



# **2008**

# **Year 10**

# **Student**

# **Handbook**

A Student Guide to  
Course Selection

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# Welcome to Year 10

At Western Port Secondary College our mission is to provide excellence in education and opportunity for all. This publication outlines the Teaching for Learning programs and organisational procedures of Yr10.

## The Nature of the Program

We commit ourselves to provide enjoyable, relevant and rigorous Teaching for learning programs that reflect the development stages of our students as they move through their adolescent years.

Vocational Education and Training (VET) modules are increasingly featured as we prepare students to move onto the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). At Western Port Secondary College, our goal is to provide all students with appropriate access to programs in their latter years of secondary education.

### The Students

We are well aware of the background, maturity and range of development of the students coming into Year 10. We aim to provide opportunities so all students are continually challenged to perform at their best.

### Parents and Guardians

- Parents and Guardians are the biggest factor affecting how well students want to do at school.
- All students need the active encouragement and support of their parents/guardians. Parents/guardians can help in all sorts of ways: College Council, parent groups, our reading programs, working bees, camps and excursions or simply supporting work at home.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education
- We seek and welcome parents and guardians into a partnership. Together we will assist students to work towards achieving their potential

We look for full support in implementing our College's Student Code of Conduct.

- ***This includes our College Uniform Policy***

### The College

Information about the college and its operational procedures should be read closely so that our expectations are clearly understood.

### The Costs

The DOE contribution does not fully cover the cost of materials and equipment used by students for their entire year. The College Council requests you make a financial contribution for some electives so that we can provide the best education to students.

**Be aware that a number of units described in this publication may attract charges for materials. This should be considered when selecting electives. These costs are additional to the College Council Curriculum Resource Contribution. If these costs cannot be met then the subject should not be chosen.**

### Other Publications to be read

- Student diary
- New student's handbook

### Making a Sensible Selection

A balanced study program is provided within the curriculum. Students only need to concentrate on choosing an **area of interest** within the **elective curriculum. Things they like to do!** Carefully consider the subject descriptions and fill out the elective sheet after due consideration.

### Communication

The college will keep contact in a variety of ways:

- Reports by staff to College Council
- Monthly newsletter sent home via mail
- Special notices for unexpected events
- Diary entries, phone calls and notes

*Please keep in close touch with the school.*

*Student free days **are always** clearly publicised to parents and guardians*

## Student Organisations Procedures

### Daily Schedule

Students should be at school by **8.40 am** and be **punctual** to their form meeting at **8.50 am**. If students miss form assembly **they must sign in** at the general office, with a note from a parent/guardian stating why they are late.

**Absences**

If a student is absent, a signed note must be sent stating the date and reason for the absence. This should be sent with the student on their return to school and **handed to the form teacher.**

***A call to the College Absence Line on 5979 3511 on the day of absence could avoid the need for a note. Students are expected to catch up on work missed. A medical certificate is needed for extended absences.***

**Youth Allowance**

- It is the responsibility of each parent/guardian to provide the college with reasons for all absences.
- It is the college's decision to deem these reasons as acceptable or not.
- **The college is obliged to notify the responsible authority of students' absences.**
- Please be careful to avoid embarrassment

**Out of School Passes**

No Year 10 student is permitted to leave the school grounds without first obtaining written permission from a Sub-School Co-ordinator or an Assistant Principal. Students then sign out at the General Office before leaving. If a student is to return during the day they must sign in at the General Office immediately on their return. We encourage students to stay at school to spend time with friends. Students cannot sign out to go down the street for lunch.

**Schoolwork at Home**

Work at home needs to be a regular activity. It will include set homework; catch up, research and production of projects and assignments, completion of class work and study. Year 10 students are expected to do on average; about **two hours** work at home per weeknight. This is a minimum.

**Valuables**

Students are advised not to bring valuables to school. The College does not accept any responsibility if they are lost, stolen or mislaid

**Mobile phones** should not be taken to class. If parents/guardians need to contact a student they should do this by contacting the General Office. If it is absolutely essential that a student bring some form of valuables then they should give it to the teacher or take it to the General Office for safe keeping, **first thing in the morning**

**Lockers**

**All students are expected to have their own locker.** Locks supplied by the college will be available for purchase at the beginning of the school year. Students will not be permitted to use other locks. Students must keep their locker locked and in a neat and unmarked condition.

**Locker Times**

- Students should collect books and equipment: Before form meetings for periods 1 and 2,
- At recess for period 3
- At lunchtime for period 4.
- **Bags are not to be taken into class**

It is expected that students have written permission to be at their lockers at other times.

