Students undertaking Year 10 in 2017 should study this booklet carefully. In it, we have provided an outline of the subjects available including course content and assessment requirements.

To help you make connections between the studies you choose and pathway opportunities each subject may lead to we have also included Pathway Options at the end of each course description.

**ADVICE TO STUDENTS WHEN SELECTING SUBJECTS**

Two (2) student *Elective Selection Forms* are provided. After discussion with your parents, appropriate counsel from teachers, year level co-ordinators, and the careers and pathways staff, please write your semester preference on the *Elective Selection Form*.

One of these forms must be returned to the General Office by **Monday 12th September**. The other sheet should be retained by you as a record of your preferences. Returning completed sheets after the due date reduces your chance of getting your chosen electives.

Final selection of subjects should be made after considering the following important points:

- **Humanities field** – 1 elective selected in each semester from list offered.
- **We encourage students to choose widely in their electives.**
- **Students should make sure that they include both subjects that they ’need’ for future study and subjects that they have a keen interest in.**
- **No more than 2 electives per semester can be chosen from each Learning Area.**
- **Over the year students must elect at least one Semester study in the Arts and Technology respectively.**
- **Students should consult with teachers and year level co-ordinator to ensure the suitability of elective choices.**
- **Subjects should be chosen based on what the individual student wants, not what other students may have chosen.**
- **Ensure that students use their knowledge of their own strengths and weaknesses in choosing subjects, what areas might they need to develop and what areas do they want to strengthen.**

**PLEASE NOTE:** Subject costs indicated are accurate at time of publication; however prices are subject to change.
SPECIAL NOTE

- Every effort will be made to accommodate your son’s/daughter’s elective choice, however, they cannot be guaranteed. Number of students selecting a particular subject and availability of staff will be deciding factors in determining which electives are offered.

- Parents should be aware that higher cost electives, camps and swimming program attract a compulsory payment. Expected costs cover expensive project work and activities. If expected costs are not paid then alternative basic projects will be provided.

- Note: All electives are 7 sessions a fortnight.

- Please be aware that VCE subjects come with the expectation that students will undertake a large amount of external work (e.g. reading at home), attend lunch time classes where necessary, hand all assessment work in on time (any assessment tasks not handed in will result in an automatic ‘Not Satisfactory’ grade for the unit and the entire semester), consequently this will result in the unit having to be repeated. Students must attend all timetabled lessons and approach all work with the maturity expected at a VCE level.

- Taking on a VCE subject is a very rewarding, but very challenging experience that needs to be approached with maturity and a solid work ethic.

Current year 9 Students and their Parents are invited to attend an Information Evening for year 10 subject selection on Wednesday September 7th. This will be held from 7:00pm to 8:00pm in the Irymple Secondary College Library.
BYOD @ ISC 2017

Research shows that there are benefits to students having computer access available to them both within and outside of school in order to support their learning. As our society becomes increasingly reliant on digital technology, it is important that students develop their digital literacy skills.

From 2016, Irymple Secondary College has offered a BYOD (Bring Your Own Device) program to support students in having increased access to technology. We will continue to offer access to netbook and desktop computers to all students within the school. The BYOD program will operate alongside this and will allow students to bring their own, privately owned devices to school to use to support their learning.

To support the BYOD program, the College will provide to all students:

- Onsite wireless network connection
- Email facilities
- Intranet facilities (through Xuno) to allow parents to communicate with staff, book parent teacher interview timeslots, view attendance, view news items and view due dates for homework and assessment tasks.
- Access to eduSTAR software on BYOD devices at no cost to students
- Specialist computer labs and netbooks that can be booked by staff for specific classes

**All BYOD devices will be set up to allow remote access to our school's internal system. This means that the experience for users will be consistent regardless of the device being used – although there will be some variation for iPad and tablet users. Students will not need to provide a high powered expensive device in order to access the school network.**

**Connecting My Device**

Before any device can be connected to the College network, the *Acceptable Use Agreement* must be signed and returned. The device must also be protected against viruses. If antivirus software is required, the IT staff may install the DEECD antivirus solution. IT staff will also arrange access to the eduSTAR suite of software, free of charge.

Students are expected to charge devices overnight and to bring them to school, fully charged, each day.

Support is offered through the College IT technicians:

<table>
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<tr>
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<th>Not Supported</th>
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<td>• Installation of remote desktop to allow access to the College systems and eduSTAR software</td>
<td>• The repair of hardware or reinstallation of operating system software</td>
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<tr>
<td>• Troubleshoot issues accessing the College’s system</td>
<td>• Removal of viruses: we can recommend local companies that can fix these types of issues.</td>
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**Minimum Requirement:**
Windows 7 or above.
Wireless Capable device.
Unsupported Devices
While BYOD allows students and parents to select a device that they feel best suits their needs, there are some devices that will not be supported. This is due to either technical or educational limitations.

- Due to technical issues, we are currently unable to support Android devices.
- eReaders, gaming consoles, iPod touch and Smartphones will not be supported as they are unsuitable for use in many classroom learning activities.

Features to consider when purchasing a device:

- Ensure that the device is portable enough for students to easily manage taking it to school and to move between classes.
- Ensure that the device is not an unsupported device (see list above)
- Ensure that the device has a screen size of 10” or larger
- If purchasing a tablet, look for one with a dockable keyboard option. Keep in mind that printing directly from the device will not be possible at school
- That the device has a warranty period of 2 years or more
- If possible, arrange for accidental damage cover
- The battery has a life of at least 6 hours
- The device has a solid state hard drive for fast start up, low weight and shock resistance

Using technology to support learning:
Students involved in the BYOD program will be able to use their own device to access a range of resources to support their learning both inside and outside of school. These resources are available to all students.

- Oliver – Oliver is the school library system. It can be accessed by students to view available books and resources and to renew their current loans. A range of ebooks are available for download and we will be continuing to add to this collection. Students can visit the library for a password to access the Oliver system.
- Echo Education – Students can access a range of online media, including newspaper articles, and view newspaper archives. Students can visit the library for a password to access this service.
- College website – The College website (www.irysec.vic.edu.au) has a range of resources for students, including homework tasks and links to teacher created webpages.
- eBooks – A range of eBooks can be accessed online through the library system, including some of our English class texts. We will be continuing to further develop this collection in future.
- Digital textbooks – Students are able to access digital textbooks for a range of curriculum areas, either alongside or in place of hard copies. Further details are available on the booklist.

Internet usage
Appropriate use of the internet service within the school network is closely monitored by a filtering system. This does not apply to use of devices outside of the school network. Parents are responsible for monitoring usage at home.

Home internet connection is not supplied by the College or the Department of Education and Early Childhood Development. Configuring access to home internet is the responsibility of students and parents.

The student portal, parent portal and website are accessible at any time from any location with internet access.
### Year 10 Core and Elective Subjects

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</table>
SECTION ONE:

COMPULSORY CORE SUBJECTS
SESSIONS PER FORTNIGHT - 10

AIMS

1. To develop students’ confidence in themselves as readers, viewers, writers and communicators.
2. To facilitate success in English at VCE level through a focus on essay writing and the development of language analysis skills.
3. To provide a wide and interesting range of learning experiences aligned to the new Victorian Curriculum standards for Australian schools.

COURSE STRUCTURE

English at Year 10 will be offered at three levels - Advanced English, Mainstream English, and Support English. Students will be counselled as to the level which is most appropriate for them. Advanced English is designed to challenge and extend students whose pathway leads to studies at year 12 and beyond. The expectation of performance and the complexity of text studies and writing folio work will be greater than that in English Core. English Support will concentrate on developing basic literacy skills; it aims to improve student confidence and the ability to work effectively and efficiently with language.

COURSE OUTCOMES

Speaking and Listening
Students will use speech and listening to explore different perspectives on issues and ideas, and to prepare and deliver a formal oral presentation. Through critical analysis of spoken language appropriate to specific situations, they will improve their oral presentation of complex ideas and information. Students will satisfactorily complete at least three oral communication activities.

Reading
Through studying a range of texts used to explore different perspectives on complex issues, students will discuss the effect and importance of context in creating texts, and will compare the differing structures and language of texts in terms of their advantages and limitations. Students will apply learned strategies to enhance understanding of complex or extended texts. Students are required to read and analyse at least five different texts.

Writing
Through using writing to convey detailed information and explore complex issues and ideas, students will identify and react to expectations of particular audiences, use appropriate language and structures designed to influence audiences, and demonstrate effective planning and revision skills. Students will develop a writing folio of at least 6 pieces of work with a focus on essay writing.

ASSESSMENT TASKS
- Writing Folio – various pieces incorporating different purposes and different audiences
- Two extended text responses
- One oral presentation
- Two extended responses based on Issue Exploration and Language Analysis.

