



**MOUNT CLEAR**  
COLLEGE



2024 COURSE GUIDE

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**At Mount Clear College, we support every student as an individual with their own unique talents and aspirations.** Our holistic learning programs and dedicated staff aim to develop our students as:

- ▶ motivated, confident learners, who are persistent in striving for individual growth;
- ▶ resilient young people who work with others to overcome challenges;
- ▶ community members who demonstrate respect, compassion, honesty, acceptance of others and who value diversity;
- ▶ socially responsible citizens who contribute positively to the local and global community; and
- ▶ successful young people in their transition through schooling to their desired future.

**At Year 10, we build on these foundations by offering studies that cater for a wide diversity of pathways and post-secondary aspirations and guide students to select a program that best suits their goals.**





# WELCOME TO THE SENIOR SCHOOL

## Welcome to Mount Clear College's Senior School

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Our students in Years 10–12 have a broad range of educational and training pathways available to them. We offer studies that cater to a wide diversity of post-secondary aspirations and support students as individuals to select and succeed at a program designed to achieve their goals.

## Designing individual pathways

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Students at Mount Clear College engage in well-balanced courses of study that prepare them to be healthy and successful life-learners, critical thinkers and active, compassionate citizens. At Year 10, students develop more ownership over their course choices and opportunities exist to provide a greater academic challenge for some students and to provide more practical and vocationally oriented studies for others. All students study the core subjects of English, Maths and Humanities. They elect subjects and begin to consider possible future pathways, selecting at least one subject from each of the following areas: Science (elective), Humanities, Health and PE (elective, including Respectful Relationships and Sexual Consent), Visual and Performing Arts and Technology. The other three choices may be from any of the above subject areas as well as a Language. Students with a particular interest area may also apply to study a VET (Vocational Education and Training) or a VCE (Victorian Certificate of Education) subject in place of a Year 10 elective.

## Broadening horizons

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As part of their induction into the Senior School, we offer our Year 10 students the opportunity to explore new places and experiences with their peers on our mid-year 'Amazing Race' camp around Melbourne. This experience is designed to build teamwork and independent problem solving, as well as to familiarise students with all that our state capital has to offer, including post-secondary study, training and work possibilities. Students must compete in teams and utilise the metro public transport system to explore many important locations, including university campuses, and learn about city living.

At the end of the year our Year 10s enjoy their first Formal, a social event to celebrate students' successful completion of their first year in our Senior School and their transition into young adults of our College community.



# EXPLORING CAREERS

*Our Careers support is delivered by qualified Careers Practitioners and provides an accessible resource at Mount Clear College for our students and their families.*

Mount Clear College prepares students for a wide range of career opportunities, including pathways into universities, TAFE, apprenticeships and employment.

Students can access personalised help from subject selection to pathway options and explore a diverse range of possibilities. Our careers department stays up to date with everything from scholarship opportunities, to Early Entry Programs, prerequisites for courses and employment opportunities which include apprenticeships. We have developed close relationships with key networks and stakeholders which gives us a strong understanding of the expectations of industry.

As active members of the Ballarat Careers Education Network, we stay up to date with the latest information. Our students and families have easy access to our extensive resources available on our College Careers website [www.mountclearcollegecareers.com.au](http://www.mountclearcollegecareers.com.au) or via the Mount Clear College Careers Facebook page.

## **Years 7 and 8**

Students undertake learning tasks to explore their skills, strengths and attributes and how these contribute to the world of work.

## **Year 9**

All students participate in career planning as part of the Year 9 program, covering everything from offering students the opportunity to complete a Morrisby Profile, resumes and job applications to mock job interviews with local stakeholders and industry guest speakers from business and tertiary sectors.

## **Year 10**

Students receive one-on-one subject selection interviews, course and pathway guidance. Information sessions and the Work Experience Program in Term 3 offer students the opportunity to further investigate future pathways.

## **Year 11**

Students receive one-on-one subject selection interviews, opportunities to participate in guest presentations with further education institutions and Job Seeking. Students and families are able to schedule a one-on-one interview to discuss pathways including completing a Career Action Plan.

## **Year 12**

Every Year 12 student has at least one appointment with one of our qualified Careers Practitioners to develop their future pathway goals and aspirations. Students are supported with the completion of further education requirements including VTAC and Special Access Schemes applications. Assistance with job seeking opportunities and the application processes



# YEAR 10 PROGRAM STRUCTURE

At Year 10 students complete a combination of core and elective subjects aligned to the Victorian Curriculum F-10. Each subject entails four hours of class time per week. As in other years, they also participate in the College Mentor program which supports holistic learning such as wellbeing, school pride and connectedness, as well as study skills and pathways support.

In order to fulfil the requirements of the Victorian Curriculum and the Department of Education, all Year 10 students complete the following core subjects:

- ▶ English (English or English Essentials)
- ▶ Maths (Maths, Maths for Life or Analytical Maths)
- ▶ Humanities – one semester

Furthermore, they also select seven, semester-long elective subjects based upon their interests and possible future pathways, in alignment with the Victorian requirements across all of the key learning areas. This includes at least one elective from Science, Health & Physical Education, Visual & Performing Arts and Technology areas.

|        |         |       |                  |               |                     |               |                |  |
|--------|---------|-------|------------------|---------------|---------------------|---------------|----------------|--|
| Term 1 | English | Maths | Humanities       | HAPE Elective | Technology Elective | Open Elective | Mentor Session |  |
| Term 2 |         |       | Science Elective | Art Elective  | Open Elective       | Open Elective |                |  |
| Term 3 |         |       |                  |               |                     |               |                |  |
| Term 4 |         |       |                  |               |                     |               |                |  |

**Note:** each elective subject may run in either semester, depending on the timetable configuration for individual students.



# SUBJECT SELECTION PROCESS

At Year 10, students develop more ownership over their course choices. Opportunities exist to provide a greater academic challenge for some students and to provide more practical and vocationally oriented studies for others. Students select their program of study from specific units offered by each Key Learning Area (KLA).

The Year 10 subjects represent a sound grounding for further study in each learning area. A very small number of subjects require students to have undertaken previous study and where this is the case, it has been clearly indicated in the course description.

Students will receive individual course selection advice and will have their programs checked for suitability as part of the subject selection process.

## Opportunities for accelerated studies – enrolment in a VCE or VET subject

For students with suitable study skills and levels of application, Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) subjects may also be applied for. A summary of these is provided in this booklet and further information is in the Year 11 & 12 Course Guide. Students must complete an application form for Accelerated Studies to undertake a VET or VCE subject in Year 10.

## Reserve elective choices

Students will be asked to nominate two reserve elective choices in the case that:

- ▶ a subject does not have enough interested students to be viable;
- ▶ a VCE class they apply for is full (Year 11 students will take priority for VCE subject enrolment); or
- ▶ more than one subject that a student selects runs at the same time once the timetable is generated based upon a 'best fit' of all students' choices.

The process we use aims to maximise the degree to which students are able to enrol in the subjects they prefer, and we have found that the vast majority of students are able to undertake all or most of their desired program. However, we find it is best if students consider some reserves to their preferred elective units to accommodate any timetabling clashes.

## Advice for making selections

Consider firstly what you are good at and what particularly interests you – these are crucial starting points.

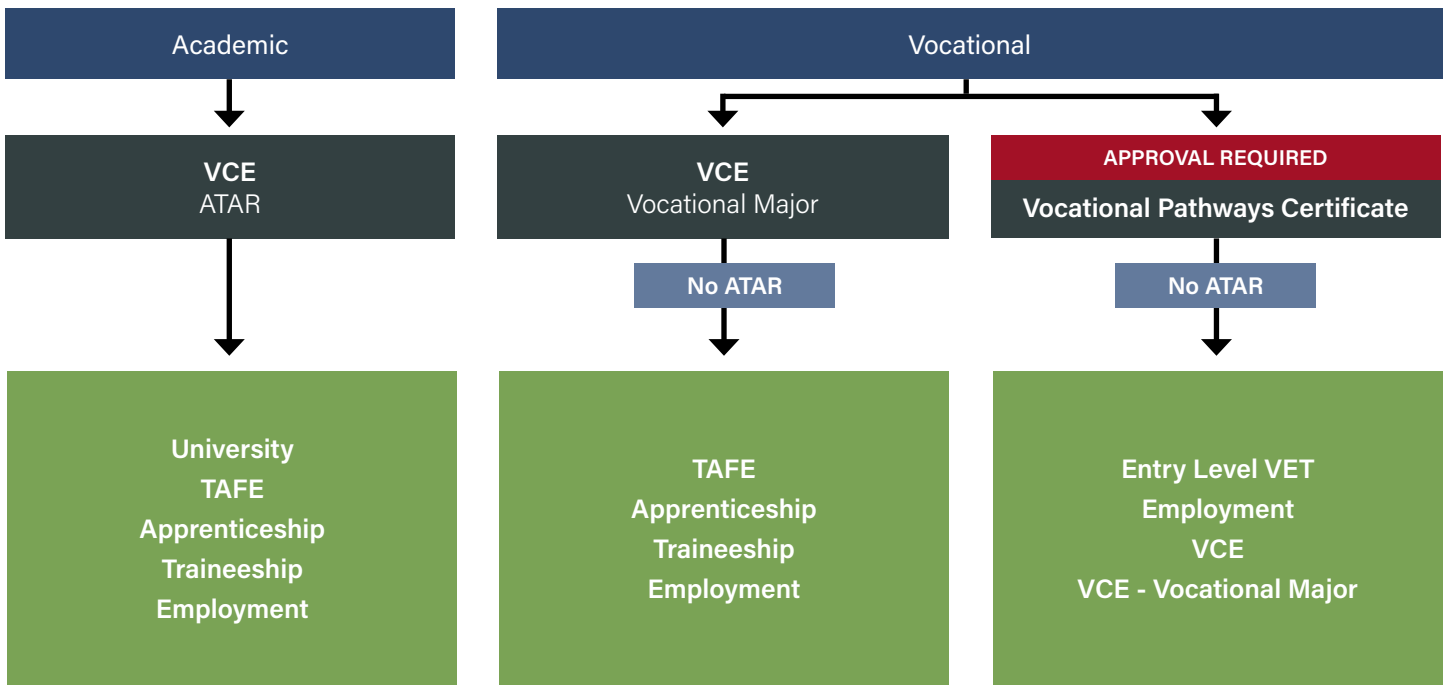
- ▶ Investigate whether subjects are relevant to, or required by, what you may like to do when you graduate secondary school. Do not panic if you are unsure of this. Students do not need to have made any decisions at this stage of their schooling. Concentrate on what you are good at and what you are interested in.
- ▶ Discuss your ideas with your teachers and parents – they have experience and ideas that can help.
- ▶ Find out more about the subjects you do not know much about. This is a great time in your education to try something new.
- ▶ Do not be influenced by your friends. They will have different interests, abilities and goals.
- ▶ Do not choose subjects based on who you think the teacher will be. Teachers' classes vary from year to year and your educational decisions are too important to be based on your which teachers are your favourite.
- ▶ Do not select what you think will be the 'easy' subjects. This is not the case. All subjects require commitment and challenge.