**School Diary (an essential)**

**Each student is expected to have a school diary.**

As well as providing space to record homework, due dates for work, the diary contains important information on college rules and consequences. The diary is a direct means of communication between home and the school. It should be maintained in a neat fashion so parents and teachers can use it.

**Emergency Procedures**

Students must report all accidents to a teacher or to the college office immediately they occur. If a student is injured at school, teachers may: Give first aid treatment Call the parent or emergency contact number or arrange an ambulance to take the child for medical treatment. If your child has a disability requiring special treatment or if there is any medical information that may be needed in an emergency, please ensure that this is entered on the admission records.

***Please be aware that ambulance costs can be expensive. It is important that the school has your most up to date information. Please ensure that you notify the college promptly of any change of address, home, work or mobile telephone number, place of work, emergency contact, doctor or any change to family circumstances.***

**Usual Disciplinary Procedures**

What happens depends on;

- What was done
- How serious it was, and
- Whether the rule had been broken before

What *will* happen?

Discussion and counselling from a teacher. A warning will be given and explanation about the next step. If the offence is repeated or if considered serious enough, suspension or expulsion. If the offence is again repeated this will result in; yard duty/recess/lunchtime/after school detention/suspension or expulsion.

**Classroom Management Plans**

Within a classroom Management Plan, the classroom teacher will set rules, consequences and rewards early in the semester. Negotiation with students may occur to develop these. The consequences will be logical and be implemented step by step.

## The Co-ordinators

Co-ordinators will assist classroom teachers by mediating towards solutions to problems, sanctioning consequences and involving parents and guardians in an effort to modify a student's behaviour so they and others can continue working in a congenial atmosphere.

### The Co-ordinators are available to:

- Discuss subjects and courses with students and parents
- Assist with career pathway plans,
- Discuss progress and provide guidance and assistance
- Provide a link between school, work and further education.

### Managed Individual Pathways

To assist to develop ideas of future careers we provide a wide range of information about jobs, courses and places where learning and training take place. Computer programs, exploring job and course requirements are available. **An individual pathway plan will be developed during Year 10.**

Work Experience will be undertaken by all Year 10 students, at set times throughout the year. Work experience can be undertaken by any Year 10 students at other times if it is a part of a planned program.

### Year 10 Camp

We offer our Year 10 students an interstate tour to Sydney and Gold Coast, usually at the end of term 2 and at the same time as other Year 10 students undertake work experience. **A deposit of \$150 will be requested by the end of Term 4 2007.** Further information regarding the camp will be available soon.

## Uniform

The wearing of uniform is compulsory and strongly endorsed by the College Council and the staff. Experience has shown that the wearing of uniform improves both the general appearance and behaviour of students and contributes markedly to the school tone. Failure to wear uniform is regarded as a serious breach of school rules. All items of clothing are required to be clearly marked with the students' name

Uniform is supplied by Primary School Wear and the college uniform shop is in the college arts centre  
**Hours: Wednesdays 8.30 – 9.30am and 1.30 – 5.00pm**, during school terms only

### Breaches of uniform

All students out of uniform are expected to follow the process of bringing a note from home and obtaining a

pass from their coordinators. Failure to follow this procedure may well result in after school detention.

<b>Jumper</b>	Black woollen jumper with College name and senior school embroidery
<b>Shirt</b>	Forest green Polo OR white business shirt, with college logo.
<b>Socks</b>	<b>Plain</b> white, black socks or Black Tights
<b>Shoes</b>	Completely Black polishable shoes. <b>NO</b> open footwear or thongs
<b>Shorts</b>	Dark Grey Melange shorts
<b>Pants</b>	Girls: slacks in dark grey Boys: melange slacks <b>No cotton tracksuits or denim</b>
<b>Frock</b>	Green check "Cleolene" Material
<b>Skirt</b>	McKinnon Hunting Tartan
<b>Caps</b>	Plain Forest green or Grey
<b>Coat</b>	Plain black

### Sports Uniform

Black shorts or black/green pleated skirt, white socks and non marking runners. Dark track suits may be worn during the winter months. T-shirts in house colours can be purchased from the uniform shop or a white t-shirt is to be worn.

### Second-Hand Uniform

*No second hand uniform shop exists.* However, parents wishing to sell or exchange items are welcome to place ads in the college Newsletter by contacting the General Office.