This subject may lead to: VCE English, Tertiary Studies in English, Journalism, and Creative Writing.

Year 10 Mathematics - Core Subject
SESSIONS PER FORTNIGHT - 10

Mathematics at this level is divided into 3 areas:
1. Maths Methods
2. General Mathematics
3. Foundation Mathematics

Students with good work habits and above average results in Year 9 Advanced Maths will be recommended to undertake Maths Methods or Yr 11 Maths Methods. Students will be informed of their Year 9 Maths teachers' recommendation and parent consultation is invited.

AIMS
1. To extend students' knowledge of mathematical processes and content.
2. To broaden mathematical experience and to motivate students to realise the importance of learning and using mathematics.
3. To develop problem solving and project writing skills.
4. To develop good study habits.
5. To equip students with the confidence to choose the V.C.E. pathway that will best serve their future career needs.

CONTENT
Maths Methods -

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>General/Support*</th>
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<tr>
<td>Linear Equations and Matrices</td>
<td>Consumer Arithmetic</td>
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<td>Exponential &amp; Logarithmic Functions</td>
<td>Algebra and Linear Equations</td>
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<td>Quadratic and Cubic Functions</td>
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<td>Cubic Functions</td>
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<td>Circular Functions</td>
<td>Statistics</td>
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<td>Probability</td>
<td>Expanding, Factorising and Sketching Quadratics</td>
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<td>Rates of Change</td>
<td>Circle Geometry</td>
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<tr>
<td>Calculus</td>
<td>Similarity and Congruence</td>
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<tr>
<td>Combinatorics</td>
<td>Probability</td>
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</table>

*Support Maths is modified to suit each student’s needs.

EXPECTATIONS FOR A SATISFACTORY RESULT
1. Maintain a workbook of set class work.
2. Demonstrate a satisfactory grasp of the skills and concepts covered in each topic.
3. Complete projects and problem solving exercises to a satisfactory standard.
4. Complete weekly homework sheets.

ASSESSMENT TASKS
- Topic Tests
- Problem solving exercises
- Projects
- Exams
- Technology Activities

Pathway Options for Math Methods:
- to be able to undertake any Year 11 or 12 Math Methods or Specialist Maths
- Career opportunities in Science, Engineering, Medicine, Health Sciences, Architecture, Surveying

Pathway Options for General Maths:
- to be able to undertake Year 11 Further/General Maths
- Career opportunities in all trades, Accounting, Nursing, Sales, Insurance, Banks, Defence Forces.

Students could also do VCAL Numeracy if completing a VCAL Course. This is suited to the General Maths Content.
Year 10 Science - Core Subject
*Included in Essential Education Items Material Charge

SESSIONS PER FORTNIGHT - 8

Science continues in three streams at this level:
Advanced Science, General Science and Support Science.

Most students will study General Science. Students who achieve above average results in Year 9 and have demonstrated good work habits will be recommended by their teachers to continue with Advanced Science. Parent input is invited in this process.

AIMS
1. To build on students understanding of major theoretical ideas so they are prepared for further study.
2. Through learning science students will:
   ▪ Acquire scientific skills and conceptual knowledge
   ▪ Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
   ▪ Develop scientific attributes such as flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
   ▪ Recognise and understand the strengths and limitations of science
   ▪ Be able to interpret and communicate scientific ideas effectively
   ▪ Appreciate the dynamic role of science in social and technological change

CONTENT – These topics, aligned to the Victorian Curriculum, cover the strands: Science understanding, Science as a Human Endeavour and Science Enquiry Skills.

General Science - Advanced Science -
Chemistry – Study of Meals Chemistry - Matter & Atomic Theory,
Motion & Energy Symbols, formula
DNA & Genetics Polymers
Geological Time & Natural Selection Biology- Evolution
Forensic Science (enrichment) Genetics, gene technology
Astronomy Physics - Motion, forces and energy
Human Impacts on Global System Electricity – (extension from Year 9)
Structures Astronomy – Beyond our Solar System

EXPECTATION FOR A SATISFACTORY RESULT
Student's level of achievement and understanding of the Science standards will be gauged through their completion of a variety of assessment tasks which include:
   ▪ Topic tests.
   ▪ Practical work.
   ▪ Assignment.
   ▪ Projects.
   ▪ Semester exam.

Students must reach a minimum standard in these tasks as well as complete the majority of the class work to achieve a satisfactory result in this subject.

V.C.E. PATHWAY
Students intending to take Physics or Chemistry at V.C.E. level are advised to do Advanced Science. It is also recommended for students interested in Biology, Environmental Science and Psychology.
SECTIONS PER FORTNIGHT - 8

AIMS
1. To develop an understanding of physical activity, movement, mental health, risk taking, and the complexity of human relationships.
2. To promote a healthy use of leisure time.
3. To encourage participation in activities which provide life-long social interaction and enjoyment.
4. To provide enjoyment and better health through physical fitness activities.

CONTENT

PHYSICAL EDUCATION -
During the year, students will participate in fitness training and swimming which will culminate in a modified biathlon at the end of term one. Students will have the opportunity to use community resources to participate in life-long sporting activities such as bocce, korfball, lawn bowls, golf and fitness classes. Students will participate in units of touch football and ultimate Frisbee sports. Students will also participate in a unit of ballroom dancing which helps to prepare them for the graduation ball.

HEALTH -
- Physical Fitness & Fitness Testing
- Mental Health

WORK AND LEARNING OUTCOMES
1. Personal, Social and Community Health
2. Movement and Physical activity
3. Personal Learning
4. Interpersonal Development

ASSESSMENT TASKS
- Fitness Analysis/Training Program
- Mental Health Booklet
- Exams
- Active Participation
- Skill Development

TEXT BOOK: No

PATHWAY OPTIONS: VCE Physical Education (units 1 - 4), VCE Outdoor Education (units 1 - 4), & VCE Health & Human Development (units 1 - 4).

CAREERS: Health & PE teaching, massage therapy, sports management, coaching, sports administration, community health and recreation, physiotherapy and personal training.
Pathways

Pathways is a subject that is conducted in three sessions over the fortnight that all year ten students will complete. Classes will consist of form groups.

Pathways is divided into four sections (generally terms):

TERM ONE: Self Awareness
TERM TWO: Opportunity Awareness
TERM THREE: Transition Planning
TERM FOUR: Moving Beyond ISC

Pathways is a program designed to address the following areas:

- **Pathway Planning** (What career options you want available to you in the future? How do you keep your options open? What subjects you should be completing in VCE / VCAL? What is a good resume? What advantages could you have in getting a job?)
- **Work Experience** (information and assistance on how to organise your Work Experience)
- **Personal Learning Goals** (setting, evaluating and reflecting on goals that you set for yourself this year and techniques on how to continue setting goals)
- **Understanding Yourself** (What kind of learner are you? How do other people see you? What are your strengths and weaknesses? What are your interests and values? What friendships do you develop and which ones are positive? How do you develop resilience?)
- **Understanding your future** (What skills will you need to succeed after year ten? How can you balance work, play and study? How do you make decisions? How do you solve problems effectively?)
- **Collaborative Learning** (What is an effective team? What qualities do you need to develop to become more a positive and effective team member? How can we work better as a year level to become an effective team?)
SECTION TWO:

DISCIPLINE BASED LEARNING STRAND ELECTIVES
English

Literature
SECTIONS PER FORTNIGHT - 7

One semester only.

ENGLISH IS THE ONLY SUBJECT THAT IS COMPULSORY TO STUDY IN YEARS 11 AND 12. THE STUDY OF LITERATURE WILL BE BENEFICIAL TO ALL STUDENTS WHO UNDERTAKE V.C.E OR V.C.A.L ENGLISH.

AIMS

1. To enhance the enjoyment of all students in the study of Literature, catering for all levels of reading ability.
2. To encourage students to read widely and gain confidence discussing their opinions.
3. To provide skills that will assist students to be more informed, critical and aware readers, listeners and viewers.
4. To encourage an interest in Literature as a study which gives us insight into the human condition and the societies we create.
5. To consider author’s purpose in creating the text.
6. To expose students to a wide range of texts, both written and visual.

CONTENT

Students will be required to produce a range of responses to texts which may include:

- Short stories
- Novels
- Films
- Plays
- Poetry
- Music Videos
- Song Lyrics

COURSE OUTCOMES

1. Reading in depth a range of texts and providing personal responses.
2. Discussing the influence of context (time and place) on construction of texts.
3. Analysing techniques used by authors to shape audience reaction.
4. Presenting a variety of written and spoken responses to set texts.

