studies</td>
<td>VET Interactive Digital Media</td>
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<tr>
<td>VCE Produce Design Technologies</td>
<td>VET Event Management</td>
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<tr>
<td>VCE Physical Education</td>
<td>VET Tourism</td>
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<td>VCE Psychology</td>
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<td>VCE Sociology</td>
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<tr>
<td>VCE Theatre Studies</td>
<td></td>
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<tr>
<td>VCE Visual Communication Design</td>
<td></td>
</tr>
</tbody>
</table>

* VET is ONLY available to students who are 15 years or older as at 1st May 2017

**Step Two:** If your first preference study was not able to be offered in 2017, would you be interested in applying to
study one of the other VCE / VET Studies being offered? (Tick Yes or No)

Yes ________ No ________

1. 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.)

2. If No, please complete the rest of the form.

**Step Three:** Enter preferences 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: ______________________
Students must submit this form together with a WEB receipt (indicating preferences have been electronically entered) to their Course Counsellor and by Friday 12th August 2016.

NAME ____________________________ [Given Name] ____________________________ [Surname] FORM in 2016 ___________

I intend returning to Mentone Girls’ Secondary College next year in 2017
Yes ☐ No ☐

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

Recall the following requirements (outlined on pg 56 of the Handbook)
1. Students must select a minimum of one unit from the Arts, Technology and Health/Physical Education.
2. All students are encouraged to select a VCE/VET Acceleration Study as part of their Course.
   a. If you take VCE Visual Communication, for example, this would satisfy the Arts requirement
   b. If you take VET Interactive Digital Media, for example, this would satisfy the Technology requirement
3. Students selecting a Language and a VCE Acceleration study may select one only from the Arts or Technology

Before going online to enter your Web Preference use the boxes below to make a draft list of preferences. As you enter your top six preferences keep in mind the minimum (guided) requirements as outlined in steps above.

Preference 1 Enter elective descriptor or code Arts + VCE Unit 1
Preference 2 Technology + VCE Unit 1
Preference 3 Health & PE + VCE Unit 1
Preference 4 Free Choice + VCE Unit 2
Preference 5 Free Choice + Language
Preference 6 Free Choice + Language

Please remember to include at least one reserve Arts choice and one reserve Technology choice in the reserve preference list below.

Preference 7 Enter elective descriptor or code 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 Friday 12th August 2016.