### Promotion to Year 11

Promotion to Year 11 School is not automatic. Students who have only successfully completed less than two thirds of the units studied will have their preparedness for promotion questioned. Their best interests will be considered along with parent requests and the college's best interests.

### Pre Apprenticeship Program

Many students find difficulty moving through their adolescence, losing direction and commitment to learning. This program aims to give direction, support and confidence to students so they can once again set and achieve their goals. Further information regarding this program is available from the Senior School Team. We expect to have students with a range of abilities and interest included in this program. **Ask us more about it.**

**Materials Charge: \$150.00**

### VCE Studies

This enables a number of year 10 students to experience the VCE early. If students continue into Year 12 the following year they can gain an extra score for tertiary entry. If you are interested in studying a VCE subject, talk seriously with your subject teachers and co-ordinators.

**A Placement in a VCE class is contingent on a position being available**

# Year 10 Materials Charges

Subject	Materials Charge	Subject	Materials Charge
<b>English</b>	\$21	<b>Health and Physical Education</b>	
English Enhance	\$21	Healthy Living	n/c
English Extend	\$21	Recreational Studies	\$105
		Advance	\$100
<b>Mathematics</b>		Major Games	\$50
Standard Maths 'A'	\$16	Individual Conditioning	\$50
Standard Maths 'B'	\$16		
Standard Maths 'C'	\$16	<b>The Arts</b>	
Mathematical Skills	\$16	Art and Multimedia	\$26
		Ceramics	\$26
<b>Science</b>		Visual Communication (Graphics)	\$21
Core Science	n/c	Drama	n/c
Psychology	n/c	Photography	\$63
		Music	n/c
<b>Humanities</b>			
20 <sup>th</sup> Century History	\$10	<b>Technology</b>	
Geography and Environmental Science	\$10	Wood	n/c
Small Business and Accounting	\$10		
International Issues	\$10	Glass	n/c
The Motor Vehicle and the Law	\$10	You are What You Eat and International Foods	\$84
		Textiles: Design and Technology	\$11
		Information Technology	n/c
<b>Pre-Apprenticeship Program</b>	\$150	Certificate II Information Technology	\$70
<b>LOTE</b>			
Indonesian	\$21		

\*NB: Parents are advised that as part of the Yr 10 Advance elective students are invited to attend the Lorne Surf Camp. This involves an extra charge above the materials charge. Parents should make provision for this when their students are choosing their electives.

# English

*Note – Students are required to study an English unit in each semester*

## Unit Objectives

The English course is designed to develop an ability to read and analyse complex texts, to improve understanding and control of language, creative writing and the structure and relevance of essay work, to gain confidence in speaking in small groups and to larger audiences.

Teaching and learning activities are structured around students developing complexity as they work towards achieving set outcomes in the areas of reading, writing and speaking and listening, building on the skills established in Year 9 and contributing to their preparation for the VCE.

**Choices can be made from the following:**

## English

### Semester One- Love and Life

#### Reading

- The study of a selection of short texts on a specific theme
- The study of current media texts on topics or issues of interest
- The reading of selected scenes from **Romeo and Juliet**
- Comparison of Romeo and Juliet films

#### Writing

- Folio pieces written for a variety of audiences and purposes
- Text response essay or creative response

#### Speaking and Listening

- Participation in individual, small group and whole class oral activities related to the set text particularly **Romeo and Juliet**

### Semester Two- War and Justice

#### Reading

- The reading and close study of the novel **Night**.
- Film study of **Schindler's List**
- The reading of a selection of War poetry
- Film study of **Evil Angels** or **In the Name of the Father**

#### Writing

- Journal developing responses to the themes.
- Creative writing responses
- Folio pieces written for a variety of audiences and purposes
- Text response essay or creative response

#### Speaking and Listening

- Personal and group oral work in response to the set texts

**Materials Charge: \$21.00**

## English Enhance

This course will focus on the development of language and literacy skills with particular emphasis on the use of current and everyday texts, short texts, film texts and the use of technology in English. **It is designed for those students who consider they need extra help in English.**

**Materials Charge: \$21.00**

## English Extend

**This course is designed for the more capable student who is a confident and keen reader and writer.** It will develop the close reading and analysis skills required for Literature in Years 11 and 12. Literature studies how writers interpret their world and the way their works reflect the views and values of the time. Students will read a range of classic and contemporary texts, analysing the viewpoints and techniques used by writers. Students will develop their own responses in both formal essay and creative responses.