## Resources available

- ▶ The College Careers Department is located in the Library. Ms Nicole Taylor is the Careers Coordinator and she has many resources to help with your decision making.
- ▶ Your Year 9 class teachers can help you work out what you are good at and what might be sensible choices.
- ▶ Your Year Level Coordinators and other teachers can also offer support and advice.
- ▶ Your parents have experience and insights you should call on.
- ▶ Course advice sessions and counselling opportunities will be provided.
- ▶ The Senior School Leading Teacher is a useful contact if you want to discuss VCE options. They are located in Year 11/12 area.



# SENIOR PATHWAYS





# AVAILABLE UNITS

No. of semesters can be selected for

One

Two

## Core Subjects

|  |  |   |    |
|--|--|---|----|
| <b>English</b><br>Students indicate their preferred core English and their teachers will also input into which subject/s will best suit their learning         | English  |   | √* |
|  | English as an Additional Language  |   | √* |
|  | English Essentials   |   | √* |
| <b>Humanities</b>  | Humanities   | ✓ |    |
| <b>Mathematics</b><br>Students indicate their preferred core Mathematics and their teachers will also input into which subject/s will best suit their learning | <b>Analytical Maths</b><br>Students also complete a Preview Test to identify this subject's suitability for their numeracy level |   | √* |
|  | Maths  |   | √* |
|  | Maths for Life   |   | √* |

No. of semesters subject can be selected for

One

Two

## Elective Subjects

Students elect at least one of these from each area (they may select more as their open elective)

| No. of semesters subject can be selected for  |     |     |
|---|-----|-----|
|   | One | Two |
| <b>Health &amp; Physical Education (HAPE)</b> |     |     |
| Physical Education                            | ✓   |     |
| Health & Development                          | ✓   |     |
| <b>Science</b>                                |     |     |
| Biology                                       | ✓   |     |
| Chemistry & Physics                           | ✓   |     |
| Our Place in Space                            | ✓   |     |
| Psychology                                    | ✓   |     |
| The Science of War                            | ✓   |     |
| The Science of Sport                          | ✓   |     |
| <b>Technology</b>                             |     |     |
| Digital Technologies - Applications           | ✓   |     |
| Digital Technologies - Design                 | ✓   |     |
| Electronic Systems                            | ✓   |     |
| From Shabby to Chic                           | ✓   |     |
| Food - Baking with Flair                      | ✓   |     |
| Food for Enjoyment                            | ✓   |     |
| Furniture Studies                             | ✓   |     |
| Product Design - Wood                         |     | ✓   |
| <b>Visual &amp; Performing Arts</b>           |     |     |
| 2D Art  | ✓   |     |
| 3D Art  | ✓   |     |
| Dance   | ✓   |     |
| Drama   | ✓   |     |
| Digital Art                                   | ✓   |     |
| Media   | ✓   |     |
| Music   | ✓   |     |
| Visual Communication & Design                 | ✓   |     |

No. of semesters subject can be selected for

One

Two

## Open Electives

Students may elect these along with the other elective subjects as open electives

| No. of semesters subject can be selected for  |     |     |
|---|-----|-----|
|   | One | Two |
| <b>English</b>  |     |     |
| Literature  |     | ✓   |
| <b>Health &amp; Physical Education (HAPE)</b>   |     |     |
| Outdoor & Environmental - Alpine  | ✓   |     |
| Outdoor & Environmental - Coastal   | ✓   |     |
| Mountain Biking   | ✓   |     |
| VCE Outdoor & Environmental Studies Units 1 and 2<br>Students interested in undertaking this subject are required to enrol in Year 10 – see the Year 11 & 12 Course Guide for details |     | √*  |
| <b>Humanities</b>   |     |     |
| Making & Breaking the Law   | ✓   |     |
| Making Money & How to Do It   | ✓   |     |
| <b>Languages</b>  |     |     |
| Japanese  |     | √*  |
| <b>Accelerated Studies</b>  |     |     |
| VET - all units   |     | √*  |
| VCE - all units   |     | √*  |

\* Indicates that the subject subject must be studied for both semesters.



# ACCESS TO VCE SUBJECTS IN 2024

## Prerequisites for Units 1 and 2

| Units 1 and 2 Subjects    | Prerequisite                      |
|---------------------------|-----------------------------------|
| Chinese Culture & Society | Year 10 Chinese                   |
| LOTE Japanese             | Year 10 LOTE Japanese             |
| Maths Methods             | 'Above level' in Analytical Maths |
| Specialist Maths          | 'Above level' in Analytical Maths |

## Prerequisites for Units 3 and 4

| Units 3 and 4 Subjects         | Prerequisite                                  |
|--------------------------------|---|
| Chemistry                      | Chemistry 2                                   |
| Chinese Culture & Society      | Chinese Culture Society 1 and 2               |
| Dance                          | Dance 1 and 2                                 |
| General Mathematics            | General Maths 1 and 2 / Maths Methods 1 and 2 |
| Literature                     | Literature 2                                  |
| LOTE Japanese                  | LOTE Japanese 1 and 2                         |
| Maths Methods (CAS)            | Maths Methods (CAS) 1 and 2 (required)        |
| Music Contemporary Performance | Music Performance 1 and 2                     |
| Physics                        | Physics 1 and 2                               |
| Specialist Maths               | Specialist Maths 1 and 2                      |



# ACCELERATED STUDIES

## Choosing VCE/VET options in Year 10

### Should a VCE/VET study be attempted and how does this work?

Some students may wish to attempt a VCE/VET study whilst they are in Year 10. The potential benefits of doing so are significant. However, students should not feel that they must do a VCE/VET subject in order to gain any such benefits. VCE/VET study at Year 10 level is not for everyone.

- ▶ Like Year 10 subjects, VCE/VET subjects are divided into units of four periods per week.
- ▶ While Year 10 subjects are usually one semester long, VCE/VET subjects run over both semesters.
- ▶ Units 1 and 2 of a VCE/VET subject are usually undertaken in Year 11; Units 3 and 4 of a VCE/VET subject are usually undertaken in Year 12.
- ▶ Students gain a valuable insight into what Year 11 and then Year 12 will be like, while being able to put a significant focus into one subject. Units 1 and 2 of a subject in Year 10. Then in Year 11, they may complete Units 3 and 4 of that or another study.

### What are the advantages of this?

- ▶ Students gain a valuable insight into what Year 11 and then Year 12 will be like, while being able to put a significant focus into one subject.
- ▶ Most students obtain an ATAR score (Australian Tertiary Admission Rank) at the end of Year 12 based on their five highest scoring Year 12 subjects. Students who complete 6 Year 12 subjects obtain an ATAR based upon 6 subjects (ie. receive a scoring bonus).

### How do students apply for a VCE/VET subject

Students should see the Year 11 & 12 Course Guide for subject information, and the Senior School Assistant Principal for an Accelerated Studies application form. They can also indicate their interest in a VCE/VET Unit at their subject selection interview and will be provided with appropriate documentation.

## Summary of VCE units available to Year 10 students in 2024

- ▶ Accounting
- ▶ Biology
- ▶ Business Management
- ▶ Chemistry
- ▶ Data Analytics
- ▶ Dance
- ▶ Drama
- ▶ Environmental Science
- ▶ Food Studies
- ▶ General Maths
- ▶ Health & Human Development
- ▶ History
- ▶ Legal Studies
- ▶ Literature
- ▶ Media
- ▶ Music
- ▶ Outdoor & Environmental Studies
- ▶ Physical Education
- ▶ Physics
- ▶ Product Design – Wood/Metal
- ▶ Psychology
- ▶ Art Making and Exhibiting
- ▶ Systems Engineering (Electronics/Automotive)
- ▶ Visual Communication

See the 2023 Year 11 & 12 Course Guide for more details on these VCE units.



# CENTRE FOR HIGHER EDUCATION STUDIES

## Centre for Higher Education Studies (CHES)

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CHES is a ground-breaking new centre of excellence that has been established to cultivate the potential of High-Ability and high-achieving senior secondary school students. It is a direct response to the Victorian Government's intention that all students, regardless of their starting point, are supported to realise their full potential.

To provide a solid foundation for future study of VCE Algorithmics and VCE Extended Investigation, CHES offers specialised electives for high-achieving Year 10 students. Each of these electives are one semester in length with flexible study options. Students can study more than one of these electives but will complete one each semester.

These electives are not intended to replace electives that students may be taking at their base school in Year 10 but instead they provide enrichment and extension beyond the school curriculum. Students will be expected to complete 2 or 3 hours of -flex learning each week (for the 15-week semester).

## Research Matters

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This subject gives students the opportunity to develop their knowledge and understanding of what it means to research and complete their own independent investigation into an area of their choice. Students will be taught how to navigate the wealth of information available to them, critically evaluating the resources, methods and ideas found, and applying these skills to their own research.

### Structure

Students will develop their own research question, test and evaluate research methods, collect primary evidence and present their findings in an exhibition and research journal.

### Prerequisites

There are no prerequisites for this subject, but students should have strong literacy skills.

### Assessment

Students will be assessed on their research journal, completed throughout the semester and their presentation of research at the CHES Expo.

### Pathways

This subject aligns with the Victorian Curriculum Critical and Creative Thinking standards. It will prepare students for Extended Investigation Units 3 & 4.

## Critical Thinking for Creative Minds

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This subject will allow students to develop their critical thinking skills in the context of contemporary issues on a local, national, and global scale. Students will learn how to construct strong arguments, apply logic and reasoning to solve problems, and evaluate sources effectively. Students will participate in both informal and formal debates to engage in active listening, as well as presenting their own positions on topics. Reflecting on their own thinking (meta cognition) and how they can apply strategies to other learning areas will be explicitly taught throughout the course.

### Structure

Students will learn how to ask the 'right' questions, understand and construct different types of arguments and apply strategies to solve problems.

### Prerequisites

There are no prerequisites for this subject, but students should have strong literacy skills.

### Assessment

Students will be assessed on their responses to Critical Thinking questions and presentation of impromptu and prepared speeches.

### Pathways

This subject aligns with the Victorian Curriculum Critical and Creative Thinking standards. It will prepare students for Extended Investigation Units 3 & 4.

Further information about the subjects and application process can be found at <https://ches.vic.edu.au/programs/year-10-enrichment-electives/> OR contact the Student Excellence Team @MCC: Jess Meyer ([Jessica.meyer@education.vic.gov.au](mailto:Jessica.meyer@education.vic.gov.au)) or Tanya Millen ([tanya.millen@education.vic.gov.au](mailto:tanya.millen@education.vic.gov.au))



# CHES

CENTRE  
FOR HIGHER  
EDUCATION  
STUDIES



## Algorithmics

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This subject will allow students to develop their computational and analytical thinking skills, engage with solving problems using pseudocode (including an introduction to using Python for coding). Students will learn how to solve real world problems using computational methods and about different types of Abstract Data Types.

