



Kyabram  
P-12 COLLEGE

**2023**

**Year 9 - 10**

**Course**

**Booklet**

## Contents

|                                                                                                                                                                                                                         |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Requirements for selecting a Year 9-10 Course .....                                                                                                                                                                     | 5  |
| Victorian Curriculum Rationale.....                                                                                                                                                                                     | 5  |
| Course Structure .....                                                                                                                                                                                                  | 5  |
| Year 9.....                                                                                                                                                                                                             | 5  |
| Year 10 .....                                                                                                                                                                                                           | 5  |
| Prerequisites .....                                                                                                                                                                                                     | 5  |
| Compulsory Units – Year 9 .....                                                                                                                                                                                         | 5  |
| Flexible Learning Units – Year 9.....                                                                                                                                                                                   | 6  |
| ▪ The Duke of Edinburgh is an international award that is a positive and rewarding challenge of self discovery. Students undertake four core activities with the Award Framework and work towards individual goals..... | 6  |
| Compulsory Units – Year 10 .....                                                                                                                                                                                        | 6  |
| Elective Units – Year 10 .....                                                                                                                                                                                          | 6  |
| <b>Year 10 Applied Learning- Subject Code: YR10AL1 &amp; YR10AL2</b> .....                                                                                                                                              | 8  |
| What is Year 10 Applied Learning? .....                                                                                                                                                                                 | 8  |
| Our College focus .....                                                                                                                                                                                                 | 8  |
| Structure .....                                                                                                                                                                                                         | 9  |
| <b>Year 10 Applied Learning Literacy</b> .....                                                                                                                                                                          | 9  |
| <b>Year 10 Applied Learning Numeracy</b> .....                                                                                                                                                                          | 9  |
| <b>Project Ready – Certificate II in Active Volunteering</b> .....                                                                                                                                                      | 10 |
| Arts .....                                                                                                                                                                                                              | 11 |
| Year 9.....                                                                                                                                                                                                             | 11 |
| Year 10 .....                                                                                                                                                                                                           | 11 |
| Performing Arts – Drama Performance.....                                                                                                                                                                                | 13 |
| Performing Arts – Pulse Radio .....                                                                                                                                                                                     | 14 |
| Visual Arts – Art and Design .....                                                                                                                                                                                      | 15 |
| Performing Arts - Drama Acting Techniques.....                                                                                                                                                                          | 16 |
| Performing Arts - Music Pop/Rock Group Performance.....                                                                                                                                                                 | 17 |
| Visual Arts.....                                                                                                                                                                                                        | 18 |
| Photography .....                                                                                                                                                                                                       | 19 |
| Visual Communication Design.....                                                                                                                                                                                        | 20 |
| English .....                                                                                                                                                                                                           | 21 |
| English - EN091 & EN092.....                                                                                                                                                                                            | 21 |
| English - EN101 and EN102.....                                                                                                                                                                                          | 23 |
| Health and Physical Education .....                                                                                                                                                                                     | 24 |

|                                                          |    |
|----------------------------------------------------------|----|
| Health and Physical Education – HP091/HP092.....         | 25 |
| Health and Physical Education – HP10 .....               | 27 |
| Sports Leadership and Coaching – HP105 .....             | 29 |
| Physical Education and Sport Science – HP106 .....       | 31 |
| Amplify.....                                             | 33 |
| Humanities .....                                         | 34 |
| Year 9 Humanities – HU091 & HU092 .....                  | 35 |
| Global Citizenship – LI093 & LI094.....                  | 36 |
| Commerce: Economics and Civics – HE101.....              | 37 |
| Geography: The Bigger Picture – HG101 .....              | 39 |
| History: Australians in Conflict – HH101 .....           | 41 |
| Mathematics .....                                        | 42 |
| MA091 & MA092 – Year 9 Mathematics .....                 | 42 |
| MA 101/102 – Year 10 Mathematics.....                    | 43 |
| MA 103/104 – Year 10 Advanced Mathematics. ....          | 43 |
| MA 105 – Year 10 Enrichment Mathematics. ....            | 44 |
| Year 9 Duke of Edinburgh – HP097 .....                   | 46 |
| Core Science SC091 .....                                 | 49 |
| Core Science SC092.....                                  | 50 |
| SC101 –Pre-VCE Science – Year 10 .....                   | 51 |
| SC102 – Agriculture and Natural Resource Management..... | 53 |
| SC106 – Psychology.....                                  | 54 |
| SC107 – Forensic Science .....                           | 55 |
| Technologies .....                                       | 57 |
| Digital Media - TI091.....                               | 58 |
| F1 – TA093.....                                          | 58 |
| Food Technology – TF091 .....                            | 58 |
| Metal - TM091.....                                       | 59 |
| Small Engines - TA091 .....                              | 59 |
| Systems Electrical – TE091.....                          | 59 |
| Textiles - TT091.....                                    | 60 |
| Wood - TW091 .....                                       | 60 |
| Digi Tech -TI101 .....                                   | 61 |
| Future Food - TF101 .....                                | 61 |
| Materials Metal -TM101.....                              | 62 |
| Materials Wood - TW101 .....                             | 62 |