**Materials Charge: \$21.00**

# Mathematics

All students are required to study Mathematics for the entire year

## Unit Objectives

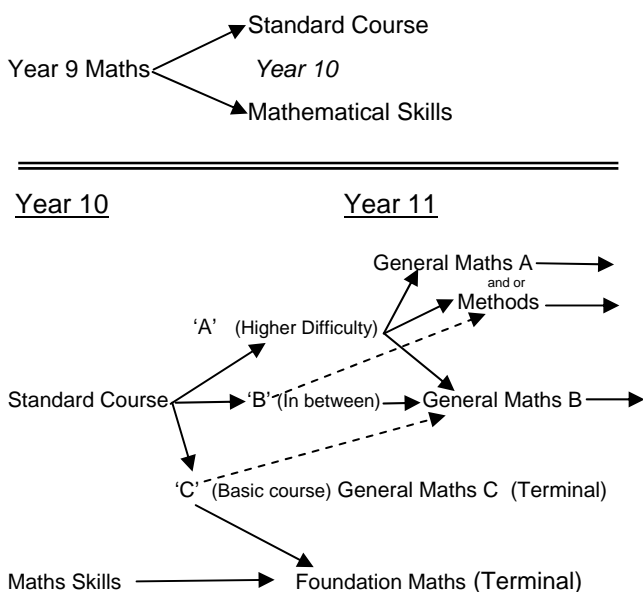
It is expected that the majority of students will have achieved a level of numeracy that will equip them for the transition to further study and/or preparation for work.

Those who intend to specialise in subsequent mathematics related studies would need to extend their knowledge of mathematics in key areas.

The purpose of Mathematics at Year 10 is to develop each student's potential in basic manipulative skills, knowledge of mathematical facts, understanding concepts and being able to apply those concepts and skills.

The Curriculum takes account of different emphases, which are shaping distinct pathways leading to Maths choices in Year 11 and 12. The VELS framework has five dimensions in mathematics which are NUMBER, MEASUREMENT incorporating STATISTICS and PROBABILITY, SPACE, STRUCTURE involving LOGIC and PROCESS; WORKING MATHEMATICALLY especially problem solving.

The selection of a Maths subject in Year 10 represents the first 'fork in the road' for students. Their choice will be partly decided by the level of complexity attempted in Year 9, and where they hope to take their Maths in the future. The pathways are best illustrated in these flow charts.



The upward arrows (----->) are only available to students who have demonstrated that they will cope with the increased complexity of their studies.

## Standard Mathematics

Topics will be studies from the following to varying levels of complexity depending which course has been selected ie. Standard 'A', 'B', or 'C'.

**Topics covered:** Trigonometry, Statistics, Volume and Surface Area, Coordinate Geometry. Surds, Index Numbers, Polynomials, Exponentials, Variation, Probability, More Advanced Algebra and Further Circle Geometry.

**Materials Charge: \$16.00**

## Mathematical Skills

This course is designed to give students specific skills and an understanding of how numbers can be made to work for them in every day life. It is likely that this subject will be a terminal Maths course for the majority of students who undertake it. Students who choose Mathematical Skills are probably wither planning to terminate their Maths studies at the end of Year 10 or doing the VCE subject of Foundation Maths in Year 11. These students are laying the ground work to do VET or a VCAL certificate which will be leading to immediate employment or non academic streams.

**Areas of Study:** Design involving shape and angles; location, particularly the use of coordinates; Literal maths, numeracy in texts; Measurement; Time and Money; and Data – The collection and analysis.

**Materials Charge: \$16.00**

## VCE General Mathematics

Students who have excelled in their Year 9 Mathematics studies should consider doing Year 11 VCE General Maths whilst in Year 10. This can be arranged after consultation and discussion with the Domain Head.

**There is no Materials Charge for this subject**

# Science

All students are required to study **Core Science** for one semester and then may select Psychology

## Core Science - One semester

This unit includes 5, four-week topics in Biology, Chemistry, Physics, and Earth Science.