ASSESSMENT TASKS:

- A variety of assessment task options are available to cater for different ability levels and interests of the individual students, including creative responses (e.g. mind maps, posters, recounts, re-imaginings, dramatic presentations, power points). Group tasks are also an option.
- End of Semester Exam

PATHWAY OPTIONS

FURTHER STUDIES: V.C.E. Literature 1, 2, 3 & 4.
CAREERS: Journalist, Teacher, Writer, Librarian, Editor, Film and TV Critic
Maths

V.C.E. Head Start Maths
SESSIONS PER FORTNIGHT – 7

VCE HEAD START is a new course in 2016. Students will be able to study some of the maths topics in both Mathematical Methods Units 1 & 2 and Further Maths Unit 1 to 4. Students do not need to enrol as a Year 11 student but this option will be possible for those students who show exceptional aptitude and commitment. This elective must be taken for the whole year.

AIM
To prepare students for V.C.E. Maths Methods and Further Maths. Students who show a high level of understanding will be recommended to do Year 12 Further Maths when they are in Year 11.

CONTENT

Mathematical Methods:
- Linear Equations
- Power functions
- Cubic & Quartic Functions
- Exponentials and Logarithms
- Circular Functions
- Combinatorics

Further Maths:
- Matrices
- Networks
- Univariate Data
- Data Analysis

*All VCE Maths units require the use of a CAS calculator.

ASSESSMENT:
Students must satisfactorily demonstrate three outcomes.
Outcome 1 – define and apply key concepts, apply mathematical routines and procedures
Outcome 2 – apply mathematical processes in non-routine contexts, analyses and discuss results
Outcome 3 – appropriate use of technology, especially a Computer Algebra System Calculator

TEXT BOOK : Yes (please note only students enrolled in VCE Maths Methods are required to purchase the text book) + CAS Calculator
Science

Agricultural Science
V.C.E Psychology Unit 1 & 2
Forensic Science
SECTIONS PER FORTNIGHT - 7

AIMS

1. To gain an understanding of the interactions between plants, animals and the physical factors that affect them.
2. To develop husbandry skills and key concepts relating to the management of plants and animals.
3. To promote sustainable use of the land.
4. To learn how to manage an agricultural business for food, fibre or cash.

CONTENT

- The environment and agriculture - the farm ecosystem, climate, regions, soils and sustainability.
- Plant production - structure, reproduction, harvesting, storage and marketing.
- Animal production - physiology, behaviour, harvesting, storage and marketing of poultry.
- Chemicals on the farm - safe and responsible use.
- Practical work - maintaining vegetable plot.

EXPECTATION FOR A SATISFACTORY RESULT

1. Students will learn to analyse the appropriateness of using a variety of seeds/seedlings, fertiliser, and to design, prepare and maintain a market garden, using correct materials and analyse the effectiveness of their choices.
2. To determine that the students have met this outcome, the following criteria will have to be met:
   - Maintaining a workbook, to include at least 80% of class activities.
   - Participation in practical activities.
   - Satisfactory completion of project work.

ASSESSMENT TASKS

- Exam
- Project x 2
- Practical assessment of their business enterprise

PATHWAY OPTIONS

FURTHER STUDIES: Unit 1-4 Environmental Science, Unit 1-4 Geography, Unit 1-4 Biology and Unit 1-4 Agriculture and Horticulture.

SECTIONS PER FORTNIGHT - 7
*Students are recommended to take Psychology for the whole year, which is Psychology Unit One & Two.

ELIGIBILITY
Students undertaking V.C.E. studies at Irymple Secondary College must demonstrate a high level of literacy skills, consistent school attendance, maturity and self-discipline. A teacher recommendation must be provided – see page 62 for more information.

AREAS OF STUDY Unit 1
1. Introduction to Psychology
2. Research Methods in Psychology
3. Role of the Brain in Mental Processes and Behaviour
4. Brain Plasticity and Brain Damage
5. The Complexity of Psychological Development
6. Atypical Psychological Development

AREAS OF STUDY Unit 2
1. Sensation and Perception
2. Distortions of Perception
3. Social Cognition
4. Social Influences on Behaviour

CONTENT Unit 1
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

CONTENT Unit 2
In this area of study, students explore how these factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person’s emotional, cognitive and social development and the development of psychological disorders.

ASSESSMENT TASKS Unit 1
- Bookwork (One booklet per chapter, each chapter will need to be read in order for the bookwork to be complete)
- Log Book (log book of practical activities)
- Tests (2)
- Student-Directed Research Investigation
- Exam

ASSESSMENT TASKS Unit 2
- Bookwork (One per chapter, each chapter will need to be read in order for the bookwork to be complete)
- Log Book (of practical activities)
- Tests (2)
- Student-Directed Research Task
- Exam

PATHWAY OPTIONS Unit 1  FURTHER STUDIES: V.C.E. Psychology Units 3 & 4.
CAREERS: Counselling, Social Work, Mental Coaching

PATHWAY OPTIONS Unit 2  FURTHER STUDIES: V.C.E. Psychology Units 3 & 4.
CAREERS: Counselling, Social Work, Mental Coaching.
Forensic Science – Elective
*Included in Essential Education Items Material Charge

SESSIONS PER FORTNIGHT - 7

AIMS
1. To develop practical skills in Science.
2. To allow students to gain a better understanding of how Scientists work in the field of Forensics.
3. To develop a higher level of thinking, through problem solving.
4. To improve the student’s communicating and presenting techniques.
5. To improve the student’s ability to work in a team environment.

SUBJECT OUTLINE AND CONTENT

This Science subject runs for one semester and covers many techniques involved in criminal investigations and Forensic Science. By completing Forensic Science in year 10, students will have the opportunity to develop strong practical techniques in Chemistry and Biological Sciences. Topics covered in this subject will include:
- Prints and patterns (fingerprinting, lip-printing, tyre prints & footprints).
- DNA profiling
- Analysing
- Serial Killers
- Entomology
- Ink and handwriting analysis
- Fibres (hair and material)
- Splatter patterns (blood)
- Solving forensic cases

EXPECTATIONS FOR A SATISFACTORY RESULT

To pass this subject students are expected to:
1. Maintain a workbook of set class work.
2. Complete all required assessment tasks to a satisfactory standard.
3. Demonstrate a satisfactory understanding and grasp of skills covered in each topic.
4. Be an active member of the class that participates in group activities and class discussions.

ASSESSMENT TASKS
- Solving criminal cases
- Crime reports and presentations of findings
- Practical activities and group work
- End of subject exam

PATHWAY OPTIONS
- VCE Biology.
- VCE Chemistry.
- University Science degree.
- Police force.
- Forensic science / Forensic investigator.
Humanities

V.C.E. Ancient History 1 & 2
History
Geography
Legal Studies
Economics and Business Studies
Students complete the Unit 1 and 2 sequence over the entire year.

SESSIONS PER FORTNIGHT  -  7

ELIGIBILITY

Students undertaking V.C.E. studies at Irymple Secondary College must demonstrate a high level of literacy skills, consistent school attendance, maturity and self-discipline. A teacher recommendation must be provided – see page 62 for more information.

CONTENT

Unit 1: Ancient Mesopotamia
In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

Areas of Study
1. Discovering Civilisation
2. Ancient Empires

Unit 2: Ancient Egypt
Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbors for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

Areas of Study
1. Egypt: The double Crown
2. Middle Kingdom Egypt: Power and Propaganda

ASSESSMENT TASKS
School Assessed Coursework (SACs) including
- Historical Inquiry
- Analytical Exercises
- Research tasks
- Online Quizzes
- Essay
- Exam

HOMEWORK REQUIREMENTS
Regular revision of coursework, workbook completion, practice SACs, revision tasks as required.

PATHWAY OPTIONS
CAREERS: Historian, Teacher, Journalist, Politician, Lawyer, Writer, Foreign Liaison Officer.
Year 10 History – Elective

Digital textbook required $39.95
*Included in Essential Education Items Material Charge

SESSIONS PER FORTNIGHT - 7

COURSE STRUCTURE

The Year 10 Curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

CONTENT

• World War Two – cause, use of the atomic bomb, the Holocaust and Australia’s experience
• The development of Aboriginal and Torres Strait Islander civil rights from 1945 to today and civil rights influences from around the world.
• Migration experiences in Australia from 1945 to present day – including post World War Two migration, the White Australia Policy, refugees and migrant contributions.

ASSESSMENT TASKS PER SEMESTER

• Research projects
• Analytical essays
• Document analysis tasks
• Document analysis tasks
• Debates and participation in class discussion
• Exam
• Diary responses
• Research tasks

PATHWAY OPTIONS

FURTHER STUDIES: Unit 1-4 International Studies, Unit 3-4 Australian History, Unit 1-2 History 20th Century, Unit 3-4 Revolutions.