Systems Automotive -TA101 ..... 63  
Systems Electrical TE101 ..... 63

# Year 9-10 Course Booklet

## Requirements for selecting a Year 9-10 Course

### Victorian Curriculum Rationale

The 9-10 Levels of the Victorian Curriculum are designed to support all students to engage in a broad curriculum, while also investigating options for future pathways. This ensures that at the end of their post-compulsory schooling journey, all students are able to operate as functional, effective and flexible citizens of a globalised world.

As such, students are required to study a broad curriculum across all the Learning Areas over their two years of study. However, in recognition of the need for students to begin to explore pathways at this time in their education, some flexibility is provided to allow students to explore their passions, interests and individual educational needs.

All students are counselled individually to map their unique pathways at Years 9-10, ensuring that their chosen course provides them with the support needed to successfully pursue their desired post-compulsory pathway, while also ensuring a broad and comprehensive secondary education.

### Course Structure

#### Year 9

All students study EIGHT subjects per semester, along with the Amplify program.

#### Year 10

All students study SIX subjects per semester, along with the Amplify program.

### Prerequisites

- Across Years 9 and 10 there are a number of requirements to build a course which offers breadth of experiences;
  - Over two years, students must undertake TWO of the Arts Disciplines offered;
    - Drama
    - Music
    - Visual Arts
    - Visual Communication and Design
    - *N.B. Dance and Media studies are not offered at the College.*
  - Over two years, students must undertake ONE of each of the Technologies Disciplines;
    - Design and Technology
    - Digital Technology

### Compulsory Units – Year 9

- Students undertake year long core studies in;
  - English
  - Mathematics
  - Humanities
  - Science
  - Global Citizenship
- Students undertake year long core studies in;
  - Health and Physical Education

## Flexible Learning Units – Year 9

- Students have flexibility to select 4 other subjects from;
  - Arts
    - Drama
    - Music
    - Visual Arts
  - Technologies
    - Design and Technology
    - Digital Technology
  - Duke of Edinburgh
    - The Duke of Edinburgh is an international award that is a positive and rewarding challenge of self discovery. Students undertake four core activities with the Award Framework and work towards individual goals.

## Compulsory Units – Year 10

- Students must select an English for the whole year
  - EN101 & EN102 – Year 10 Core English
- Students must select a Mathematics for the whole year
  - MA101/102 – Year 10 Mathematics
  - MA103/104 – Year 10 Advanced Mathematics
  - MA105 – Year 10 Mathematics enrichment (elective)
- Students must select a HPE for one semester
  - HP10 – Lifestyle – Health and Physical Education
  - HP10 – Physical Education – Health and Physical Education
- Students must select Core Science for one semester
- Students must select one Humanities for one semester
  - HH101 History – Australians in Conflict
  - HE101 Commerce – Economics and Civics
  - HG101 Geography – The Bigger Picture
  - VCE Humanities (this will usually be a year long sequence)

## Elective Units – Year 10

- Students may build the remainder of their course from the following options;
  - Arts electives;
    - AP 101 – Drama – Acting Techniques
    - AP 102 – Music - Pop/Rock Music Group Performance
    - AV101– Art Unit 2
    - AV104– Photography
    - AV105 – Visual Communication and Design
  - HPE electives;
    - HP101 – Sports Coaching and Leadership elective
    - HP102 – Physical Education and Sports Science elective
  - Humanities electives
    - HH101 History – Australians in Conflict
    - HE101 Commerce – Economics and Civics
    - HG101 Geography – The Bigger Picture
  - Science electives;
    - SC102 – Agriculture and Natural Resource Management