***There is no Materials Charge for this subject***

## Psychology - One semester

### Unit Objectives - to investigate

- Psychology and research methods
- Social psychology in terms of behaviour in groups
- Normality and abnormality within society

### Unit Outline

- Students will be able to apply research methods to all areas of the course using empirical research analysis
- Outline how, as humans and animals, we behave in groups and society
- Construct a model of the brain and describe the important structures and functions

***There is no Materials Charge for this subject***

# Humanities

## 20<sup>th</sup> Century History

One semester elective

### Unit Objectives

Several major events of the 20<sup>th</sup> Century are studied in this unit – the sinking of the Titanic, the rise of Nazism in the 1930s, World War II in Europe and Asia, including the dropping of the atom bomb in 1945, the Kennedy assassination and the Middle East crisis in the 1990s. The unit is to give students an understanding of the major turning points in 20<sup>th</sup> Century history:

- Analyse the impact of significant events in shaping World History in the 20<sup>th</sup> century
- Explain the key changes in the social and political attitudes and values in Modern Western Society

### Topics studied

- The sinking of the Titanic
- The rise of Nazism
- World War 2
- Terrorism
- Kennedy assassination

***Materials Charge: \$10.00***

## Geography and Environmental Science

This unit gives students a background into the way that ecosystems operate and the importance of maintaining balance in the environment. With emphasis strongly on how humans impact both negatively and positively on their environment, students investigate local and global issues. Students will participate in studies of human interference on native vegetation through a focus on weeds involving field work around Hastings. Students will also investigate the dynamics of local beaches.

### Key Skills

- Research
- Field work
- Excursions
- Mapping
- Analysis and Reporting

### Key Topics

- Ecosystems
- Endangered species and the threats of poaching and deforestation
- Feral Animals
- Suburban Investigation on vegetation
- Beach investigation

**Materials Charge: \$10.00**

## **Small Business and Accounting**

One semester elective

### **Unit Objectives**

This course involves a wide range of theory and practice of small business both on a national and global scale. Students will be involved in the application of business and enterprise skills in the workplace. This course explores the nature of business enterprise and looks at current application in the business world

- Analyse a proposed change in the law in Australia and explain the legal processes to implement change
- Demonstrate an understanding of personal and business financial management and identify and apply enterprise skills and attributes

### **Unit Outline**

- Case studies from business enterprise – worksheets for McDonalds, Nike, JAG Australia, Mazda, etc
- The advertisements and promotion of various concepts that are generated on the Mornington Peninsula
- Marketing techniques
- Target markets
- Theme Parks – why are they so successful, how do they do their research? Movie World, Sea World, Dream World, Fox Studios, etc
- What is enterprise and application of enterprise
- Small beginnings, Marathon Foods (Footscray)

**Materials Charge: \$10.00**

## **Legal Studies**

### ***The Motor Vehicle Society and the Law***

Students will explore the history and impact of the motor vehicle on society. This unit will cover aspects of:

- Manufacturing, design and safety of Motor Vehicles
- Buying and selling of Motor Vehicles
- Development of Road laws and sanctions. In particular case studies relating to:
  1. Culpable Driving
  2. .05 & Drug Laws
  3. Road Rage
  4. Hooning
- Social Implications
  1. Road Trauma
  2. Urban sprawl & infrastructure
  3. Leisure
- Driver Education
  1. Licensing Requirements

2. Learners Permit
3. Basic Maintenance

**Materials Charge: 10.00**

## International Issues

One semester elective

### Unit Objectives

This unit focuses on Australian and International groups who are fighting for the rights of human and non-human groups

Did you realise that there is as much slavery in the world today as there has been at any time in history?

Are you aware that laboratory testing on animals to evaluate hair shampoo continues?

In many countries people can be jailed, tortured and killed without committing a crime let alone being charged with one

How do people survive when their lives are destroyed by war, famine and natural catastrophe?

Why are so many of the planets animals being hunted to extinction?

This subject will take a balanced view of international groups and their role in society today. Examples of groups include Amnesty International, Red Cross, Green Peace, World Wildlife Fund and the Salvation Army

### Unit Outline

Major ideas will be the investigation of an International organisation and their areas of involvement, the study of selected animal species and their treatment by humans and comparison of the living conditions of a poor country with those of Australia. Students will analyse major social issues. Learning tasks will include workbook, research, document analysis and case studies

Assessment tasks include evaluation and presentation of data, interpretation of evidence, report writing, letter writing and research.