CAREERS: Historian, Teacher, Journalist, Politician, Lawyer, Writer, Foreign Liaison Officer, Archivist, Librarian.
"Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!"  Michael Palin

**AIMS**

- To develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.
- To enhance a deep geographical knowledge of their own locality, Australia, the Asia region and the world.
- To improve the ability to think geographically, using geographical concepts.
- To increase the capacity to be competent, critical and creative users of geographical inquiry methods and skills.
- To create informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

**CONTENT**

In Year 10, Geography looks at environmental change and management and the geography of human wellbeing.

Investigations will include:

- Environmental change and management of an Australian and overseas inland water system.
- The issues affecting the development of places and their impact on human wellbeing in a developing country or region in Africa, South America or the Pacific Islands.
- The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale.
- The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries.

Through the study of geography, students shall be expected to use and view a wide variety of resources from GPS, surveys, Google Earth, atlases, internet, maps, documentaries, film, cartoons, cameras, YouTube and text books.

**ASSESSMENT TASKS**

Some of the assessment tasks students will be expected to complete will include:

- Essays
- Fieldwork Reports
- Internet Research
- Group Work
- End of Semester Exam

**PATHWAY OPTIONS:**

**FURTHER STUDIES:** Unit 1-4 Geography, Unit 1-4 Environmental Science

**CAREERS:**  **Planning and Design** e.g. Community Development, Town Planning, Surveying; **Spatial Sciences** e.g. Cartography, Geographical Information Systems, Remote Sensing; **Environment** e.g. Climate Change Assessment, Conservation, Agriculture, Forestry, Disaster Management; **Science/Engineering/Physical Geography** e.g. Agricultural Science, Engineering, Geology, Meteorology, Forest Science; Humanities e.g. Defence, Emergency Services, Journalism, Population Analysis, Social Services and Welfare; and **Commerce** e.g. Industrial Planning, Land Development, Market Research
SECTIONS PER FORTNIGHT - 7

AIMS

1. To understand the nature and functions of law.
2. To know how laws are made through the parliaments and the courts.
3. To gain an understanding of young people’s rights and responsibilities in dealing with police and the law.
4. To understand the basis of criminal law.
5. To know and understand the basic areas of civil law.

CONTENT

- Nature and functions of Law.
- Parliamentary Law.
- Court – Made Law.
- The Police and Your Rights.
- Criminal Law.
- Civil Law.
- Legal Procedures.
- Jury System.
- Visit to Mildura Courts.

Throughout their study of this subject, students will:
1. Research and analyse the processes that facilitate changes to the law and how changes affect individuals, groups and community institutions.
2. Demonstrate study skills and preparation strategies required to successfully complete an exam based on the semester’s work.

ASSESSMENT TASKS

- Tests
- Research Papers
- Examination

PATHWAY OPTIONS

FURTHER STUDIES: Legal Studies, Accounting, Business Management and Economics.

CAREERS: Lawyer, Legal Secretary, Police Officer, Journalist, Legal Aide Worker, Social Worker, Human Resource Management.
SESSIONS PER FORTNIGHT - 7

AIMS

This course aims to develop students’:

1. enterprising behaviours and capabilities
2. understanding of the ways society allocates limited resources to satisfy needs and wants
3. understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy
4. reasoning and interpretation skills to apply economics and business concepts and theories
5. understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
6. knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens

CONTENT

- Core principles of economics, including how to measure and compare economies; government influence on these.
- The relationship between the economy and sustainability and wellbeing
- Participating in the ASX Share-Market Game
- Understanding the requirements and problems of starting a Business, including marketing and advertising, finance, costing and pricing, legal issues and looking at various case studies.
- Entrepreneurship
- Planning and executing the operation of a Simulated Business/Shop Front

Throughout this subject, students will be expected to:

1. Compare the performance of different economies
2. Understand personal and business financial management, and identify and apply enterprise skills and attributes
3. Plan and conduct a small scale business project
4. Develop and apply study skills and preparation strategies to successfully complete the course end of semester exam.

ASSESSMENT TASKS

- Economic Comparison Report
- Share Market Game - Reflection
- Shopfront Presentation
- Research Tasks
- Tests
- Examination

PATHWAY OPTIONS

FURTHER STUDIES: Business Management, VET - Business Administration, Accounting, Economics, Legal Studies.

CAREERS: Business Manager/Owner, Marketing, Retail, Real Estate, Business Administration, Business Consultant, Public Relations
Languages

Indonesian
Italian
VSL
SESSIONS PER FORTNIGHT - 7

AIMS
1. To allow students to continue studying the Indonesian language and culture.
2. To encourage students to continue learning a Language.
3. To highlight the importance of Indonesia in relation to Australia, in regard to economics, trade and business, politics and personal relationships.
4. To increase students' awareness of the many different career opportunities available to them if they continue learning a Language.
5. To increase students' knowledge and understanding of another culture and society.
6. To develop students' skills in the areas of listening, reading, writing and speaking.

CONTENT
- Indonesian language study, through a variety of activities such as story boards, cartoons, story writing, conversations, role plays based on real life situations, designing brochures, advertisement etc.
- Assignments based on topic undertaken, for example, religion in Indonesia, health in Indonesia, contemporary history of Indonesia and Indonesian – Australian relations.
- Students will learn about specific parts of Indonesian history, geography, art and cultural aspects.
- Use Information and Communications Technology (ICT) to present information and to enrich language learning.

LEARNING IN INDONESIAN
- Communicating
- Understanding
- Systems of Language
- Intercultural Capabilities

ASSESSMENT TASKS
- Assessment of written, verbal, listening and comprehension activities and tasks.
- Unit overview language test
- Research Project
- End of semester exams
- Complete tasks to develop a better understanding of intercultural knowledge and language awareness

WHERE DOES THIS SUBJECT LEAD TO?
FURTHER STUDIES: V.C.E. Indonesian. Indonesian studies at university. Students who complete a Language at V.C.E. units 3 and 4 (Yr 12) and receive at least a grade average of "D" will have bonus points added to their final scores for entry into most tertiary courses.


PLEASE NOTE: - Indonesian will be offered by Distance Education through the Victorian School of Languages (VSL) if minimum class size is not met – This will incur an approximate cost of $180 for the year.
SESSIONS PER FORTNIGHT - 7

AIMS
1. To broaden students' understanding and awareness of their own and other cultures.
2. To develop students' communication skills (reading, writing, listening and speaking).
3. To develop students' language and learning skills.
4. To explore the advantage of being multi-lingual, both personally and in relation to employment.
5. To prepare students for future careers, also possible future overseas trips.

CONTENT
- The study of the Italian language through a variety of activities, including conversations, role plays, listening comprehensions, writing tasks and reading Italian texts for a range of purposes.
- Students will develop their cultural knowledge of Italy.
- The study of grammar to support the development of reading, writing, listening and speaking.
- Use Information and Communications Technology (ICT) to present information and to enrich language learning.

LEARNING IN ITALIAN
- Communicating
- Understanding
- Systems of Language
- Intercultural Capabilities

ASSESSMENT TASKS
- Preparation of and participation in listening, speaking, reading and writing tasks
- Cultural projects and presentations
- Vocabulary and unit tests
- Grammar exercises
- End of semester exams, oral and written

WHERE DOES THIS SUBJECT LEAD TO?
FURTHER STUDIES: V.C.E. Italian – (Students who complete a Language at V.C.E. units 3 and 4 Year 12 and receive at least a grade average of "D" will have bonus points added to their final scores for entry into most tertiary courses), Italian Studies at University.

PLEASE NOTE: - Italian will be offered by Distance Education through the Victorian School of Languages (VSL) if minimum class size is not met – This will incur an approximate cost of $180 for the year.


**Year 10 VSL Distance Education  Elective : Victorian School of Languages**

- (Cost approx $180 - this payment is required before the course commences)

**SESSIONS PER FORTNIGHT - 7**

This is an alternate pathway in Languages if a student has a high level of ability at Year 9 level in another language and demonstrates a strong commitment to independent learning. The student must display strong self-discipline and management skills, and a demonstrated past history of submitting work on time. **The teacher recommendation form on page 62 must be fully completed.**

**WHERE DOES THIS SUBJECT LEAD TO?**

- Year 11 Language studies
- V.C.E. Language - students who complete a Language at V.C.E. units 3 and 4 (year 12) and receive at least a grade average of “D” will have bonus points added to their final scores for entry into most tertiary courses.
- Language studies at university.
- Career opportunities include hospitality, travel, tourism, teaching, translating, interpreting, business and trade, social work, the arts, public service, government agencies and the media.