- SC107 – Forensic Science
- SC106 – Psychology
- Technologies electives;
  - Digital Technologies
    - TI10 – Digi Tech
  - Design and Technologies
    - TF10 – Future Food
    - TM10 – Materials Metal
    - TW10 – Materials Wood
    - TA10 – Small Engines
    - TS10 – Systems Electrical

## Year 10 Applied Learning- Subject Code: YR10AL1 & YR10AL2

For further information about individual subjects or the course as a whole, please contact the Applied Learning Teacher: Mr Mitchell Coombs – [Mitchell.Coombs@education.vic.edu.au](mailto:Mitchell.Coombs@education.vic.edu.au)

### What is Year 10 Applied Learning?

Year 10 Applied Learning is an inclusive Year 10 curriculum that meets the needs of a smaller number of students who are either interested in entering the workforce or are not able or ready to complete the Year 10 discipline-based course. It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

Year 10 Applied Learning can be a pathway to the VCE, the VCE-VM or the VPC.

Year 10 Applied Learning course is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. It is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The curriculum accommodates student aspirations and future employment goals. Year 10 Applied Learning programs connect students to industry experiences and active participation in the community. Through participation in Year 10 Applied Learning students will gain necessary foundation skills to allow them to make a post-schooling transition.

### Our College focus

The Applied Learning students have diverse pathways which lead them in many directions, including into apprenticeships, retail jobs and positions with local employers, all of which, largely, have them contributing to the community. It is within this certificate that it is our hope to get the students better prepared for the workforce by giving them practical experiences, but also improving their work-related skills such as communication, teamwork, problem solving, initiative and enterprise, planning and organising, learning, self-management, the use of technology, independence, responsibility, handling money and leadership. By developing these skills we also hope to strengthen transferable life-skills so they can be successful in whatever their future brings.

To support this, we deliver a Year 10 Applied Learning program in an integrated format. This means that students are meeting the requirements for multiple subjects at any given time.

To enable success, students will be in 'Applied Learning' for every period of study, with the exception of any Year 10 elective classes, VCE or VET subjects they might undertake and their 'Amplify' class.



## Structure

Within 'Applied Learning' time, students will be enrolled in the following subjects, with the option of work placement on one day.

| Semester 1                                            | Semester 2                                            |
|-------------------------------------------------------|-------------------------------------------------------|
| Year 10 Applied Learning Literacy                     | Year 10 Applied Learning Literacy                     |
| Year 10 Applied Learning Numeracy                     | Year 10 Applied Learning Numeracy                     |
| Project Ready – Certificate II in Active Volunteering | Project Ready – Certificate II in Active Volunteering |
| VET choice 1                                          | VET choice 1                                          |
| Year 10 elective (by consultation)                    | Year 10 elective (by consultation)                    |
| VCE subject (by consultation)                         | VCE subject (by consultation)                         |

**There is the option to complete VCE and VET subjects, by consultation.**

An example timetable looks as follows;

| Period        | Monday          | Tuesday    | Wednesday                                             | Thursday | Friday          |
|---------------|-----------------|------------|-------------------------------------------------------|----------|-----------------|
| <b>1</b>      | VET Engineering | Year 10 PE | Project Ready – Certificate II in Active Volunteering | VPC      | VET Engineering |
| <b>2</b>      |                 |            |                                                       |          | VPC             |
| <b>Recess</b> |                 |            |                                                       |          |                 |
| <b>3</b>      | VPC             | VPC        | Project Ready – Certificate II in Active Volunteering | VPC      | VPC             |
| <b>4</b>      |                 |            |                                                       |          |                 |
| <b>Lunch</b>  |                 |            |                                                       |          |                 |
| <b>5</b>      | Year 10 PE      | VPC        | Project Ready – Certificate II in Active Volunteering | VPC      | VPC             |

### Year 10 Applied Learning Literacy

Year 10 Applied Learning Literacy will be based on the traditional discipline-based Year 10 English curriculum. It will differ in that students will meet the requirements of this course through Applied Learning principles, namely;

- Ownership and agency over their topics of work and how they meet the requirements,
- Making the work more relevant to the students, their interests, pathways and needs,
- Multiple chances to meet the requirements of the task,
- Integrating this work with students' other subjects, and
- Negotiation about the work between students and staff.