**Materials Charge: \$10.00**

# Health and Physical Education

## Healthy Living

One semester elective

### Unit Objective

- The focus will be on the changing needs of individuals throughout the lifecycle with an emphasis on sexuality and reproduction
- Students will explore a range of physical, social and emotional aspects of health issues relevant to young people in our society
- They will consider the responsibilities of parenting and the role of family and the community in the growth and development of individuals

### Unit Outline

- Introduction of the human lifecycle
- Exploration of health issues for adolescents including major causes of illness injury and death in various groups
- Human sexuality within the context of responsible decision making
- Pregnancy and birth
- Family and community support for individuals and groups
- Study of life skills

***There is no Materials Charge for this subject***

## Recreational Studies

One semester elective

### Unit Objective

- To gain skills and competencies in a range of outdoor leisure and recreational activities
- To understand the need for safety in outdoor environments and in using specialized equipment

### Unit Outline

- Activities to be undertaken include: Practical – Archery, La Crosse, Tennis, Table Tennis, rock climbing, rollerblading, lawn bowls and orienteering.
- Theoretical – Environmental Awareness, Safety in the outdoors and discovering the need for risk, competence and difficulty

**Materials Charge: \$105.00**

## Advance - Surf Lifesaving and PE

Must have participated in year 9 program

One semester plus extra activities

### Unit Objective

- To develop students' teamwork, co-operation and leadership skills
- To allow students the opportunity to gain awards in Duke of Edinburgh's Award and Bronze surf medallion

### Unit Outline

- Students are encouraged to develop personal abilities in aquatic and land based activities
- For the Surf Bronze Award this involves swimming and surf lifesaving skills (includes rescues using tube, boards and IRB, first-aid, resuscitation and patrolling a beach)
- The Duke of Edinburgh's Award offers students a personal challenge in developing new skills in sports/recreation, camping and expeditions
- Students must also offer service to Pt. Leo Surf Club or other community organisation
- Students may also participate in the Lorne Surf Life Saving Camp

**Materials Charge: \$100.00**

## Major Games

One semester as an elective

### Unit Objectives

- To encourage students to participate in a range of different sports and to improve their overall skill level.
- To have students understand the rules and tactics involved in these sports by having them umpire and perform drills associated with each sport.
- To undertake a unit in Sports Medicine that will cover sporting injuries and basic First Aid used on sporting fields and outdoor environments

### Unit Outline

- Students will be able to access the following practical units during the semester – Basketball, Netball, Football, Soccer, Badminton, Table Tennis, Volleyball and Indoor Games
- Students will develop a positive attitude in regards to participating in physical activity and the confidence to join sports clubs in the local area to continue with favourite sports out of school hours.
- Students will develop an awareness of individual capabilities and an increase in level of fitness

**Materials Charge: \$50.00**

## Individual Conditioning

This course is an extension from the Year 9 elective Individual Pursuits.

### Unit Objectives

- Emphasis will be placed on the development, implementation and evaluation of individual training programs, incorporating pre and post testing, fitness components, training principles and methods
- Examine various forms of fitness training, including new methods and equipment
- Show students with sporting talent how to train more specifically for their chosen sports
- Through better understanding of training it is envisaged the student will experience greater success at GSSSA sports as well as their own sporting endeavours
- Use knowledge obtained to educate and train other students for sporting events.

### Unit Outline

Sports covered:

- Athletics (Track running)
- Weight Training
- Circuit Training
- Cross Training
- Gymnasium visits
- Swimming
- Cycling
- Triathlons
- Exercise Science
- Exercise Prescription

**Materials Charge: \$50.00**

# The Arts

## Art and Multimedia

One semester elective

### Unit Objectives

- To introduce students to a range of practical skill areas as a foundation for VCE Art studies. Current and past VCE art works will be used as stimulus
- To introduce students to simple theoretical concepts underlying Arts Practice. These will relate to both practical and written work
- To encourage students to develop a responsible attitude and working habits and to consider the art room as a personal studio space
- To clearly outline Rights and Responsibilities so that students will develop a sense of personal ownership of facilities

### Unit Outline

Practical work will consist of:

- Drawing and drawing extension
- Painting in acrylic on paper and canvas
- Water colour techniques
- Printmaking processes – lino, screen, acetate
- Mixed media experimentation – airbrush, screen, collage and other
- Multi Media – lessons in Photoshop manipulation and simple animation work produced electronically will be a springboard for other practical work

The theoretical work will comprise:

- Examining design elements in practice in both traditional art and multi media
- Finding out why artists in different times produce different kinds of art
- What is *different* about the art produced?
- What *influenced them* to paint this way?
- Learning the easy way to analyse a painting
- **Presenting** - participation in school and community exhibitions
- **Research** into artworks and how they mirror their cultural and historical contexts

**Materials Charge: \$26.00**

## Ceramics

One semester elective

### Unit Objectives

- To introduce students to a range of practical skill areas in ceramics and sculpture
- To encourage students to develop a personal style
- To teach students the skills to develop ideas from a given theme
- Analysis of sculptural and functional works

### Unit Outline

Students are given specific themes that they are to develop ideas for

They should demonstrate a development of their own ideas in their sketchbook. Sketchbooks are used to show the working process from drawings, through processes used in production, to the finished article

Traditional ceramics activities and sculpture using Hebele will be available. Safe use of tools, equipment and facilities are demonstrated and expected.