### Structure

Students will create individual and group Algorithm Design Projects.

### Prerequisites

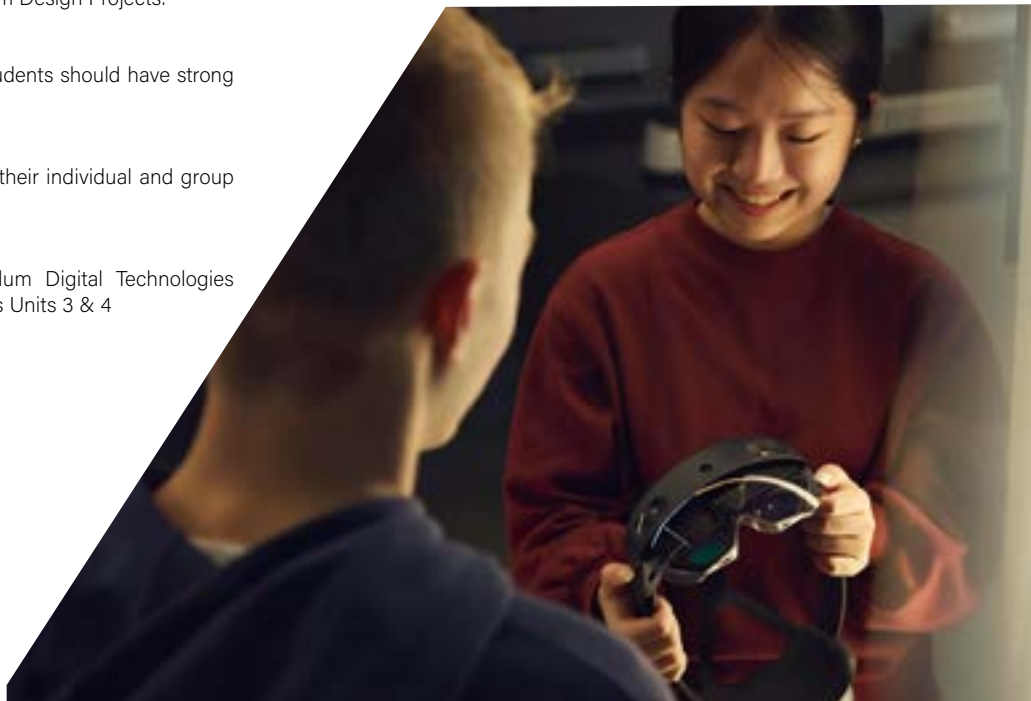
There are no prerequisites for this subject but students should have strong numeracy skills.

### Assessment

Students will be assessed on their responses to their individual and group projects.

### Pathways

This subject aligns with the Victorian Curriculum Digital Technologies standards. It will prepare students for Algorithmics Units 3 & 4





# VOCATIONAL EDUCATION AND TRAINING

VET in VCE allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training that contributes to their VCE.

VET may contribute to VCE at the Units 1 and 2 or Units 3 and 4 level, and may also contribute to the Australian Tertiary Admission Rank (ATAR).

VET contributes to VCE - Vocational Major through satisfying the requirements of the Industry Specific Skills or Work Related Skills strands. 180 hours of VET is a compulsory component of VCE - Vocational Major.

Mount Clear College is a Registered Training Organisation (RTO). RTOs are registered to deliver quality-assured and nationally recognised training and qualifications. Mount Clear College (No. 21741) is registered under the Victorian Registration and Qualifications Authority.

## Certificates and Statements of Attainment

The RTO is responsible for ensuring students are enrolled in an accredited State or nationally recognised VET course. Most courses are based on Training Packages that are nationally agreed units of competency and qualifications.

Students deemed competent in all units of a training qualification will receive a nationally recognised certificate. Students deemed competent in some units will receive a nationally recognised Statement of Attainment.

## Third Party arrangements

Students will be notified of any training provided by a Third Party.

## Note

As Highlands LLEN Cluster programs may clash with regular VCE and VCE-VM classes, students are required to catch up any missed work.

Work placement and additional classes, are a compulsory component of some VET programs and may need to be undertaken during school holidays.

## Costs

Government schools no longer request payments from parents for essential learning materials for Vocational Education and Training (VET) studies. These fees are now paid by the Department of Education. This does not include any excursions associated with VET studies.





## Mount Clear College VET programs

Given sufficient enrolment, the following programs may be offered internally at Mount Clear College. Students need to complete the Subject Selection Form to apply for:

|                                     |
|-------------------------------------|
| <b>Building and Construction</b>    |
| <b>Engineering Studies</b>          |
| <b>Hospitality</b>                  |
| <b>Music Industry (Performance)</b> |

## Highlands LLEN cluster (External) VET programs

Given sufficient enrolment, the following are an indication of programs that may be offered at various Ballarat locations as part of the Ballarat cluster of secondary schools. Students need to apply online and attend an interview for:

|  |
|--|
| <b>Agriculture</b>                           |
| <b>Allied Health Assistance</b>              |
| <b>Animal Care</b>                           |
| <b>Applied Fashion Design and Technology</b> |
| <b>Automotive</b>                            |
| <b>Building and Construction</b>             |
| <b>Community Services</b>                    |
| <b>Dance</b>                                 |
| <b>Early Childhood Education</b>             |
| <b>Electrotechnology</b>                     |
| <b>Engineering</b>                           |

|                               |
|-------------------------------|
| <b>Equine Studies</b>         |
| <b>Furniture Making</b>       |
| <b>Hospitality</b>            |
| <b>Information Technology</b> |
| <b>Kitchen Operations</b>     |
| <b>Outdoor Recreation</b>     |
| <b>Plumbing</b>               |
| <b>Retail Cosmetics</b>       |
| <b>Salon Assistant</b>        |
| <b>Screen &amp; Media</b>     |

# ENGLISH

English is a compulsory subject – **all Year 10 students indicate their preferred core English and their teachers will also input into which subject/s will best suit them.** In addition, students may also select an elective English subject.

## Core English Subjects

(Students will undertake one of these subjects)

- ▶ English Essentials
- ▶ English
- ▶ English as an Additional Language (EAL)

Students have the opportunity to indicate their preferred core English subject. Their preference should be based upon their Year 9 English experience, their confidence and their capabilities in English.

## Elective English Subjects

(Students may also select this activity as an elective)

- ▶ Literature

If you complete Year 9 English or Year 9 SEALP English, your pathways are:

| If in Year 9, you:  | Recommended English for Year 10 | If in Year 10, you:   | Year 11  | Year 12   |
|---|---------------------------------|---|--|---|
| Found Year 9 English challenging (Emerging Skills/Working Towards Level) and would benefit from extra support, or you are seeking English skills for employment | English Essentials              | Found the study of English challenging and would benefit from further support with the essential skills | Units 1 and 2 Foundation English                 | Units 3 and 4 English                               |
|   |                                 |   | Units 1 and 2 English                            |   |
| Satisfactorily completed Year 9 English or SEALP English and was appropriately challenged   | English                         | Satisfactorily completed Year 10 English  | Units 1 and 2 English                            | Units 3 and 4 English                               |
|   |                                 | Satisfactorily completed Year 10 English  | Units 1 and 2 English & Units 1 and 2 Literature | Units 3 and 4 English &/OR Units 3 and 4 Literature |



**Overview**

English seeks to promote and develop proficiencies in speaking, listening, reading, viewing and writing. Building competence in English skills and knowledge assures students' access to the full range of opportunities into their future.

**Content/Skills**

- ▶ Argument Analysis – students read persuasive texts to understand the arguments authors use, how they present them and analyse why those choices were made.
- ▶ Written Persuasive Piece – students communicate their own opinion on a current social issue.
- ▶ Oral Presentation – students orally present their opinion on a current issue.
- ▶ Text Response – students read a novel and write an analytical essay demonstrating their knowledge of many aspects of the text.

- ▶ Comparative Writing – students read one text and view another, looking at the similarities and differences between the two and write a comparative essay.
- ▶ Creative Writing – students view a film and develop a creative piece in response to this text.

**Links to further study**

Year 10 English will support students to develop and refine their skills and knowledge to successfully complete further English studies in Years 11 and 12.

**Selection advice**

Year 10 English is the core English subject for students who have completed Year 9 English or SEALP English with an appropriate level of challenge. It is designed to engage students at their level of proficiency and to extend their skills over all areas of written and oral communication.

**This subject runs over both semesters.**

**Overview**

This subject is an opportunity for students to strengthen and refine their essential literacy skills to support their studies in Years 11 and 12. The course aligns to the same curriculum as Year 10 English but allows students to develop their ability to comprehend and respond to a variety of texts, and to enhance their communication skills, with additional time and support on developing the basic skills.

**Content/Skills**

Students completing English Essentials will focus on the following key areas.

- ▶ The essentials of English
- ▶ The study of texts
- ▶ The analysis of argument and language
- ▶ Oral presentations on current issues
- ▶ Develop skills to compare ideas and issues with set texts

Students will develop strategies to improve their reading and writing skills and apply these to the written pieces and analysis of texts.

Students will complete a coursework-based assignment on each of the Areas of Study. Assessments may include:

- ▶ Text response essay on a selected text
- ▶ Argument analysis of a single article
- ▶ Creative piece of writing drawing on ideas from a selected text

- ▶ Point of view oral presentation
- ▶ Comparative text response on two selected texts
- ▶ Comparative language analysis on two selected articles
- ▶ A persuasive essay in a selected format
- ▶ Exam

**Links to further study**

The pathways upon completion of English Essentials are:

- ▶ Units 1 and 2 Foundation English
- ▶ Units 1 and 2 English
- ▶ VCE-VM Literacy

**Selection advice**

English Essentials will suit students who have found some or all the literacy components of Year 9 English challenging, or need to develop their ability to independently read texts such as novels, plays and news articles as well as complete extended pieces of writing, in preparation for the later years. Skills in areas such as notetaking, marking of texts, independent research and planning and editing work will be developed. Students will participate in class discussion and activities, read set texts and complete coursework-based assignments for each Area of Study.

**This subject runs over both semesters.**

## ENGLISH AS AN ADDITIONAL LANGUAGE

2

SEMESTERS

**Overview**

This subject is for students who qualify to receive English as an Additional Language (EAL) support. It may run as a stand-alone class, or one on one or small group support within a English Essentials or English class. Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. Students are provided with a range of opportunities to expand their linguistic repertoires, and one of the main ways to do this is through critical engagement with print and digital texts, including visual, multimodal and interactive texts. The study of various texts supports the development of communicative skills, linguistic knowledge and cultural understandings.

**Content/Skills**

- ▶ Argument Analysis – students read persuasive texts to understand the arguments authors use, how they present them and analyse why those choices were made.
- ▶ Written Persuasive Piece – students communicate their own opinion on a current social issue.
- ▶ Oral Presentation – students orally present their opinion on a current issue.