For further information on languages offered you can visit the Victorian School of Languages website at:

[www.vsl.vic.edu.au](http://www.vsl.vic.edu.au)
Arts

Art
Ceramics
Drama
Visual Communications
Music
Media Studies
Photography

Subject pictures courtesy of Google Images
SESSIONS PER FORTNIGHT – 7

AIM
In Art students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. The Victorian curriculum provides the framework for the units of work. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in arts criticism, develop, practise and refine techniques, share opinions and extend the limits of the arts. In year 10, student’s involvement is further extended and students are prepared for entry into V.C.E.

CONTENT
This course is aligned to the Victorian Curriculum and includes the following.
- Painting, Printmaking, Drawing - outdoor sketching, Figure drawing, Still life using various mediums and 3D work, Mixed media
- Assignment
- History and art appreciation
- Workbook/sketchbook activities
- Gallery visit
- Australian and European Impressionism

LEARNING IN ART
- Explore and Express Ideas – Students explore the visual arts practices and styles as inspiration to develop a personal style, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Visual Arts Practice – Students select and manipulate materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes. They plan and design art work that express ideas, concepts and artistic intention.
- Presenting and Performing - Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.
- Respond and Interpret - Students analyse and interpret artworks to explore different forms of expression, intentions and viewpoints. They will analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary context to explore differing viewpoints.

ASSESSMENT TASKS
- Lino cutting and Silk Screen Printing
- Complete work in the style of a selected artist – Impressionist/Post Impressionist
- Folio of completed drawings
- Personal artwork
- Completion of Workbook exercises and class notes
- Research Assignment on Impressionism/Post Impressionism
- Art Exam

PATHWAY OPTIONS
FURTHER STUDIES: V.C.E. Art Units 1- 4, Studio Arts Units 1 - 4, Media Studies Unit 1 – 4, Visual Communication Units 1-4, plus tertiary and future studies.
CAREERS: Artist, Painter, Graphic Designer, Architect, Cartographer, Art Teacher, Illustrator, Advertising, Animator
SESSIONS PER FORTNIGHT -7

**AIM**

To introduce students to ceramic materials and increase their knowledge and skills in the use and production of clay objects. Ceramics supports students in the development of concept and design ideas. Students follow a process for the documentation of their learning using evaluation and reflection strategies.

**CONTENT**

This course is aligned to the Victorian Curriculum. Students develop hand building skills, wheelwork, knowledge of slip casting and decorative techniques by completing a number of assessment tasks.

**LEARNING IN CERAMICS**

- **Explore and Express Ideas** – Students explore the visual arts practices and styles as inspiration to develop a personal style, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

- **Visual Arts Practice** – Students select and manipulate materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes. They plan and design art work that express ideas, concepts and artistic intention.

- **Presenting and Performing** - Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

- **Respond and Interpret** - Students analyse and interpret artworks to explore different forms of expression, intentions and viewpoints. They will analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary context to explore differing viewpoints.

**ASSESSMENT TASKS**

- Coil or Slab pot
- Drape mould platter
- Slip Cast Ceramics
- Lantern
- Mosaic or Clock Project
- (Teacher to choose 3 assessment tasks for the semester)
- Exam on the pottery process, ceramic terminology and the history of clay
- Completion of documentation into Ceramic Assessment Booklet

**PATHWAYS OPTIONS:**

FURTHER STUDIES: VCE Art, VCE Studio Arts, VCE Visual Communication, Tertiary and further studies.

CAREER: Artist/Potter, Ceramics/Art Teacher, Industrial Ceramics Industry and other related fields, Sculptor, Gallery Owner, Animator.
Year 10 Drama – *Elective
*Included in Essential Education Items Material Charge

SESSIONS PER FORTNIGHT - 7

AIM
• Students will develop:
  • Confidence and self-esteem, depict and celebrate human experience, take risks and challenge their own creativity through Drama
  • Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of Drama to engage audiences and create meaning
  • A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, imagining situations, actions and ideas as performers and audiences

CONTENT
This course is aligned to the Victorian Curriculum and includes the following:
  § Through a series of workshops students will develop a performance appropriate for a targeted audience.
  § Students will analyse all aspects of putting on a performance: acting and stagecraft.
  § Students will view and assess texts for research purposes.
  § Participation in improvisation based around themes and class devised situations.

LEARNING IN DRAMA
- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

ASSESSMENT TASKS
  § Group performances
  § Script writing
  § Stage craft exercises
  § Journal Writing
  § Review Writing
  § Stage Craft/Performing Arts Project
  § Exam (performance based)

PATHWAY OPTIONS:
FURTHER STUDIES: Drama and Theatre Studies at year 11 and 12. The language, communication, problem solving and research skills will also assist students in Humanities subjects.

CAREERS: Actor, Director, Media Critic, Teacher, Scriptwriter, Camera Operator, Lighting Technician, Television Production, Radio Presenter, Researcher, Drama Therapist
Year 10 Visual Communication – Elective
*Included in Essential Education Items Material Charge

SESSIONS PER FORTNIGHT: 7

AIM
To further increase student’s knowledge and skills in graphic techniques using computer aided drawing applications such as AutoCAD and Adobe Photoshop and conventional hand drawing processes. Visual Communications builds confidence, curiosity, imagination and enjoyment through the engagement of visual communications design practices.

CONTENT
This course is aligned to the Victorian Curriculum and students use freehand and computer-aided-drawing applications, develop skills and knowledge in:
- 2 dimensional drawing/orthogonal drawing.
- 3 dimensional drawing/paraline and perspective.
- Computer generated images.

LEARNING IN VISUAL COMMUNICATION
- Explore and Represent Ideas
- Visual Communications Design Practices
- Present and Perform
- Respond and Interpret

-Students develop the skills and practice to communicate ideas and messages
- The design practice includes the use of design thinking skills and design as a process
- In producing and responding, students engage with the key knowledge and skills of visual communications

ASSESSMENT TASKS
- Drawing Folio
- Billboard – Computer-based Design Task
- Stamp Design
- Poster-computer based design task
- Paraline Drawings
- House Plan
- Class notes/Question sheets
- Visual Communication Design Exam

PATHWAY OPTIONS:


SESSSIONS PER FORTNIGHT - 7

AIM
The main aim of this unit is to develop student's skill and knowledge of music across the genres. The unit seeks to increase the awareness of the importance of music in our society and a deeper appreciation of various aspects of music.

CONTENT
This course is aligned to the Victorian Curriculum. During this course, studies are undertaken from the following areas:
- Song writing
- Performance – individual and group
- Music Theory
- Listening and evaluating styles of music including music from all ages
- Music Technology

LEARNING IN MUSIC
- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

ASSESSMENT TASKS INCLUDE
- Composition – using music technology
- Individual/group performance
- Song writing
- Operating basic PA systems
- Music Analysis Assignment
- Careers in the Music Industry
- Review of a live performance
- Musical Theory activities
- Music Exam

PATHWAYS OPTIONS:


CAREERS: Performing Musician, Music Therapist, Music Teacher, Sound Designer, Sound Engineer, Music Producer, Songwriter, Record Producer, Music Composer, Music Journalist, Booking Agent, Concert Promoter, Disc Jockey and Tour Manager.

*Students preferably should have the ability to play an instrument or the desire to learn.
Year 10 Media Studies – Elective
*Included in Essential Education Items Material Charge

SESSIONS PER FORTNIGHT - 7

AIM
• To provide students with the opportunity to expand their knowledge and understanding of different types of media.
• To gain skills using various technologies to edit and manipulate media.
• To gain an understanding of the influence of media on our society.
• To learn film making techniques

CONTENT
□ Learn editing, lighting, framing and sound techniques.
□ Adapting stories for film using storyboards.
□ Developing and understanding characters in film.
□ Understanding types of film genre e.g. Police, Science Fiction, Romance.
□ Learn how to analyse film.
□ Learn how to use a Video Camera and use computer editing programs

LEARNING IN MEDIA STUDIES
-Explore and Express Ideas
-Media Studies Practices
-Present and Perform
-Respond and Interpret

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<thead>
<tr>
<th>ASSESSMENT TASKS include:</th>
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<tbody>
<tr>
<td>Film Analysis</td>
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<td>Research Task</td>
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<td>Music Clip</td>
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<td>Live News</td>
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<td>Media Studies Exam</td>
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PATHWAYS OPTIONS:

FURTHER STUDIES: VCE Media and Tertiary Media Studies

CAREERS: Journalism, Media Technician, Teacher, Film Director, Set Designer, Publicist, Advertiser, Camera Operator, Actor, Communications Officer, Reporter, Animator, Boom Operator, Broadcast Operator, Dubbing Mixer, Editor and other related fields.
Year 10 Photography – Elective

SECTIONS PER FORTNIGHT - 7

AIMS
• To develop conceptual and perceptual ideas and representations through the design and inquiry processes
• To develop an understanding of the use of the techniques, materials, processes and technologies in the field of photography
• To develop critical and creative thinking skills, media arts languages, knowledge of media arts theories and practices
• To develop a respect for and acknowledgement of the diverse roles, innovations traditions, histories and culture of artists
• To develop confidence, curiosity, imagination, enjoyment and personal aesthetic

CONTENT
This course is aligned to the Victorian Curriculum and includes the following:
- Learn photography basics like depth of field, shutter speed, aperture and exposure.
- Learn different camera parts and settings used on digital cameras.
- Create black and white photos using an element of colour (colour splash)
- Macro Photography (Close-up Photography).
- Learn different composition techniques to make more interesting photographs
- How to airbrush and touch up photos like a professional
- Panoramic Photography
- Work through advanced Photoshop tutorials to develop skills in digital manipulation.
- Learn basic lighting techniques.