**Materials Charge: \$26.00**

## Visual Communication (graphics)

One semester elective

### Unit Objectives

- Awareness of the production process through a developmental folio.
- To introduce technical skills through pictorial drawing such as perspective and paraline drawing and to develop the system of orthogonal drawing
- To encourage the ability to draw and render from direct observation
- To develop a basic understanding of computer graphics through the Production Process to produce a design folio

### Unit Outline

- To explore technical and creative freehand drawing skills
- Developing rendering styles and a range of media
- Production of images using the Design Process – symbols, maps, explanatory diagrams
- Visual Communication in Industry

**Materials Charge: \$21.00**

## **Drama**

**One semester elective**

### **Unit Objectives**

- To explore and develop dramatic expressive skills
- To develop personal stagecraft techniques and strategies
- To explore contemporary issues as a basis for developing dramatic work
- To develop script and writing skills
- To perform individually on a solo performance
- To perform within a group ensemble
- To develop an appreciation of dramatic work of others and ability to analyse and interpret in order to evaluate performance

### **Unit Outline**

This unit encourages students to develop their expressive and dramatic skills

- Students explore voice production and movement and combine their skills in performance to an audience
- Stagecraft elements (such as lighting) are used to present a developed piece based on an issue.
- Students explore two different theatre styles and are required to view one professional performance for review

***There is no Materials Charge for this subject***

## **Photography**

**One semester elective**

### **Unit Objectives**

- To introduce students to basic photographic processes and develop an appreciation and knowledge of design concepts
- To develop research skills to enable a sound basis and knowledge of other artists and techniques

### **Unit Outline**

- Introduction and revision of correct care and use of equipment and facilities.
- Development of ideas from original sources, through a design process model
- Finishing methods – traditional and innovative
- Completion and presentation of finished photographic work
- Research tasks related to the history of photography as an art medium
- Analysis and critique of photographic works

**Materials Charge: \$63.00**

## Music

**One semester elective**

### Unit Objectives

To develop skills and knowledge through music technology

- To develop and enhance musical skills on a chosen instrument through group and solo performance
- To explore various compositional techniques through unconventional notational methods
- To develop critical, analytic and reflective listening skills through various musical performances
- To further understanding and musical knowledge that is relevant to today's social and cultural context

### Unit Outline

- Music at Year 10 allows for students to develop their skills on an instrument and within a group
- Students explore composition via a range of mediums such as music software and unconventional notation
- Students develop their listening skills and respond to a variety of music plus participate in activities such as learning how to set up PA systems, balance ensembles, attend live performances and record own music

***There is no Materials Charge for this subject***

# Technology

All students are required to study a Technology unit for one semester and then may select another unit. Below are the Technology units that may be selected

## Wood

**One semester elective**

### Unit Objectives

To extend the students' knowledge and safe usage of hand and power tools with limited access to machinery. Students will also investigate the appropriateness of a variety of materials related to this area

### Unit Outline

This study is designed to enable students to

- Become aware of characteristics and suitability of various materials
- Prepare designs and working drawings
- Produce articles from said designs,
- Display skills and safe working practices in the use of appropriate tools and machinery
- Effectively evaluate the finished product

***There is no Materials Charge for this subject***

## Glass

**One semester elective**

### Unit Objective

Students will cover a range of techniques and practice the safe use of glass as a creative medium

Students' knowledge and safe usage of hand tools will be extended. Students will also investigate the appropriateness of a variety of materials related to this area and use glass for creative purposes

### Unit Outline

This study is designed to enable students to:

- Make decisions with regard to characteristics and suitability of various materials
- Prepare designs and working drawings
- Produce articles from said designs
- Display skills and safe working practices in the use of appropriate tools and machinery
- Effectively evaluate the finished product

***There is no Materials Charge for this subject***

## Food - You Are What You Eat and International Foods.

One semester elective

### Unit Objective

Students study a range of foods and their role in various recipes. Dieting and diet related problems are covered to enable students to make wise choices and be aware of how the body uses food. Students will investigate the development of Australia's cuisine and a range of countries, which have had influences on our diet. A variety of foods from countries studied will be produced

### Unit Outline

#### For one term- You are what you eat.

- Practical skills/participation
- Workbook
- Material testing
- Dietary Guidelines investigation
- Recipe evaluations

#### For second term- International foods.

- Practical skills/participation
- Workbook/journal/map
- Country investigation
- Essay
- Recipe Evaluations

**Materials Charge: \$84.00**

## Textiles

One semester elective

### Unit Objective

To give students the opportunity to develop design concepts in fashion drawing and investigate appropriate clothing construction techniques. At all times students will be expected to follow safe work practices.