- ▶ Text Response – students read a novel and write an analytical essay demonstrating their knowledge of many aspects of the text.
- ▶ Comparative Writing – students read one text and view another, looking at the similarities and differences between the two and write a comparative essay.
- ▶ Creative Writing – students view a film and develop a creative piece in response to this text.

**Links to further study**

Year 10 EAL will support students to develop and gain confidence in applying everyday and academic oral and written communication skills and knowledge to successfully complete further studies in Years 11 and 12.

**Selection advice**

Year 10 English as an Additional Language (EAL) is aimed at students for whom English is not their home language. It is designed to support students at their level of proficiency and to extend their skills over all areas of written and oral communication.

**This subject runs over both semesters.**

## LITERATURE

1

SEMESTER

**Overview**

Literature is based on the literary analysis of texts. Students explore the contexts of texts, the way form affects meaning and how writers use language and literary elements to construct meaning. Literature allows students to discuss and analyse the assumptions, views and values of authors, as well as those that we as readers bring to texts. Students are exposed to varied forms of texts (poetry, novels, short stories, film) from the past and the present.

**Content/Skills**

- ▶ Analysing various texts
- ▶ Analysing passages within texts
- ▶ Creative writing based on poetry, plays and films

**Links to further study**

Literature will support students to develop and refine their skills and knowledge to successfully complete further English studies such as Literature and English at VCE. Many of the skills are transferable to other VCE subjects.

**Selection advice**

This is a fantastic subject for students with an aptitude for critical thinking and an appetite for reading and discussion.

# HEALTH & PHYSICAL EDUCATION

## **HAPE Overview**

To support our students' physical, mental and social wellbeing and to teach them positive habits for a healthy, balanced lifestyle, the College curriculum includes Health and Physical Education for all students from Years 7-10. This includes regular physical activity as well as age-appropriate Respectful Relationships and Sexual Consent curriculum.

Mount Clear College understands that students have varied interests and abilities regarding physical activity, and to support students' subject choices, the Year 10 HAPE electives are categorised as either 'Light to Moderate Physical Activity' or 'Moderate to Vigorous Physical Activity'. All types of physical activity in these subjects achieve our goal; for our students to stay active and to keep interacting to support a healthy lifestyle.

While the free choice electives also entail fairly regular movement, this is varied depending on the stage of the course. These subjects do not address the Respectful Relationships and Sexual Consent curriculum required by the Victorian Curriculum and the Department of Education.

# PHYSICAL EDUCATION



## (Moderate to Vigorous Intensity)

### Overview

Students will work together in an individual and team environment to develop their understanding of fitness, training and game play. This unit introduces the basic concepts that are involved in the VCE Physical Education pathway.

### Content/ Skills

Theoretical content covered will include major body systems and how they interact during activity, training principles and training methods, and the benefits of lifelong physical activity.

### Links to further study

This unit is suitable for students with an interest in physical activity, establishing a more proactive lifestyle or interested in enhancing their own

sporting performance by understanding and applying specific content. This unit would be an advantage to those students considering completing VCE Physical Education or a range of VET studies (Sport & Rec, Fitness etc) and mind. This unit could also lead to further study and a possible career in private or public recreational facilities.

### Selection advice

This unit includes weekly practical lessons involving moderate to vigorous physical activity alongside theoretical lessons that will include RRRR's curriculum.

Due to available facilities within the school and external to the school, there will be some excursion costs associated with this unit, however, these will be kept to a minimum. Students will be expected to pay for any excursions the class may participate in prior to attending any excursions.

# HEALTH & DEVELOPMENT



## (Light to Moderate Intensity)

### Overview

Common youth issues and concerns are used to introduce students to the basic concepts involved in VCE Health and Human Development. Students will investigate a range of health topics impacting Australia's youth and compare their health with the health of youth in the global community. Students will undertake a variety of physical activity sessions linked with enhancing the physical, social, mental and emotional dimensions of a person's health and wellbeing.

### Content/Skills

In this unit students will investigate the different components of health and learn the keys terms used to measure health. Key youth issues to be

investigated will include such topics as risk taking behaviour, drug and alcohol issues impacting individuals and the community, sexual identity, mental health and maintaining a healthy lifestyle with an emphasis on nutrition.

Students will participate in weekly physical activity sessions linked to lifestyle physical activity that enhances the dimensions of health in young people.

### Links to further study

This unit would be an advantage to students wanting to study VCE Health & Human Development or undertake careers in any of the health sciences such as a dietician, nursing, physiotherapy, and allied health.

### Selection advice

This unit includes weekly physical activity of a light to moderate intensity, with a link between theory work and physical activity. Due to available facilities there may be costs associated with a small number of local community excursions but where possible majority of practical lessons will occur onsite.

# MOUNTAIN BIKING



### Overview

This subject will foster connections with the environment while also learning new movement patterns, skills and improving fitness levels. Students will develop responsibility through managed risk. Students will train towards a race experience by creating and implementing a periodised training program.

### Content/Skills

This subject includes both practical and theory components. A focus on training principles and body systems is a large aspect of this course and is linked to Mountain Biking performance. Key riding skills are taught along with maintenance of the equipment.

### Links to further studies

This unit would be an advantage to those students intending to complete VCE Physical Education, VCE Outdoor Environmental Studies or undertake careers in the fitness industry. Equally, the unit would benefit those students interested in improving their own sporting performance by the application of specific theory.

### Selection advice

This unit is available to all students however it is not expected that students would repeat this unit in the same year. Students should be aware that this unit contains about 60 per cent theory. The unit will be largely based at school. Students may be required to pay for a small number of excursions.

# OUTDOOR & ENVIRONMENT - COASTAL



**VCE Outdoor & Environmental Studies – students wishing to complete VCE OES are required to enrol in Units 1 and 2 in Year 10, as they must complete Units 3 and 4 in Year 11 to avoid camps impacting their other Year 12 studies. Please see the Year 11 & 12 Course Guide for further information on this subject.**

## Overview

This unit of study will have a coastal environment focus. Students will learn about coastal ecology and exploring it through different outdoor activities, such as, snorkelling, surfing and walking part of the Great Ocean Road Walk.

## Content/Skills

Coastal Outdoor Education: Semester One has a coastal focus.

Students will complete practical activities, such as surfing, snorkelling, sea kayaking, bush walking, mountain biking, camp cooking and bushwalk preparation. In a theoretical capacity, students will explore plastic and its effect on the coastal environment, flora and fauna.

## Links to further study

This unit would be an advantage to those students considering completing VCE Outdoor Environmental Studies or a career in the outdoor and recreation industry or in environmental land management.

## Selection advice

All excursions are compulsory as they link directly to common assessment tasks. This unit will have a cost of approximately \$300.

# OUTDOOR & ENVIRONMENT - ALPINE



**VCE Outdoor & Environmental Studies – students wishing to complete VCE OES are required to enrol in Units 1 and 2 in Year 10, as they must complete Units 3 and 4 in Year 11 to avoid camps impacting their other Year 12 studies later. Please see the Year 11 & 12 Course Guide for further information on this subject.**

## Overview

This unit of study will have a focus on exploring and learning about the alpine environment, with the main practical experience being a trip to the snow to explore and learn about the alpine ecology through cross country skiing and snowshoeing. The unit will also cover navigation, food and its relationship with the environment.

## Content/Skills

Alpine Outdoor Education: Semester two has an alpine focus.

Students will complete activities in the alpine environment, such as, cross-country skiing, mountain biking and orienteering.

## Links to further study

This unit would be an advantage to those students considering completing VCE Outdoor Environmental Studies or a career in the outdoor and recreation industry.

## Selection advice

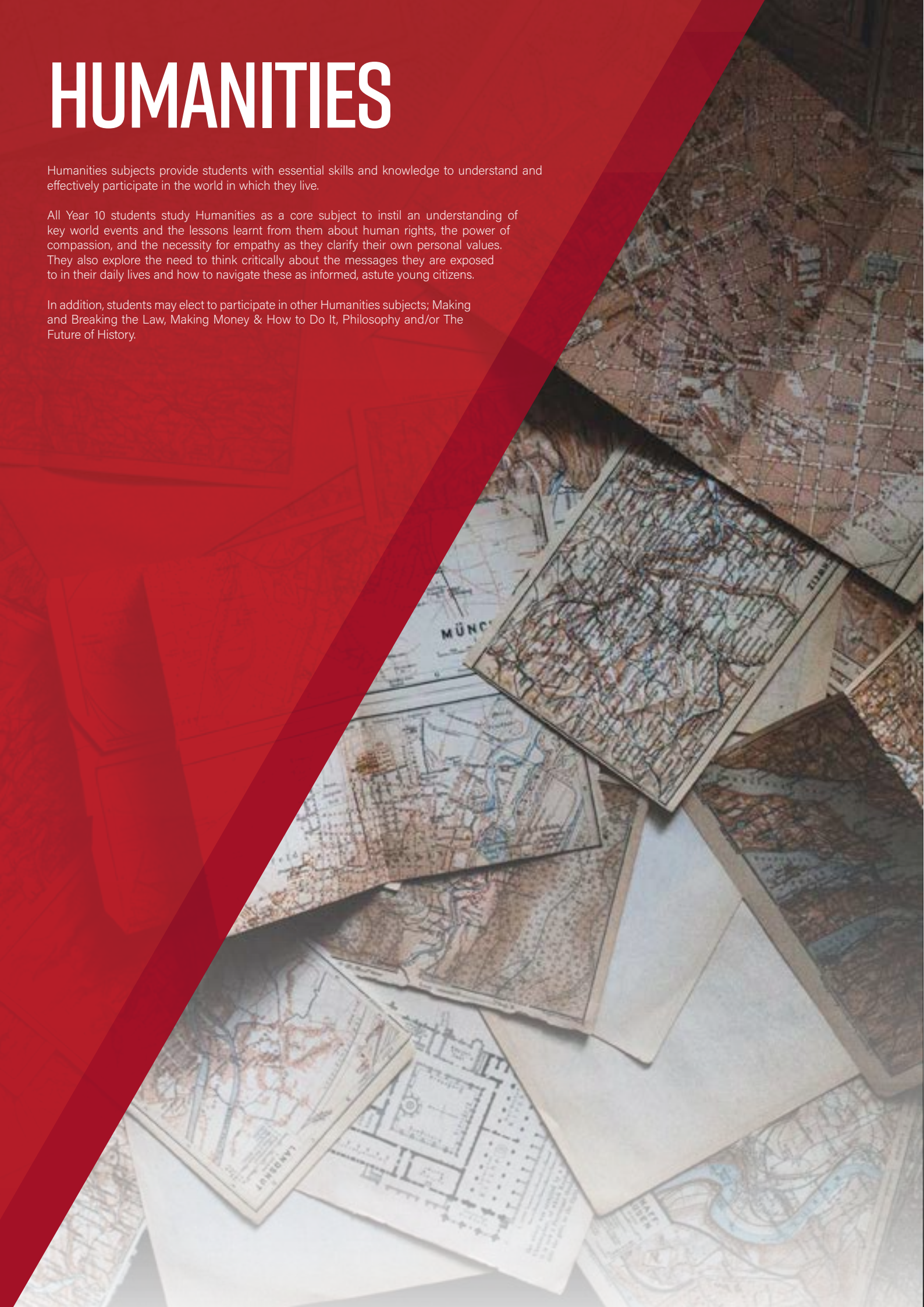
This unit will have a cost of approximately \$400.