LEARNING IN PHOTOGRAPHY
- Explore and Express Ideas
- Photography Practices
- Present and Perform
- Respond and Interpret

ASSESSMENT TASKS include:
| Colour Splash | Research an artist |
| Macro Photography | Photography Exam |
| Big/Small photo | |

PATHWAYS OPTIONS:


CAREERS: Artist, Photo Journalist, Graphic Designer, Teacher, Fashion Photographer, Web Designer, Art Gallery Owner, Magazine Photographer, Marketing Communications, Studio Manager, Wedding Photographer, Food Stylist and Photographer, Photography Assistant, Photo Re-toucher.
SECTION THREE:

PHYSICAL, PERSONAL & SOCIAL LEARNING STRAND ELECTIVES
Health & P.E.

Pathways to Physical Education
Outdoor Education
SECTIONS PER FORTNIGHT – 7

AIM – To prepare students for VCE Physical Education and raise awareness of the pathway opportunities that PE can lead to.

CONTENT –
1. Skill learning principles and practice
2. Coaching characteristics, skills and responsibilities
3. Peer teaching
4. Drugs in Sport

Throughout the study of this subject students will:
Be able to collect and analyse information from, and participate in, a variety of practical activities to improve their knowledge of skill learning principles and practice at a VCE standard.

Be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning. Students will also participate in the coaching of junior sporting events, peer teaching sessions and teach primary school students basic skills and activities.

There will be an overnight excursion to the Victorian Institute of Sport to investigate the Human Movement laboratories and the options that are available to them if they choose to pursue a career in Human Movement, Sports Science or Physical Education.

ASSESSMENT TASKS
1. Skills Continuum
2. Volunteer sports carnival organisation
3. Exam
4. Peer teaching planning and reflection folio
5. Laboratory task

TEXT BOOK: No

PATHWAYS OPTIONS: Cert III Fitness, VCE Physical Education

CAREERS: Physical Education Teacher, Human Movement and Sports Sciences field, personal training, coaching.
SESSIONS PER FORTNIGHT – 7

AIMS

1. To develop skills and knowledge that may lead to lifelong involvements in outdoor leisure pursuits.
2. To provide enjoyable learning experiences which promote development of personal qualities (e.g.: resourcefulness, self-esteem, leadership etc.).
3. To increase students’ knowledge and awareness of the natural environment leading to a willingness to take responsible action to protect it.
4. To provide the opportunity to experience an affinity with natural environments.
5. To develop responsible attitudes towards personal and group safety in the outdoors.
6. To provide a stimulating outdoor learning experience through a sense of excitement, challenge and purpose.
7. To complete Life Saving Victoria Bronze Medallion Award.
8. To develop camping and canoe skills and applying these throughout the camp.

CONTENT

- **Adventure Activities** - What are adventure activities and why do people pursue them?
- **Bushcraft** - Preparation for outdoor activities.
- **Map Reading and Navigation** - Features of maps and their use: Map reading and following a course. Features and use of the magnetic compass.
- **Canoeing** - Gear selection, safety and skills applicable to this water activity. Half day canoe tour to Kings Billabong.
- **Planning And Preparation For Adventure Trips** - Selecting a venue, Pre trip planning and organisation; Things to do on and after the trip.
- **End Of Unit Excursion Activity** – camp based on canoeing, bush walking and low impact camping (cost included in course fees).
- **Swimming** - Revision of Bronze medallion skills.
- **First Aid** - Review of C.P.R and First Aid.

WORK AND LEARNING OUTCOMES

1. Completion of Bronze Award.
2. Health Knowledge and Promotion
3. Movement and physical activity.
4. Communication and community.

**ASSESSMENT TASKS INCLUDE**

- Canoeing basic skills
- First Aid
- Bronze Medallion Award theory and practical test
- Outdoor Education Camp and assignment
- Exam

*A camp is a compulsory part of this course.*

**TEXT BOOK:** No

**PATHWAY OPTIONS:** V.C.E. Unit 1 - 4 Outdoor Education, VCE Environmental Science, VCAL Personal Development, Duke of Edinburgh Silver/Gold & RLSSA Bronze star.

**CAREERS:** Park Ranger, Police Officer, Fire Fighter, Environmentalist, Adventure Group Leader.
SECTION FOUR:

LEARNING STRAND ELECTIVES
Design, Creativity & Technology

Metalwork
Wood
Advanced Wood & Design
Electronics
Integrated Materials
Australian Café & Food Trends
Celebration Cakes
Fashion Design
VCE Information Technology Unit 1&2
Yr 10 Information Technology Unit 1&2
Pre Driver Education
SESSIONS PER FORTNIGHT - 7

MATERIALS TECHNOLOGY

AIMS
• To develop skills in the engineering field and to introduce students to a variety of Design and Metal Fabrication processes.
• To enable students to develop skills using gas metal arch welding (G.M.A.W.), a variety of power and hand tools.
• To enable the students to become aware of the interesting avenues of work associated with Engineering Workshop Practices.

CONTENT
Students learn to operate a variety of tools, which include:
- Hand tools.
- Power cutting and grinding tools.
- MIG Welder.
- To enable students to develop an awareness of the types of work and safety processes related to Metals.
- Plasma Cutter

Students develop skills and knowledge to design and plan work procedures and acquire skills related to the construction of one or more practical projects using Metal Fabrication equipment. Students will compile a folio of drawings using CAD (computer aided drawing), procedures and evaluation.

LEARNING IN METALWORK
-Technologies Contexts
-Engineering principles and systems
-Materials and technologies specialisations
-Creating Designed Solutions

ASSESSMENT TASKS INCLUDE
- The completion of at least two productions
- A written investigation report
- Produce work within a tolerance of 1mm
- Exam

PRE-REQUISITE
For students to gain full advantage from this subject they will need to be prepared to investigate and become fully committed to the tasks undertaken.

EQUIPMENT REQUIRED
- Plastic folder, pens, pencils and a ruler.
- Footwear - suitable shoes must be worn at all times in practical areas; these must be in good condition and tops fully enclosed.
- Eye and ear protection must be worn at all times during practical classes; these are provided.
- Welding gloves; these are provided.

PATHWAY OPTIONS:
CAREERS: Engineer, Industrial Designer, Metallurgist, Fitter and Turner, Plumber, Sheet metal Worker.
SECTIONS PER FORTNIGHT - 7

MATERIALS TECHNOLOGY:

Students will design and produce a basic or larger entertainment unit for their project. If students select the basic unit they will need to select another smaller project for their second choice.

AIMS

• To introduce students to the practical applications of design and construction using a variety of materials.
• To provide opportunities for students to develop competence in basic techniques and skills related to wood.
• To involve the students in activities which will enable them to solve related problems and apply their knowledge and skills to practical situations.
• To encourage students to become safety conscious when working with tools and machinery.

CONTENT

Exercises and assignments considered necessary to initiate or reinforce projects which include:

• Produce a working drawing for each project.
• Display folio to contain design briefs, investigation reports, design drawings and evaluation reports.
• Google Sketch up and CAD (Computer Aided Drawing) skills
• Wood turning, dowel, housing and rebate joints
• Power tools - safety and use

LEARNING IN WOOD

- Technologies Contexts
- Materials and technologies specialisations
- Creating Designed Solutions

ASSESSMENT TASKS INCLUDE

• Entertainment unit
• Design project – students produce a project of their choice
• Investigation reports
• Exam

EQUIPMENT REQUIRED

• Plastic display folder.
• Protective clothing - solid shoes which offer protection to the feet; hair net or tight fitting cap.
• HB pencil x 2

PATHWAY OPTIONS:

FURTHER STUDIES: Unit 1, 2, 3 and 4 Material Technology (Wood), VET Cabinet Making, VCAL Work Related Skills. Trade Centre – Certificate Options.