### Unit Outline

The semester will comprise of two major units of practical work and an assignment.

Work undertaken will cover the following-

- **Investigation** – researching current fashion trends. Simple materials testing
- **Fashion Design** –development of simple and effective fashion drawing, designing, annotating and colouring techniques
- **Production** – using the appropriate tools and machinery, students will produce two items of clothing, further developing basic garment construction techniques
- **Evaluation** – Students will effectively evaluate their finished garments.

Students are supplied with art materials for all folio work; cover paper, pencils, paints and adhesives. For garments research and production students are provided with magazines, a selection of patterns, some notions as well as fabrics for accessories.

### Additional Costs:

As the selection of fabric for garments is a personal choice, students will be expected to provide their own fabrics for garments, some notions and if desired their own pattern (patterns are supplied).

**Materials Charge: \$11.00**

## Information Technology

One semester as an elective

### Unit Objective

This unit is designed to enable students to operate a computer efficiently and effectively, and to develop their skills in various software applications of technology will be also investigated

### Unit Outline

Skills will be developed in:

- Word processing
- Database
- Webpage Design
- Problem Solving
- Decision Making

**There is no Materials Charge for this subject**

## Certificate II in Information Technology

This unit will go for **two** semesters

### Unit Objective

This qualification provides fundamental skills in Information Technology. These skills include computer maintenance, computer operations, documentation and use of a range of computer applications such as the Microsoft Office suite and multimedia

Certificate II in Information Technology is a continuation of the nationally recognised TAFE qualification started in year 9. Students who have started it in Year 9 can complete it in Year 10 and be awarded the certificate at the end of Year 10

Students may start the certificate in Year 10. They will receive a Statement of attainment at the end of the year and complete the certificate in year 11

### Unit Outline

The units of Learning Tasks to be completed in this certificate over the two years are:

- Operate computer hardware
- Operate computing packages
- Design organisational documents using commercial computing packages
- Integrate commercial computing packages
- Connect hardware peripherals
- Communicate in the workplace
- Apply occupational health and safety procedures
- Maintain system integrity
- Work effectively in an information technology environment
- Install software applications
- Maintain equipment/software inventory
- Identify the components of multimedia
- Access the Internet
- Participate in a team and individually to achieve organisational goals

**Materials Charge: \$70.00**

## L.O.T.E

Students may choose to study Indonesian on one semester or both semesters. If they wish to take Indonesian as one of their VCE subjects, then they must study both semesters in year 10.

Year 10 Indonesian establishes and extends further the language skills developed in junior levels of year 7, 8 and 9. This course consists of seven topics:

1. *Di rumah teman* – At a friend's house
2. *Jalan Kami* – Our street
3. *Ayo, Kita ke restoran!* – Come on, we are going to the restaurant!
4. *Perlu ke dokter?* – Need to see the doctor?
5. *Tempat berbelanja di kota Yogyakarta* – Shopping places in Yogyakarta
6. *Berkunjung ke daerah pedesaan* – Visiting the villages
7. *Tempat-tempat yang menarik di kota Yogyakarta* – Interesting places in Yogyakarta.

These topics are built around Nicky – a girl that has been met by Year 9 students. This time Nicky is living with her parents, though she remains in contact with her former school friends and Indonesian teacher in Australia. In *Keren 2* Nicky travels to the city of Yogyakarta and finds this place a fascinating city which is very different from the hustle and bustle of Jakarta.

The objective of this course is to represent everyday situations that students are likely to encounter in Indonesia. Students will gain a greater understanding and appreciation of the language and the culture of Australia's closest neighbours.

Students will be equipped with a wide range of vocabularies and grammatical components to enable them to communicate effectively beyond the basic level.

The approach taken in level 6 according to the Victorian Essential Learning Standard (VELS) is much more communicative with:

- Activities that involve real communication
- Activities in which language is used for carrying out meaningful tasks
- Language that is meaningful to the learners.

Associating with the topics, students will learn about some of the cultural insights that are concerned with the etiquette and lifestyles of Indonesian people.

**Materials Charge: \$21.00**