# HUMANITIES

Humanities subjects provide students with essential skills and knowledge to understand and effectively participate in the world in which they live.

All Year 10 students study Humanities as a core subject to instil an understanding of key world events and the lessons learnt from them about human rights, the power of compassion, and the necessity for empathy as they clarify their own personal values. They also explore the need to think critically about the messages they are exposed to in their daily lives and how to navigate these as informed, astute young citizens.

In addition, students may elect to participate in other Humanities subjects; Making and Breaking the Law, Making Money & How to Do It, Philosophy and/or The Future of History.



# HUMANITIES



## Overview

Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. This semester length unit has two depth studies: World War II and Indigenous Rights and Freedoms.

## Content/Skills

Students will investigate:

- ▶ Wartime experiences through a study of World War II: This includes a study of the causes, events, outcome, and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. This includes a focus on the Holocaust, including significant events, causes and its ongoing impact
- ▶ Struggles for human rights: This includes how rights and freedoms of indigenous peoples have been ignored, demanded, or achieved in Australia and in the broader world context.

Students will develop skills in:

- ▶ The use of chronological sequencing to demonstrate the relationship between events and developments in different sessions and places

- ▶ Analysis and the critical evaluation of historical documents
- ▶ Text development, particularly descriptions and discussions, that use evidence from a range of sources.

Learning activities students will undertake:

- ▶ Analysing documents
- ▶ Discussing historical issues
- ▶ Watching films
- ▶ Creating maps
- ▶ Taking notes
- ▶ Reading
- ▶ Answering questions

## Links to further study

This subject is a valuable foundation subject for all Year 11 and 12 studies.

## Selection advice

All Year 10 students will automatically be enrolled in Humanities as a core subject.

## Open Elective

# MAKING & BREAKING THE LAW



## Overview

This subject is an introduction to all areas of the law and law making within Victoria and Australia.

## Content/Skills

Students will develop a general knowledge of legal systems, recent and past criminal and civil cases, and an understanding of how the court system operates within Victoria. The subject provides the opportunity for discussion on many topical legal issues and encourages students to become interested in current legal cases within Victoria and Australia.

## Links to further study

This subject is an excellent introduction into Year 11 and 12 Legal Studies and allows students to develop an understanding of legal concepts that are developed further in Units 1-4.

## Selection advice

This subject is relevant to all students as it covers many of the criminal and civil areas of law that govern our society. Students are expected to read and discuss relevant legal cases both recent and historical.

## Open Elective

# MAKING MONEY & HOW TO DO IT



## Overview

In this unit students will investigate the most common ways of making money.

## Content/Skills

They will develop deeper understandings of their own financial literacy and understand how personal budgets work to ensure future financial health. They will explore how business is conducted in the 21st century and compare that to how businesses have operated in the past.

## Links to further study

This subject is an excellent introduction to VCE Business Management but is also relevant to students who have entrepreneurial interests and may aspire to be self-employed in the future.

## Selection advice

This subject is for students who are interested in exploring the many options of what to do with their money. They will be required to discuss the many business possibilities in our society. Students must also be prepared to conduct a business activity at school, outside of class and with the aim of making a profit.





# LANGUAGES

## **Prerequisites**

To study either Japanese or Chinese at Year 10, it is expected that students will have successfully completed Year 9 or equivalent. As the course builds directly onto skills established in prior years of Languages study, students cannot begin a Language subject at a Year 10 level.



**Overview**

The Year 10 course aims to further develop Japanese communication skills in a spoken and written context.

**Content/Skills**

Students will write in both Hiragana and Katakana and extend their knowledge of Kanji. Grammatical concepts are learned through dealing with real situations, including family, school, hobbies, future and work. Students will also learn how to speak in a conversational manner, as well as how to travel around in Japan and other useful information such as homestay guidelines, food and a healthy lifestyle, school life etc.

Tasks for this unit will evaluate the students' reading, writing listening and speaking abilities around the topics listed above.

**Links to further study**

With the successful completion of Year 10, students are able to study Japanese to the end of Year 12 and then at university. Having a second language allows students to follow many career paths including:

- ▶ Trade & foreign affairs
- ▶ Translation & interpreting
- ▶ Teaching
- ▶ Tourism

**Selection advice**

Students should have completed Year 9 Japanese. This Year 10 subject should be taken over two semesters, so will need to be listed as two choices. Students are expected to complete two units of Japanese at Year 10 in order to continue to Japanese Year 11.

# MATHEMATICS

Maths in Year 10 at Mount Clear College is a compulsory subject – all Year 10 students indicate their preferred Maths and their teachers will also input into which subject/s will best suit them.

## Selection advice

There are three options available to students this year:

### Analytical Maths

The majority of tertiary courses which require some Maths as a prerequisite require VCE Methods (CAS) [Units 3 and 4]. **Students intending to do Methods (CAS) at VCE must choose this subject.** Students choosing this course should have displayed not only an aptitude and an ability in Maths, especially in Algebra, in Years 7, 8 and 9, but also a strong work ethic and the resilience to persevere and solve problems. To provide a sound indication to students whether or not this subject will suit them, they will complete a preview test as part of the subject selection process.

### Maths

This is a comprehensive course which provides a thorough preparation for VCE General/Further Maths and participation in work and society. Students choosing this course should have demonstrated satisfactory understanding of Maths taught in Year 7, 8 and 9.

### Maths for Life

This course is aimed at students who have generally found Maths challenging in Years 7, 8 and 9. It has a theme-based approach and aims to prepare students for the type of Maths they will encounter once they leave school. It is also suitable for students planning on taking VCE Maths or VCE-VM.



## Which Maths subject should I choose for Year 10?

Please carefully consider the following recommendations, which will assist you and your teachers in guiding your Maths pathway during your senior years of schooling. The first table below provides recommendations for Year 9 students, with the second table specific to Year 9 SEALP students. If you are unsure, please discuss your options with your Maths teacher.

### If you undertaking Year 9 Maths, your recommended pathways are:

| If in Year 9, you:  | Recommended Maths for Year 10 | If in Year 10, you:  | Year 11  | Year 12  |
|---|-------------------------------|--|--|--|
| Are finding Year 9 Maths challenging and would benefit from extra support, or you are seeking Maths skills for employment   | ➔ Maths for Life              | Are finding the study of Maths or Maths for Life challenging and only intend to complete Maths to Year 11  | Units 1 and 2 Foundation Maths                               | No Maths subject   |
|   |                               |  | No Maths subject   | No Maths subject   |
| Are satisfactorily completing Year 9 Maths and have generally achieved At Level or Above Level in your CATs in Year 9 Maths | ➔ Maths                       | Are satisfactorily completing Year 10 Maths or Maths for Life, have a good understanding of Maths, and intend to study General Maths in Year 12                              | Units 1 and 2 General Mathematics                            | Units 3 and 4 General Maths                                  |
|   |                               |  |  | No Maths subject   |
| Are satisfactorily completing Year 9 Maths and have achieved Well Above Level in all of your CATs in Year 9 Maths           | ➔ Analytical Maths            | Are satisfactorily completing Year 10 Analytical Maths, have achieved At Level or Above Level in your CATs, and intend to study Maths Methods or Specialist Maths in Year 12 | Units 1 and 2 Maths Methods                                  | Units 3 and 4 Maths Methods                                  |
|   |                               |  | Units 1 and 2 Maths Methods & Units 1 and 2 Specialist Maths | Units 3 and 4 Maths Methods & Units 3 and 4 Specialist Maths |

### If you undertaking Year 9 SEALP Maths, your recommended pathways are:

| If in Year 9, you:  | Recommended Maths for Year 10 | If in Year 10, you:  | Year 11  | Year 12  |
|---|-------------------------------|--|--|--|
| Finding Year 9 SEALP Maths challenging and would benefit from extra support, or you are seeking Maths skills for employment       | ➔ Maths for Life              | Are finding the study of Maths or Maths for Life challenging and only intend to complete Maths to Year 11  | Units 1 and 2 Foundation Maths                               | No Maths subject   |
|   |                               |  | No Maths subject   | No Maths subject   |
| Are satisfactorily completing Year 9 SEALP Maths and have achieved At Level in all of your CATs in Year 9 Maths                   | ➔ Maths                       | Are satisfactorily completing Year 10 Maths or Maths for Life, have a good understanding of Maths, and intend to study General Maths in Year 12                              | Units 1 and 2 General Mathematics                            | Units 3 and 4 General Maths                                  |
|   |                               |  |  | No Maths subject   |
| Satisfactorily completed Year 9 SEALP Maths and have achieved Above Level or Well Above Level in all of your CATs in Year 9 Maths | ➔ Analytical Maths            | Are satisfactorily completing Year 10 Analytical Maths, have achieved At Level or Above Level in your CATs, and intend to study Maths Methods or Specialist Maths in Year 12 | Units 1 and 2 Maths Methods                                  | Units 3 and 4 Maths Methods                                  |
|   |                               |  | Units 1 and 2 Maths Methods & Units 1 and 2 Specialist Maths | Units 3 and 4 Maths Methods & Units 3 and 4 Specialist Maths |

## ANALYTICAL MATHS

**(Advanced Year 10 program)****Overview**

For students who intend completing Mathematical Methods (CAS) Units 1-4 or Specialist Maths Units 1-4 at VCE - this subject is the only recommended pathway. We recommend this subject to any student who has demonstrated skills well above the level in all Algebra topics, as well as an enjoyment for all aspects of Algebra.

**Content/Skills**

This program includes content from the current Year 10 Maths course with greater emphasis on analysis and application tasks and the correct use of notation and language used in Maths.

Major topics to be covered include advanced Algebra skills, Factorisation, Quartic and Cubic Polynomials.

**Links to further study**

Students will be able to attempt any VCE Maths unit after they have completed this subject and it will keep all of their options open.

**Selection advice**

- ▶ This is the only subject that prepares students who intend completing Mathematical Methods (CAS) Units 1-4. Students will need to have an interest and aptitude for Maths and have achieved Well Above Level in Year 9.
- ▶ To provide a sound indication to students whether or not this subject will suit them, they will complete a preview test as part of the subject selection process.
- ▶ It is also essential that students purchase the Ti N-Spire CAS Calculator (approx. \$240) to complete this subject.
- ▶ You need to list this subject as two choices.

## MATHS

**Overview**

Maths at Year 10 has two main aims of the following aims.