### Year 10 Applied Learning Numeracy

Much the same as the Literacy, Year 10 Applied Learning Numeracy will be based on the traditional discipline-based Year 10 Numeracy curriculum. It will differ in that students will meet the requirements of this course through Applied Learning principles, namely;

- Ownership and agency over their topics of work and how they meet the requirements,
- Making the work more relevant to the students, their interests, pathways and needs,
- Multiple chances to meet the requirements of the task,
- Integrating this work with students' other subjects, and
- Negotiation about the work between students and staff.

## Project Ready – Certificate II in Active Volunteering

'Project Ready' is a hands-on work readiness and personal development program that incorporates a VET Certificate II in Active Volunteering.

Project Ready supports students to become work and life ready by:

- Building 'groupness'; a safe group space where students feel comfortable to share and personally develop
- Helping them discover their unique skills, strengths and passions in order to plan for their career
- Helping them understand possible training and work pathways through a range of career development and industry engagement activities
- Introducing them to design thinking theory
- Building self-worth, confidence and resilience through personal development activities, volunteering and community involvement
- Improving their communication skills and teaching them workplace communication
- Helping them understand how to work effectively with a diverse range of people
- Teaching them work readiness skills, such as the job application process
- Training them in stress management, mindfulness and goal setting
- Teaching them project development, enterprise and entrepreneurial skills
- Teaching them OH&S skills
- Facilitating work placement opportunities (Structured Workplace Learning – SWL)

## Arts

For further information about subjects in the Arts Discipline, please contact the Collaborative Team Leaders:

Mr Kim Morrison: [Kim.Morrison@education.vic.gov.au](mailto:Kim.Morrison@education.vic.gov.au)

Mrs Lisa Stevens: [Lisa.Stevens@education.vic.gov.au](mailto:Lisa.Stevens@education.vic.gov.au)

Mrs Bridget Curling: [Bridget.Curling@education.vic.gov.au](mailto:Bridget.Curling@education.vic.gov.au)

The aim of Arts courses at Years 9 and 10 is to provide a means for students to learn ways of expressing their experiences and developing, presenting and understanding ideas, emotions, values and their cultural heritage. They develop, practice and refine techniques, think about their own work as well as that of prominent artists in performing arts and visual. Students learn to take risks in trialling ideas, being imaginative and exploring solutions through performing or presenting.

### Year 9

#### *Performing Arts*

##### *Drama*

AP091 – Performing Arts

##### *Music*

AP092 – Pop/Rock Music Group

AP093 – Pulse Radio

Performance

##### *Visual Arts*

AV091 – Art and Design

AV095 – Visual Communication and Design

### Year 10

#### *Performing Arts*

AP 101 – Drama – Acting Techniques

##### *Music*

AP 102 – Music - Pop/Rock Music Group Performance

##### *Visual Arts*

AV101– Art

AV104– Photography

AV105 – Visual Communication and Design

#### *Subjects Offered*

Art: AV101– Art

Drama: AP 101 – Acting Techniques

Music: AP 102 –Pop/Rock Music Group Performance

Photography: AV104– Photography

Visual Communication and Design: AV105 – Visual Communication and Design

## Career Pathways

### Drama Performance:

- Actor/ Announcer
- Artist Director / Film Director
- TV/ Radio Presenter/ Reporter

### Music Performance:

- Performer/ Musician
- Promoter/ Band Manager
- Audio Engineer/ Events Manager

### Art:

- Commercial Artist/
- Arts Administrator/ Arts and Cultural Planner
- Art Historian/ Art Conservationist

### Photography:

- Commercial Artist/ Fine Artist
- Photographer / Photo Journalist
- Wedding/ Food Photographer

### Visual Communication and Design:

- Landscape Architect/ Architectural illustrator
- Packaging Designer/ Digital 3D Modeller
- Web Designer/ Video Game Designer

Year 9

## Performing Arts – Drama Performance

*Subject Name and Code: AP091 PERFORMING ARTS*

### *Subject Summary*

In the Performance Project, students will learn how to devise and develop their own performance(s). Students involved will take on a role and develop this as the performance progresses. Students can use a pre-existing performance or can devise their own. The subject matter could be a play, a dance, film, a music performance, singing or a combination of these. Students will learn the skills and techniques required to create a performance. The work will be performed to an audience.