CAREERS: Cabinet Maker, Builder, Industrial Designer, Furniture Maker, Engineer, Interior Designer.
Year 10 Advanced Wood & Design – Elective

Payment Required $110.00
(this payment is required before course commences)

SESSIONS PER FORTNIGHT - 7

AIMS
- To further improve on students skills to the practical applications of design and construction using a variety of materials
- To provide an opportunity for students with a desire to learn more about woodwork
- Students are developing ideas, designing, problem solving and evaluating at an advanced level

CONTENT
- Sketch drawings
- Develop CAD (Computer Aided Drawings) and Google SketchUp skills
- Wood turning, dowel, housing and rebate joints.
- Power tools – Safety and use.

Students will be required to:
- Produce a working drawing, complete with all detail and measurements for their projects
- Production of the project
- A display folio, which will contain, the student’s own design brief, investigation reports, sketch drawings, CAD drawings, evaluation reports and all other relevant information
- Use Google SketchUp to produce working drawings
- Complete folio of work

LEARNING IN ADVANCED WOOD
- Technologies Contexts
- Materials and technologies specialisations
- Creating Designed Solutions

ASSESSMENT TASKS INCLUDE
- Completed folio of work – one major project minimum
- Completed Design and Project Evaluations
- Exam

EQUIPMENT REQUIRED
- Plastic display folder (A4)
- Folder for portfolio (A3) Landscape
- HB pencil and Eraser x 2

PATHWAY OPTIONS:

FURTHER STUDIES: Unit 1, 2, 3 and 4 Material Technology (Wood), VET Cabinet Making, VCAL Work Related Skills. Trade Centre – Certificate Options.

CAREERS: Cabinet Maker, Builder, Industrial Designer, Furniture Maker, Engineer, Interior Designer.

(Please Note: If the chosen project exceeds the costs of $110 students will be required to pay for extra materials)
SESSIONS PER FORTNIGHT - 7

SYSTEMS TECHNOLOGY
(Only safe, direct current applications studied)

AIM

The aim of students in this stream of technology is for them to:

- Develop a knowledge of the electrical distribution supply of Victoria.
- Understand the terms alternating current (A.C) and direct current (D.C) and the difference between them.
- Be aware of all the safety aspects of electricity - earth conductors, and why they are needed.
- Be able to identify and work with low voltage electronic components.
- Use test equipment to check each of their completed models.
- Build at least two projects.

CONTENT

- The student will develop an understanding of the state electrical distribution.
- Will be able to determine the difference between alternating and direct current by studying each system.
- The study of electronics will assist students in understanding electronic circuitry, electronic component terminology and the construction and testing of electronic projects.

LEARNING IN ELECTRONICS
- Technologies Contexts
- Engineering principles and systems
- Materials and technologies specialisations
- Creating Designed Solutions

ASSESSMENT TASKS INCLUDE

- A minimum of two electronic projects to be successfully completed
- An investigation report
- Exam

EQUIPMENT

- Plastic folder.
- Pens, pencils and a ruler.

PATHWAY OPTIONS:


SECTIONS PER FORTNIGHT - 7

MATERIALS TECHNOLOGY
(Wrought Iron & Red Gum)

AIMS
The Integrated Technology program’s aim is to:
• Design and construct useful items from a range of materials.
• Develop planning skills.
• Develop an ability to work co-operatively in structured groups.
• Develop strategies in self management.
• Develop skills in problem solving methods and solutions.
• Develop greater awareness of characteristics of different materials.

CONTENT
• This study will be characterised by the use of a wide range of materials including metals, wood, glass, mirror, etc.
• The use of materials, tools and machines will result in the production of student designed projects.
• Students will be encouraged to solve design problems with creative solutions by using the Technology Process.
• Students study importance of design.

LEARNING IN INTEGRATED MATERIALS
-Technologies Contexts
-Engineering principles and systems
-Materials and technologies specialisations
-Creating Designed Solutions

1. Students construct wrought iron products.
2. Produce a working drawing for each project.
3. Develop a variety of skills to plan, design and safely produce three key items for assessment.
4. Display folio to contain working drawings and relevant material, including evaluation reports and photos.

ASSESSMENT TASKS INCLUDE
• Wine rack
• Mirror
• Candelabra
• Exam

PATHWAY OPTIONS:

FURTHER STUDIES: Units 1 - 4 Design and Technology (Wood or Metals), VET Cabinet Making, VET Engineering

CAREERS: Furniture Maker, Engineer, Builder, Plumber
SESIONS PER FORTNIGHT - 7

MATERIALS TECHNOLOGY

AIM
- Historic Perspective on Australian food trends – students investigate the range of new foods that are constantly emerging,
- Production and exploration of multicultural dishes and their origins.
- Basic Barista training using professional coffee machine
- Production and exploration of foods associated with cafe culture
- Planning and operating a small cafe business within the school community

CONTENT
Students are able to -
1. Investigate the origins of foods that have been introduced into our diets and how they have changed our eating habits
2. Prepare detailed design proposals for practical lessons using appropriate language
3. Use a range of appropriate techniques and equipment to suit particular activities and work with food to specified standards of safety and accuracy
4. Prepare evaluation reports that assess productions according to set criteria
5. Submit business proposals for consideration

LEARNING IN AUSTRALIAN CAFÉ & FOOD TRENDS
- Technologies Contexts
- Food specialisations
- Materials and Technologies Specialisations
- Creating Designed Solutions

ASSESSMENT TASKS INCLUDE
- Australian Food Trends - Timeline
- Multicultural Influences – (Country Research & Banquet)
- Barista Beverages
- Design a Café Menu
- Semester Log Book – Summary of skills, terminology and evaluations
- Exam

PATHWAY OPTIONS

FURTHER STUDIES: V.C.E. Health and Human Development, V.C.E. Food and Technology, VET – Hospitality, Food Technology Tertiary Studies, Apprentice Chef, Hospitality Traineeship, Barista training

CAREERS: Hospitality, Chef, Kitchen Operations, Hotel/Motel Manager, Food Service Manager, Food Technician, Barista
SESSIONS PER FORTNIGHT – 7

MATERIALS TECHNOLOGY

AIM
- Students will design, make and decorate a fruit cake and novelty cake according to a design brief.
- Explore and apply icing techniques for a variety of cakes and occasions.

CONTENT
Students are able to -
1. Prepare detailed design proposals for practical lessons using appropriate language.
2. Use a range of appropriate techniques and equipment to suit particular activities and work with food to specified standards of safety and accuracy.
3. Prepare evaluation reports that assess productions according to set criteria.
4. Investigate icing properties and their uses.
5. Present a portfolio of ideas and developing skills.

LEARNING IN CELEBRATION CAKES
- Technologies Contexts
- Food specialisations
- Materials and Technologies Specialisations
- Creating Designed Solutions

ASSESSMENT TASKS
- Design and decoration of Fruit Cake
- Fruit Cake Portfolio
- Design and decoration of Novelty Cake or Cupcakes
- Novelty Cake Portfolio
- Exam

PATHWAY OPTIONS

FURTHER STUDIES: V.C.E. Health and Human Development, V.C.E. Food and Technology, VET – Hospitality, Food Technology Tertiary Studies, Apprentice Chef, Hospitality Traineeship

CAREERS: Hospitality, Chef, Kitchen Operations, Hotel/Motel Manager, Food Service Manager, Food Technician, Cake Decorator
SESSIONS PER FORTNIGHT -7

MATERIALS TECHNOLOGY

AIM
To design and create items of clothing or other item using fabric or other materials. Students can choose to produce projects along the following themes with fabric/garment of their own choice:
- Free choice garment using a commercial pattern
- Redesigned garment
- Portfolio to include a journal and a complete set of samplers and notes, along with a story board

NOTE: Students without sewing experience are welcome and students who have sewn before or completed Year 9 Textiles will be given extension tasks to complete.

CONTENT
Students will be required to:
1. Understand the ‘Design Process’ and develop creative awareness.
2. To recognise the appropriateness of using particular fabrics for specific products.
3. To further develop independence in the use of machines, overlocker equipment and tools relevant to textiles.
4. To develop skills in handling a range of fabrics with different properties and to recognise appropriate construction techniques.
5. To analyse and evaluate finished products against set objective criteria.
6. Articulate how they have improved or extended skills.

LEARNING IN FASHION DESIGN
-Technologies Contexts
-Fabric and Clothing Specialisations
-Materials and Technologies Specialisations
-Creating Designed Solutions

ASSESSMENT TASKS INCLUDE
- Garment from Recycled Material
- Commercial Pattern garment
- Redesigned Garment (Op Shop item)
- Fashion Parade
- Portfolio
- Exam

PATHWAY OPTIONS

FURTHER STUDIES: Design and Technology – Fashion Design Units 1 – 4

Students can take Information Technology for the whole year as the semester units cover different content. Alternatively students could choose to do either single semester.