- ▶ To give students a solid grounding in the Maths necessary to participate effectively in work and society.
- ▶ To prepare students for further study in Maths at VCE level in Units 1 and 2 General Maths and Units 3 and 4 Further Maths.

This course is not designed to prepare students for Units 1 and 2 Mathematical Methods

**Content/Skills**

Major topics to be covered include percentage applications and budgeting, measurement, linear equations and graphs, indices and their applications, algebra, probability and geometry.

**Links to further study**

This is a standard and comprehensive Year 10 Maths course and provides thorough preparation for Units 1 and 2 General Maths and Foundation Maths.

**Prerequisites for university studies**

Students can seek guidance from the Careers Coordinator as to which Maths they should undertake for their desired university course.

**Selection advice**

- ▶ This course is not designed to prepare students for Units 1 and 2 Mathematical Methods.
- ▶ You need to list this subject as two choices.
- ▶ Although not a requirement, we would also recommend the purchase of the Ti N-Spire CAS Calculator (Approx \$240) to help with the transition into the technology next year in Further Maths.

## MATHS FOR LIFE

**Overview**

In this subject, students study a broad range of topics that may be implemented in various ways to reflect their interest in, and application of, building students' skills and knowledge around 'Maths for real life'.

**Content/Skills**

This unit focuses on various Mathematical skills: the value of numbers, negative numbers, multiplication, ratios, fractions, wages, invoices and calculating percentages, measurement/angles, statistics and time.

**Learning tasks**

Students work on calculations, conversions, estimation and rounding numbers. They find percentages and discover problem solving techniques dealing with money.

- ▶ Skills booklet
- ▶ Managing money at home

- ▶ Dealing with money in a small business
- ▶ Measurement: designing a house
- ▶ Statistics: ICT Excel
- ▶ Exams

**Links to further study**

For students wishing to continue with Maths after undertaking Maths for Life in Year 10, the general pathway is more often Foundation Maths at Year 11 or VCE-VM.

**Selection advice**

This subject will suit students who find Maths quite challenging and/or would be interested in a course that focuses on more concrete applications of Maths skills.

You need to list this subject as two choices.

# SCIENCE

Science in Year 10 at Mount Clear College is compulsory – all Year 10 students must choose at least one Science elective for one Semester. In addition, students may also select other Science subjects.



## BIOLOGY

**Overview**

The course aims to provide an introduction to the concepts and theories of plant and animal survival and the environment they live in. Students will become familiar with language and procedures involved in these areas through written and practical work. The unit will culminate in students completing an independent research project that will encourage further exploration of the aspects covered.

**Content/Skills**

Areas of study include: Classification, Cells, Plant and Animal Systems, Genetics and Inheritance.

Skills and ideas targeted will include terminology, practical skills, empirical experiments, ethical issues and undertaking projects and research.

**Links to further study**

This unit is a sound preparation for all Year 11 sciences and has particular links to Biology, Environmental Science and Psychology at VCE.

**Selection advice**

This unit is open to all students – there are no prerequisites. Studying this unit would be very useful for those students contemplating undertaking further science at VCE, but even if you do not wish to study science at VCE, these topics should be of interest and helpful in many future careers.

## CHEMISTRY &amp; PHYSICS

**Overview**

By choosing Chemistry & Physics you will be extending yourself beyond the basic study of these subjects you encountered in Years 7 to 9. You will be investigating the theoretical and practical aspects of topics that are related to your lives.

**Content/Skills**

Areas of study include: Chemistry – reactions, atomic structure, carbon chemistry. Physics – forces, kinematics, electricity.

The skills you will learn include carrying out practical investigations and interpreting the results, report writing, solving theoretical problems and doing research projects.

**Links to further study**

If you are considering doing science subjects at VCE, particularly Physics and Chemistry, then this unit would be very useful to you.

**Selection advice**

This unit is open to all students - there are no prerequisites. Choose this unit if you are interested in answering questions such as:

- ▶ Why can't you be heard in space?
- ▶ Why do people appear to have short, stocky legs in water?
- ▶ Salt is made of sodium chloride but if you split them up sodium and chlorine are toxic – why?
- ▶ Why are astronauts weightless in space?

If you like science, have performed well and have an interest in taking some science at VCE, then this subject is for you.

## OUR PLACE IN SPACE

**Overview**

In Our Place in Space, students will develop critical and creative thinking skills to investigate the human endeavour of survival in space, space exploration and space research. They will use their knowledge of these topics and use the design process to develop models to solve a problem or question about survival, exploration and/or research in space.

**Content/Skills**

Students will investigate topics such Astronomy, Planetary Science, Aerospace Engineering (including robotics and rocket engineering) and Astronautics (the science of Life in Space and Space Habitation).

**Links to further study**

By choosing Our Place in Space you are engaging in all areas of Science such as Physics, Biology, Chemistry and Environmental Science. You will be able to go on and study any of the VCE Science subjects.

**Selection advice**

This unit is open to all students – there are no prerequisites. Studying this unit would be very useful for those students contemplating undertaking science at VCE but even if you do not wish to study science at VCE these topics should be of interest and helpful in many future careers.

## PSYCHOLOGY

**Overview**

By choosing Psychology you will be exploring the basis of human behaviour and the techniques and research methods used to draw legitimate conclusions about the ways people act and interact.

**Content/Skills**

Areas of study include: what is psychology and ethical considerations, emotions and expectations, eyewitness testimonies and reconstructive memory, criminal profiling, positive psychology and the power of advertisement.

The skills you will learn are: empirical writing, observation, discussion, experimenting and designing investigations.

**Links to further study**

By choosing Psychology you can build up a good knowledge base and background for VCE Psychology although completion of Psychology at Year 10 is not a prerequisite for VCE Psychology.

**Selection advice**

This unit is open to all students – there are no prerequisites. Even if you do not wish to study science at VCE these topics should be of interest and helpful in a range of future careers.

# THE SCIENCE OF WAR



## Overview

This course aims to show the importance of science in war. This subject will provide an overview of all science fields including physics, chemistry, biology, environmental science and psychology. The subject will also incorporate some historical examples and technology development. Students will become familiar with language and procedures involved in these areas through written and practical work. The unit will culminate in students completing inquiry learning tasks, which will encourage further exploration of the aspects covered.

## Content/Skills

Areas of study include:

- ▶ The biological, chemical and physical structure and properties of materials used in war.
- ▶ Energy conversions of vehicles and weapons.
- ▶ The impact war has on the environment and the human body.
- ▶ The effect of nerve gases and chemical weapons on the human nervous system.

- ▶ The use of technology in warfare and how this has changed over time and future technologies.
- ▶ Skills and ideas learned will include terminology, practical skills, empirical experiments, ethical issues and the undertaking projects and research.

## Links to further study

By choosing The Science of War, you are engaging in all fields of science. This allows you to build up a broad knowledge base and background for all VCE sciences.

## Selection advice

This unit is open to all students – there are no prerequisites. Studying this unit would be very useful for those students contemplating undertaking more science at VCE, but even if you do not wish to study science at VCE, these topics should be of interest and helpful in many future careers.

# THE SCIENCE OF SPORT



## Overview

By choosing The Science of Sport you will be exploring the science of sport including the movement of the body, body systems, the structure of sports equipment and sports psychology. You will be exploring research methods and follow the scientific method to draw conclusions about how people interact in a sports field.

## Content/Skills

Areas of study include: Nutrition in sport, biological concepts relating to the human body, body motion, the psychological effects of sport, conversion of energy and sports equipment design. The skills you will learn include carrying out practical investigations and interpreting the results, report writing, solving theoretical problems and completing research projects.

## Links to further study

By choosing The Science of Sport you are engaging in all fields of science. This allows you to build up a broad knowledge base and background for all VCE sciences.

## Selection advice

This unit is open to all students – there are no prerequisites. Students should be aware that there is a practical component to this unit and participation is mandatory to successfully complete the unit.





# TECHNOLOGY STUDIES



# DIGITAL TECHNOLOGIES - APPLICATIONS



## Overview

**Project based** - Applied Computing, Data Analysis and Visualisation, Programming

**Programs used:** Visual basics, Microsoft Access, Piktochart, Excel and a variety of online programs.

## Content/Skills

Students examine the features of different design tools to represent the functionality and appearance of software solutions. They interpret given designs and create databases, spreadsheets and data visualisation solutions using the data collected. Students focus on the appropriate functions and techniques to manipulate and validate data and to make use of suitable

formats and conventions. Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations.

## Links to further study

This unit is useful preparation for study of Information Technology at VCE level and will develop skills that will be useful in a range of practical situations.

## Selection advice

This subject can be undertaken by any student. Students will use their own laptop for this course.

# DIGITAL TECHNOLOGIES - DESIGN



## Overview

**Project based** - Game Design, Animation, Web Creation, Database Management

The computer gaming industry is a growth industry in terms of both sales and jobs. More people now play games on mobile devices and computers than ever before. What are the important factors and elements of computer games? What skills are required and how do you make and test them?

## Content/Skills

Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Students apply computational and design thinking skills when preparing solution designs and transforming them into a working solution.

**Programs used:** Game Maker 2, Microsoft Expression Web 4, Blender, Unity and Access

## Links to further study

This course is a useful preparation for study of Information Technology at VCE level and will develop skills that will be useful in a range of practical situations.

## Selection advice

This subject can be undertaken by any student. Students will use their own laptop for this course. There may be a cost for the Game Maker 2 User License - \$25.

# ELECTRONIC SYSTEMS

I  
SEMESTER

## Overview

This unit covers the foundation content and processes of electronic systems.

The key components of the course are:

- ▶ Basic electronics theory exploring how common components and integrated circuits interact in circuits.
- ▶ Printed circuit board assembly and fault finding.
- ▶ Identifying and learning about common components and integrated circuits.
- ▶ Using testing equipment.
- ▶ Completing a range of analogue and digital circuits.

## Content/Skills

This unit will enable the students to build their knowledge and understanding of electrical, electronic and mechanical systems. The focus will be on design, research, production and evaluation.

## Links to further study

This is a useful subject for students interested in Systems Engineering studies at VCE level.

## Selection advice

This unit of study is available to all students but experience at Year 9 level is helpful.

# FROM SHABBY TO CHIC

I  
SEMESTER

## Overview

Shabby to Chic will develop your confidence, skills and creativity in the design, production and evaluation of textile projects. Second-hand fabric and clothing will be used as students explore notions such as old and new, vintage and current, recycled clothing and eco fashion.

## Content/Skills

Students will develop basic sewing skills that enable them to create at least one non-clothing item and revamp at least one item of clothing.

Creative processes will be recorded in a folio that documents the students':

- ▶ sources of inspiration
- ▶ investigation of colour, embellishing techniques, knitted and woven fabrics and sustainability
- ▶ ability to successfully respond to a design brief

- ▶ thumbnail sketches and evidence of experimentation
- ▶ practical skills such as embellishing and hand and machine stitching
- ▶ evaluation of the final products.

## Links to further study

This unit is a useful link to VCE Units 1-4 in Studio Art and Visual Communication.

## Selection advice

This unit would suit students who enjoy the creative process and like working with old and new textiles. All tasks set in this unit of study encourage the self-expression of students who are genuinely interested in developing their knowledge and skills in the area of textiles and garment construction.

Students will be required to bring their sewing kit to each class and may choose to purchase additional materials.

# FOOD – BAKING WITH FLAIR

I  
SEMESTER

## Overview

This unit will enable students to extend their understanding of food as a creative medium. Baking various products will include the application of some decorating techniques. The focus for students will be to create their own designs, using the Technology Design process. This course has both practical and theoretical components.

## Content/Skills

In this subject students will:

- ▶ analyse the appropriateness of using particular foods for specific purposes and study emerging trends in food production
- ▶ prepare some detailed design proposals, make products using a range

of equipment and analyse the products' effectiveness with reference to specified criteria

- ▶ follow safe work practices at all times.

There is a theory component of approximately 2 periods per week.

## Links to further study

This is a useful subject for students interested in Food and Technology or VET Hospitality studies at VCE level.

## Selection advice

This unit of study is available to all students.

# FOOD FOR ENJOYMENT



## Overview

This unit will enable students to develop a range of design briefs suitable for each course of a menu with reference to key foods. Production and evaluation skills will also be refined and developed. Emerging trends in food production and processing will be a part of the course. This course has both practical and theoretical components.

## Content/Skills

In this subject students will:

- ▶ analyse the appropriateness of using particular foods for specific purposes and study emerging trends in food production
- ▶ prepare some detailed design proposals, make products using a range

of equipment and analyse the products' effectiveness with reference to specified criteria

- ▶ follow safe work practices at all times.

There is a theory component of approximately 2 periods per week.

## Links to further study

This is a useful subject for students interested in Food and Technology or VET Hospitality studies at VCE level.

## Selection advice

This unit of study is available to all students.

# FURNITURE STUDIES



## Overview

This will enable students to gain hands on experience in the furniture making trade.

In this subject students will:

- ▶ have an introduction to many of the wood technology tools and materials
- ▶ prepare detailed design proposals and make products using a range of equipment
- ▶ analyse the products' effectiveness with reference to specified criteria
- ▶ follow safe work practices at all times.

## Content/Skills

This unit will look at the use of more complex tools and materials used in the carpentry workshop. Students will work from a drawing for a piece of furniture that they have drafted from a set of dimensions and plans. From these plans, they will build and evaluate their furniture piece which will be constructed to an industry standard.

## Links to further study

This is a useful subject for students interested in the Design and Technology Wood or Metals studies at VCE level, as well as VET Building and Construction

## Selection advice

This unit of study is available to all students.

# PRODUCT DESIGN - WOOD



## Overview

This unit will enable students to explore different uses of wood and the associated systems and equipment.

In this subject students will:

- ▶ have an introduction to many of the wood technology tools and materials
- ▶ prepare detailed design proposals and make products using a range of equipment
- ▶ analyse the products' effectiveness with reference to specified criteria
- ▶ follow safe work practices at all times.

## Content/Skills

This unit is an introduction to many of the more complex tools and materials used in the woodwork workshop. Students will work from a design brief to investigate, design, create and evaluate a certain product that will give them the foundations for further studies in this subject.

## Links to further study

This is a useful subject for students interested in the Design and Technology Wood or Metals studies at VCE level, or VET Building and Construction.

## Selection advice

This unit of study is available to all students.

This subject can be chosen for two semesters.



# VISUAL & PERFORMING ARTS



## DANCE

**Overview**

Dance is an exploration of self-devised choreography, learnt choreography, movement theory, dance history, cultural dance and dance as social ritual. Dance is analysed through cultural and historical contexts as a significant and ancient expression of the human condition. Creative design includes the production elements of costume, lighting, sound and stage design. The work of pioneering choreographers and their impact on specific dance styles is investigated. Students analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

**Content/Skills**

In Year 10 Dance, students explore the body as an instrument, develop their dance technique and cultivate choreographic expression. Students train to enhance their physical skills of balance, flexibility, postural alignment, coordination, control, strength and stamina. Choreographers and dance styles are studied, enabling students to further enhance their own work through a global lens. Students develop creativity, ability to process criticism, aesthetic understanding, aesthetic control, collaboration, confidence, communication, critical thinking, and empathy. Dance is closely tied to physical, mental and emotional health.

In this subject students will:

- ▶ create and perform solo or partner performances
- ▶ learn and rehearse whole class performances
- ▶ analyse significant dance works from famous choreographers

- ▶ train in technique class
- ▶ develop safe dance practice through an anatomically aware and safe use of the body
- ▶ develop skills required to learn and master movement sequences and demonstrate spatial awareness when dancing with others
- ▶ develop their understanding of choreographic processes and the processes for realising dance performances
- ▶ respond creatively and kinaesthetically to ideas, emotions, observations and explorations of movement to communicate an intention
- ▶ observe, experience and write about dance in an analytical, a critical and a reflective manner
- ▶ understand influences on dance works and the influences that these works have had on the arts, artists and society.

**Links to further study**

Knowledge gained throughout this subject will be beneficial to those looking to study VCE and/or VET Dance. It will also allow involvement in extra-curricular production activities which can include students from across all year levels. Students with aspirations to go into full-time performance arts study will find Dance invaluable.

**Selection advice**

A genuine interest in dance and associated skills is the only prerequisite.

## MEDIA

**Overview**

In Year 10 Media, students develop key skills in the use of specialist media programs such as iMovie, Garage Band, Adobe InDesign and Photoshop. They examine and analyse film narrative and production codes and conventions. Students will have the opportunity to develop skills in a variety of media technology.

**Content/Skills**

Year 10 Media will cover three main aspects of Media: Photography, Print/Desktop Publishing and Film/Moving Image.

**Practical areas of study**

- ▶ Print/Desktop publishing: A production which could include the introduction and application of specialist programs to create imagery and products related to newspaper, magazine or advertising material.
- ▶ Photography/Still image: A production which could cover advertising and film posters with a focus on representation and stereotypes.
- ▶ Film/Moving image: an introduction in the planning and production of a media product.

**Production skills**

- ▶ Assembly of equipment
- ▶ Camera functions
- ▶ Camera framing
- ▶ Lighting techniques
- ▶ Editing techniques

**Theoretical areas of study**

- ▶ Development of key vocabulary
- ▶ Written analysis of media products in different forms covering film, advertising and print media

It is expected that all students maintain a folio/sketchbook of notes and designs. The recording of all media processes, development of ideas, annotation of tasks and a reflection at the end of each production is essential.

Narrative and production elements will be a focus when analysing and reviewing selected films.

**Links to further study**

Year 10 Media would be of benefit to students seeking to continue with VCE studies in Media, Studio Arts or Visual Communication & Design. It would be helpful for students who are seeking a career in media, multimedia and/or marketing.

**Selection advice**

This subject would suit all students who enjoy creative projects and discussing films and other texts.

## 3D ART

**Overview**

In this elective study, students will have an opportunity to work with a variety of art disciplines allowing them to experience a mixed media approach to their art making over the course of the semester. Students will learn more about the way in which different art disciplines can be combined to make one artwork as well as being able to work with a range of differing art disciplines to complete a final folio of artworks.

**Content/Skills**

The art disciplines offered to students are as follows:

- ▶ Painting/Drawing
- ▶ Sculpture/Ceramics

**Practical areas of study**

In this subject students will:

- ▶ engage in the practical art making process in an independent, individual and creative way
- ▶ develop a personal style and approach to exploring ideas, using a range of two and three-dimensional media
- ▶ investigate and use skills, techniques and processes
- ▶ respond to the world in which they live by considering, reflecting, analysing and communicating
- ▶ use the art process to interpret a set theme, develop ideas, research, explore subject matter, plan composition, use art elements and principles, trial materials, develop skills, techniques and use stylistic qualities

- ▶ progressively document all their thinking and working processes in a visual diary format
- ▶ present a folio of final artworks which will demonstrate their understanding of sculptural concepts studies.

The visual diary requires students to record all visual information and to make written annotated self-evaluations that support all art making processes undertaken.

**Theoretical areas of study**

In this subject students will:

- ▶ explore artists and their artworks from traditional and contemporary contexts
- ▶ interpret artworks using structured frameworks
- ▶ build on art language skills through the completion of set theory tasks.

**Links to further study**

This subject is highly recommended for any student considering VCE Studio Art.

**Selection advice**

3D Art builds on the skills and knowledge covered in Art subjects in earlier years, however students are not required to have completed Year 9 3D Art to enrol in this subject.

## MUSIC

**Overview**

In Year 10 Music, students are expected to specialise in one instrument and develop their performance skills in both group and solo contexts. It is expected that students undertaking the subject will be having weekly instrumental music lessons on their instrument of specialisation, whether that is through the College or an external provider.

Year 10 Music is a 50/50 split between performance and theory, therefore a willingness to contribute to class performance is essential. In addition to performance, students will spend time each week developing theory and listening and response skills that are appropriate to further study in VCE Music.

**Content/Skill**

- ▶ Specialised instrument performance in either a solo and/or group context.
- ▶ Listening, notating and responding to music.
- ▶ Study of Rock throughout the 1950s – 1990s.

**Links to further study**

This subject is highly recommended for any student considering VCE/VET Music. Current options at the VCE level are:

- ▶ VCE Music Units 1-4
- ▶ VCE VET Certificate III – Music (Performance)

**Selection advice**

Students selecting this subject should be currently undertaking, or be willing to undertake, weekly instrumental music lessons either within the College or privately.



## DIGITAL ART

**Overview**

In Year 10 Digital Art, students will work with the art discipline of computer-generated digital art in photography and digital collages.

**Content/Skills**

Practical areas of study:

Students will work on a range of digital art tasks that require them to learn to use creative art processes and methods using digital devices. Students are also required to:

- ▶ use a visual diary that will demonstrate their understanding of the art process
- ▶ present a folio of digital artworks which will demonstrate their understanding of the art process studied.

**The Art Process**

- ▶ Setting a theme
- ▶ Brainstorming ideas/concepts to a set theme/s
- ▶ Research
- ▶ Explore
- ▶ Experiment/trial

- ▶ Select/possible solutions
- ▶ Develop
- ▶ Refine/further planning
- ▶ Produce/final artworks
- ▶ Present/final artworks

**Theoretical area of study**

Students will record both visual and written reflections to interpret, identify, analyse and use appropriate terminology in response to different artworks.

**Links to further study**

This subject is highly recommended for any students wanting to undertake VCE Studio Arts, VCE Media Arts and VCE Visual Communication and Design.

**Selection advice**

Year 10 Digital Art builds on the skills and knowledge covered in Year 9 Digital Art/Photography, however students are not required to have completed this subject to enrol at Year 10.