SESSIONS FORTNIGHT – 7

ELIGIBILITY
Students do not need to have experience in computers to successfully complete this elective.

INFORMATION TECHNOLOGY: Computing

This course involves the use of electronic equipment to assist in processing, managing and communicating information to solve problems and to develop some knowledge in how computers function.

Unit 1 - Students are required to demonstrate achievement in each area of:

- Using spread sheet and database software to manipulate data.
- Investigating the technology, procedures and roles associated with networks.
- Examining the component parts of computers and how they function.
- Creating a solution for a client using Web Page design software and evaluate its effectiveness.

Unit 2 - Students are required to demonstrate achievement in each area of:

- Develop programs using Visual Basic programming language.
- Examine database structure and design. Examine databases in currently in use.
- Investigate careers in ICT

PATHWAY OPTIONS:

FURTHER STUDIES: VCE Information Technology Units 1 & 2, Mathematics, VET Business Administration, Business Studies, Systems Engineering

Students can take Information Technology for the whole year as the semester units cover different content. A sequence of Unit 1 & 2 is recommended.

SESSIONS FORTNIGHT – 7

ELIGIBILITY
Students do not need to have experience in computers to successfully complete this elective.

INFORMATION TECHNOLOGY: Computing

This course involves the use of electronic equipment to assist in processing, managing and communicating information to solve problems and to develop some knowledge in how computers function.

Unit 1 - Students are required to demonstrate achievement of 3 outcomes in each unit:
- Investigate, analyse and present data from an issue in a graphical manner.
- Investigating the technology, procedures, roles and design associated with networks.
- Design and construct a web site that can inform and persuade readers regarding an issue.

Unit 2 - Students are required to demonstrate achievement of 3 outcomes in each unit:
- Develop working modules in response to given scenarios using Visual Basic programming language.
- Examine database structure, design and how they are queried to produce useful information from vast stores of data.
- Prepare a Database in response to a given scenario that minimises difficulties and negative impacts on the users.

PATHWAY OPTIONS:

FURTHER STUDIES: VCE Information Technology Units 3 & 4, Mathematics, VET Business Administration, Business Studies, Systems Engineering

SELECTIONS PER FORTNIGHT -7

SYSTEMS TECHNOLOGY

AIM
- To develop skills in the systems technology field and to give the students an understanding of what lies ahead in regard to gaining their learners permit and their licence.
- To enable students to develop skills using hand tools and helps them explore the dangers of being a roads user.
- To enable the students to become aware of the interesting avenues of work associated within the motor industry.

CONTENT
1. Students investigate road trauma and work through ways to make their time on the road a safe one.
2. Students investigate how an engine works by dismantling and reassembling small engines.
3. Students can choose to participate in driver training. This will be out-sourced so all students can participate as a class.

LEARNING IN PRE-DRIVER EDUCATION
- Technologies Contexts
- Engineering Principles and Systems
- Materials and Technologies Specialisations
- Creating Designed Solutions

ASSESSMENT TASKS
Students will be assessed on the completion of specific work requirements:

1. The completion of at least 8 newspaper investigations.
2. A written investigation report on how to make the roads safer.
3. Disassemble and reassemble a working small 4 stroke engine

PRE-REQUISITE
For students to gain full advantage from this subject they will need to be prepared to investigate and become fully committed to the tasks undertaken.

EQUIPMENT REQUIRED
- Plastic folder, pens, pencils and a ruler.
- Footwear – suitable shoes must be worn at all times in practical areas; these must be in good condition and tops fully enclosed.
- Hair and ear protection must be worn at all times and the wearing of safety specs is compulsory. These are provided.

V.C.E. PATHWAYS
Unit 1 & 2 Systems Technology, Unit 3 & 4 Materials & Technology.
SECTION FIVE:
VET in SCHOOLS & VET \ VCE ELIGIBILITY CRITERIA
Year 10 VET Certificate II in Retail Services – Elective
Payment Required $ 50.00 (per semester)
(this payment is required before course commences)

** Pre-requisite – students MUST have completed the Certificate II - V.E.T. Retail Services elective in Semester 2, Year 9.

SESSIONS PER FORTNIGHT – 7
Subject runs Semester 2 of Year 9 and Semester 1 of Year 10 – 12 month course

In partnership with MADEC we are delivering a Certificate II in Retail course. Students have the opportunity to complete a nationally recognised Certificate.

*This course is suitable for students looking for casual or part-time work whilst they are at school, those looking to become sales assistants or gain other retail-related positions, including Management careers.*

The course will be delivered at school with a compulsory workplace learning component included where students complete a 2 hour work placement at Richies IGA supermarket in the Irymple store one day a week for a 10 week period.

This course provides a fantastic opportunity for casual work to be obtained and is a unique opportunity for our students to partake in such a dynamic course, linking their learning to real life experiences.

ELIGIBILITY AND PAYMENT REQUIREMENTS:
Students must have completed the Year 9 V.E.T. Retail course successfully in order to continue in this subject. Full payment of fees is due on Monday, December 12, 2016.

CONTENT:
Students will complete comprehensive theory modules on the topics below. There is also a compulsory online training component to be completed.

- Work effectively in a customer service environment
- Communicate in the workplace to support team and customer outcomes
- Interact with customers
- Merchandise products
- Apply point of sale handling
- Balance point of sale terminal
- Operate retail technology
- Apply safe working practices
- Organise and maintain work areas
- Minimise loss
- Perform stock control procedures
- Sell Products and services
- Advise on products and services
- Follow workplace hygiene procedures

WHAT OPPORTUNITIES FOR FURTHER STUDIES WILL I HAVE?
You will be able to continue your studies with the Certificate III in Retail offered at many Registered Training Organisations (RTOs) and TAFE Institutes.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE OR VCAL?

**VCE**
You will be eligible for block recognition of up to five VCE VET units towards the VCE: three units at Unit 1-2.

**VCAL**
The VCE VET Retail program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.
VET in Schools (VETiS) Eligibility Criteria

Students in Year 10 at Irymple Secondary College have the opportunity to undertake Year 11 subjects. However, it is important that students realise that entry into a Unit 1 and 2 sequence is not automatic. Students must have clearly demonstrated the following:

- **Aptitude throughout their current studies** – this includes demonstrated literacy capabilities appropriate to completing the theory-based written module work of all VETiS subjects (around an “G” average or higher in Mainstream English is recommended)
- **Good Work Habits** – students should regularly receiving a minimum of ‘good’ in this criteria on reports
- **Maturity and self-discipline** – including positive classroom behaviour, regularly completing homework and meeting due dates
- **Consistent school attendance**

All students who undertake a Year 11 - VETiS subject will be reviewed at the end of the first term of study. It is expected that students will have passed all course requirements in their Year 11 - VETiS subject to be allowed to continue. There is no benefit for students to complete a Unit 1 and 2 sequence in Year 10 unless they are able to achieve strong results in that subject without jeopardising their other subjects and overall schooling success.

Students wishing to undertake Year 11 subjects must obtain a written recommendation from the relevant staff member (current teacher of that subject or Curriculum Area Coordinator) using the “Recommendation Form” (Page 61)

### Additional VETiS Payment Requirements

Students undertaking a VET study incur additional course costs. These costs must be paid for before the student commences their study. **The date this payment is required stands as 14th of December 2016.** Any students who do not meet the above payment dates will be withdrawn from the course before its commencement and placed into an alternative, lower cost elective.
VCE Eligibility Criteria

Students in Year 10 at Irymple Secondary College have the opportunity to undertake Year 11 subjects. However, it is important that students realise that entry into a Unit 1 and 2 sequence is not automatic. Students must have clearly demonstrated the following:

- Aptitude throughout their current studies – this includes demonstrated literacy capabilities appropriate to studying Year 11 content (around a “VG” average or higher in the Curriculum Area
- Excellent Work Habits – students should regularly be receiving ‘excellent’ in this criteria on reports
- Maturity and self-discipline – including positive classroom behaviour, regularly completing homework and meeting due dates
- Consistent school attendance

All students who undertake a Year 11 subject will be reviewed at the end of the first term of study. It is expected that students will have passed all course requirements in their Year 11 subject to be allowed to continue. There is no benefit for students to complete a Unit 1 and 2 sequence in Year 10 unless they are able to achieve strong results in that subject without jeopardising their other subjects and overall schooling success.

Students wishing to undertake Year 11 subjects must obtain a written recommendation from the relevant staff member (current teacher of that subject or Curriculum Area Coordinator) using the “Recommendation Form” (Page 62).