## 2D ART

**Overview**

In Year 10 2D Art, students will undertake a more specialised study in the two-dimensional art forms of painting, drawing and printmaking and develop a more focused and perceptive understanding of the art making process. They further explore, express, experiment, respond and interpret different and alternative perspectives of how they think visually about ideas, concepts and issues in their own art making, as well as an appreciation and understanding of other artists and their artistic practice.

**Content/Skills**

The art disciplines offered are as follows:

- ▶ Painting
- ▶ Drawing
- ▶ Printmaking

**Practical areas of study**

In this subject students will:

- ▶ work on a range of practical art tasks
- ▶ develop ideas and explore materials, techniques and methods in each art discipline
- ▶ progressively work through an art process that will demonstrate their understanding of the art discipline in which they are working
- ▶ present their visual diary and final artworks completed.

The visual diary requires students to record all visual information and to make written annotated reflections on all work produced

The Art process is as follows:

- ▶ Setting a theme
- ▶ Brainstorming ideas/concepts to a set theme(s)
- ▶ Research
- ▶ Explore
- ▶ Experiment/trial
- ▶ Select/possible solutions
- ▶ Develop
- ▶ Refine/further planning
- ▶ Produce/final artworks
- ▶ Present final artworks

**Theoretical areas of study**

In this subject students will:

- ▶ use a visual diary to document and record the art process. The visual diary requires students to record all visual information and to make written annotated reflections on all work produced
- ▶ interpret, identify, analyse and use appropriate terminology when responding to a range of different artworks through written theory tasks.

**Links to further study**

This subject is highly recommended for students wanting to undertake VCE Studio Art.

**Selection advice**

2D Art builds on the skills and knowledge covered in Art subjects in earlier years, however students are not required to have completed Year 9 2D Art to enrol in this subject.

# VET PROGRAMS



# CERT II BUILDING AND CONSTRUCTION (PARTIAL)

## Overview

This qualification aims to provide the skills and ability to enhance employment and further training prospects within the Building and Construction industry. Students who complete this training will be able to work safely under routine supervision including framing, demolition, scaffolding, levelling, use of carpentry hand and power tools as well as basic plans and calculations.

## Program length

The course runs for two years.

## Outcomes

On completion of this program students will have completed Certificate II in Building & Construction and receive a Statement of Attainment for the below units:

## Assessment activities

Units of competency covered:

- ▶ Workplace safety and industry induction
- ▶ Workplace procedures for environmental sustainability
- ▶ Basic first aid
- ▶ Building Structures
- ▶ Calculations for the Building Industry
- ▶ Safe handling of plant and power tools
- ▶ Workplace documents and plans

- ▶ Carpentry hand tools
- ▶ Introduction to demolition
- ▶ Basic setting out
- ▶ Introduction to scaffolding
- ▶ Levelling
- ▶ Quality Principals for the Building Industry
- ▶ Wall framing
- ▶ Roof framing
- ▶ Sub floor framing
- ▶ External Cladding
- ▶ Work safely in the construction industry

## Links to further pathways

- ▶ Carpentry apprenticeship
- ▶ Building Engineering
- ▶ Building Surveying & Quality Surveying
- ▶ Architecture
- ▶ Interior Design
- ▶ Civil/Electrical/Electronics
- ▶ Mechanical Engineering

# CERT II IN ENGINEERING STUDIES

## Overview

This qualification aims to instil positive perceptions of engineering related industries by introducing young people to the wide range of employment opportunities, career choices and study pathways to further training in the engineering, manufacturing and related industries.

## Program Length

The course runs for two years.

## Assessment activities

Satisfactory completion of the program entitles the student to a Certificate II in Engineering Studies.

## Units of competency covered

First Year:

- ▶ Apply principles of occupational health and safety in the work environment
- ▶ Apply basic fabrication techniques
- ▶ Perform basic machining processes
- ▶ Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- ▶ Use hand tools
- ▶ Develop ensemble skills for playing or singing music

Second Year:

- ▶ Undertake a basic engineering project
- ▶ Perform intermediate engineering computations

## Links to further pathways

On completion of this course, you will have the opportunity to pursue an occupation in such areas as fabrication, machining and technical engineering.

## Selection advice

This subject is open to Year 10 students in the first year and Year 11 students in the second year to support vocational pathways.

# CERT II IN HOSPITALITY

## Overview

This qualification provides students with training and skills that enhance their employment prospects within a broad range of hospitality settings, with a training credit towards the apprenticeship training plan.

## Program Length

The course runs for two years.

## Outcomes

Satisfactory completion of the program entitles the student to Certificate II in hospitality and modules from Certificate III.

## Assessment activities

Units of competency covered:

- ▶ Work effectively with others
- ▶ Prepare and present simple dishes
- ▶ Use hygienic practices for food safety
- ▶ Participate in safe work practices

- ▶ Clean kitchen premises and equipment
- ▶ Use food preparation equipment
- ▶ Prepare and present sandwiches
- ▶ Use hospitality skills effectively
- ▶ Interact with customers
- ▶ Prepare and service non-alcoholic beverages
- ▶ Prepare and serve espresso coffee
- ▶ Serve food and beverages
- ▶ Provide advice on food
- ▶ Process financial transactions
- ▶ Show social and cultural diversity
- ▶ Source and use information on the hospitality industry

## Links to further pathways

This qualification would be excellent preparation for the following occupations: Food and Beverage Attendant, Café Manager/Owner, Kitchen Assistant, Hospitality Manager.

# CERT III IN MUSIC INDUSTRY (PERFORMANCE)

## Overview

In this subject, students will extend their music skills to enhance their employment prospects within the Music Industry. Students who complete this program will obtain the expertise to compose and record their own music, work in group and solo settings, improvisation, work at a music event, explore career options and understand copyright.

## Program Length

The course runs for two years, however, students are able to join in the second year to gain a partial completion and study score towards their ATAR.

## Assessment activities

Satisfactory completion of the program entitles the student to a Certificate III in Music (Performance).

## Units of competency covered

First Year:

- ▶ Implement copyright arrangements
- ▶ Plan a career in the creative arts industry
- ▶ Work effectively in the music industry
- ▶ Develop and apply aural perception skills
- ▶ Compose simple songs or musical pieces
- ▶ Develop ensemble skills for playing or singing music

Second Year:

- ▶ Develop technical skills in performance
- ▶ Prepare for performances
- ▶ Develop Improvisation skills
- ▶ Develop and maintain stage craft skills
- ▶ Perform music as part of a group as a soloist

## Links to further pathways

On completion of this course, you will have the opportunity to pursue an occupation in such areas as musician, music teacher, singer, songwriter or jingle writer, stage producer, music technician, stage manager, director or music editor, broadcaster, and disc jockey.

## Contact

Head of Music

Two year course, VCE accredited, aimed at Years 10/11/12.

# CERT III IN MUSIC INDUSTRY (SOUND PRODUCTION)

## Overview

This program provides a broad overview of the music industry which provides students with the knowledge, skills, and competency to enhance their employment prospects in the music and creative arts industries.

Students communicate with live performers and learn the practical skills and knowledge to record, mix and edit sound sources.

Students record a basic music demo and mix it in a studio environment.

Students connect with the music industry and mix the sound for professional and school based musicians (bands/soloists) in local music venues, churches and online.

## Program Length

The course runs for two years.

## Outcomes

Satisfactory completion of the program entitles the student to Certificate III in Music Industry.

Credit/Unit eligibility towards your relevant Senior Secondary Certificate.

## Units of competency covered

First Year:

- ▶ Implement copyright arrangements
- ▶ Work effectively in the music industry
- ▶ Plan a career in the creative arts industry
- ▶ Develop basic audio skills and knowledge
- ▶ Perform basic sound editing
- ▶ Compile and replay audio material

Second Year:

- ▶ Operate sound reinforcement systems
- ▶ Install and disassemble audio equipment
- ▶ Mix music in studio environments
- ▶ Record and mix basic music demos
- ▶ Manage audio input sources

## Links to further pathways

The job roles that relate to this qualification may include:

- ▶ Assistant sound technician
- ▶ Assistant music/band manager
- ▶ Musician
- ▶ Sound assistant
- ▶ Road crew
- ▶ Music engineer
- ▶ Live mixer

## Contact

Highlands LLEN

# PLANNING FOR YEAR 10

Use this worksheet to plan your Year 10 course preferences and bring it along to your subject selection interview.

| Options                   |                                   | Chosen subject  | Check                            |
|---------------------------|-----------------------------------|---|----------------------------------|
| <b>English</b>            |                                   | Indicate one English core preference to be studied all year       |                                  |
| <b>1 &amp; 2</b>          | English                           |   | <input type="radio"/>            |
|                           | English Essentials                |   |                                  |
|                           | English as an Additional Language |   |                                  |
| <b>Humanities</b>         |                                   | Required  |                                  |
| <b>3</b>                  | Humanities                        | <i>Humanities</i>   | <input checked="" type="radio"/> |
| <b>Maths</b>              |                                   | Indicate one Maths core preference to be studied all year         |                                  |
| <b>4 &amp; 5</b>          | Maths for Life                    |   | <input type="radio"/>            |
|                           | Maths                             |   |                                  |
|                           | Analytical Maths                  |   |                                  |
| <b>HAPE</b>               |                                   | Select one HAPE elective to be studied for one semester           |                                  |
| <b>6</b>                  | Refer to booklet                  |   | <input type="radio"/>            |
| <b>Science</b>            |                                   | Select one Science elective to be studied for one semester        |                                  |
| <b>7</b>                  | Refer to booklet                  |   | <input type="radio"/>            |
| <b>Technology</b>         |                                   | Select one Technology elective to be studied for one semester     |                                  |
| <b>8</b>                  | Refer to booklet                  |   | <input type="radio"/>            |
| <b>VAPA</b>               |                                   | Select one VAPA elective to be studied for one semester           |                                  |
| <b>9</b>                  | Refer to booklet                  |   | <input type="radio"/>            |
| <b>Open Electives</b>     |                                   | Select three electives or open electives across all subject areas |                                  |
| <b>10</b>                 | Refer to booklet                  |   | <input type="radio"/>            |
| <b>11</b>                 | Refer to booklet                  |   | <input type="radio"/>            |
| <b>12</b>                 | Refer to booklet                  |   | <input type="radio"/>            |
| <b>Reserve Selections</b> |                                   | Select two electives or open electives across all subject areas   |                                  |
| <b>RESERVE</b>            | Refer to booklet                  |   | <input type="radio"/>            |
| <b>RESERVE</b>            | Refer to booklet                  |   | <input type="radio"/>            |

Note that some units can be selected twice (i.e. the same unit is studied over both semesters). Information on this is in the course descriptions and in the summary table on page 7. To elect one of these options twice, list it as 2 choices.

These selections can also include VCE & VET units (see the Year 11 & 12 Course Guide for further information and the Senior School Assistant Principal for an Accelerated Studies application form).

Student name: \_\_\_\_\_



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