### *Assessment Tasks*

**Performance Analysis** Students complete a written analysis of the performance *Sticks and Stones*.

**Improvisation** Students are required to explore and utilise the skills of improvisation. They create and sustain character in a variety of improvisations. Students contribute and incorporate their own ideas to create improvised performance work.

**Drama Journal** Students write in their journal to reflect on the development of their major performance.

**Performance** Students are required to work in ensemble groups to create a performance that is viewed by an audience. They work on \* developing a character \* site reading \* learning lines \* collaboration \* performing to an audience

### *Key Skills Developed*

Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.

Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.

## Performing Arts – Pulse Radio

*Subject Name and Code: AP093 PULSE RADIO*

### *Subject Summary*

Without a voice no one can hear you. Pulse Radio gives power back to the Year 9 Students and is a voice for them to express their views and ideas. The program involves running a School Radio Station featuring music and topics during lunch times that relate to their current interests. Students work on a diverse range of projects throughout the year and are given opportunities to work on Commercial Radio Stations in Shepparton as well as produce weekly shows. This Subject looks at technical production skills needed to be a DJ or Famous Recording Artist as well as developing greater skills in the area of Music Performance. Great for anyone who has a passion to create or listen to current music.

### *Assessment Tasks*

**Market Research:** Students will complete research and risk assessment and marketing on the design and format of a weekly student radio program.

**Music Studio Skills:** Students are required to demonstrate the required knowledge and skills to setup and operate studio recording and PA equipment.

**Music Portfolio:** Students are required to design a digital portfolio to promote their skills and knowledge of radio broadcasting. Assessment will include product based tasks as well as industry research assignments.

**Local Business Project:** Students will develop a radio advertisement campaign for a local community business. This task requires student to examine target audience and products and how to create a music composition in the form of a radio jingle.

**Music Reviews:** Students will complete a series of music reviews about a song presented in their weekly radio programs. Students will present as a Power Point Presentation and examine artist intentions as well as musical elements.

### *Key Skills Developed*

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.

Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

## Visual Arts – Art and Design

*Subject Name and Code: AVOg1 ART & DESIGN*

### *Subject Summary*

Art & Design at the Year 9 Campus is all about exploration, experimentation and creative thinking. Students will have the opportunity to develop a folio of work based on their own personal interests within the wide range of areas involved in Art & Design. Students will be introduced to a range of new techniques, including printmaking, painting, photography, sculpture and design. This will assist them to further develop and improve their skills in both 2D and 3D methods, using a variety of materials and media.

### *Assessment Tasks*

Two-Dimensional Folio Students are required to demonstrate the required knowledge and basic skills to create a Two Dimensional folio based on different themes, styles, materials and techniques.

Personal Art Project Students are required to demonstrate the required knowledge and skills to create a piece of artwork based on different themes, styles, materials and techniques and present it to an audience.

### *Key Skills Developed*

Students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Year 10

## Performing Arts - Drama Acting Techniques

*Subject Name and Code:*

AP101 – Drama Acting Techniques

### *Subject Summary*

The course begins with a review of improvisation techniques, trust exercises and team work. Students explore Realistic Theatre through a study of Konstantin Stanislavski and Jerzy Grotowski. Through workshops, students explore these directors' techniques and create their own improvisations, utilising their systems of acting.

### *Units*

During this subject drama and space are examined through a variety of Australian plays. Students study types of theatre spaces and workshop blocking and movement within these spaces and the different effect of each. In the second term, students choose an Australian play to direct and perform. They will utilise the skills they have developed in the previous term. The play will be performed to classes at the end of term. Class time is used to rehearse, edit and develop their play.

Students view a variety of performances and critically analyse them both verbally and in writing. It is recommended that students attend Board of Studies approved performances and attempt a VCE performance analysis.

### *Assessment Tasks*

Acting skills are not paramount at this stage. Students maintain a record of their work over the semester. Script writing, drafts of performance analysis, photographs, magazine and newspaper articles about performances they have viewed may be included. It is expected that this will be a neat and orderly record. Students will critically evaluate a wide variety of performances. Assessment is based on written analysis and constructive verbal criticism. Students should attempt a VCE performance analysis.

### *Subject Outcomes*

Outcome 1: On completion of this unit the student should be able to use play-making techniques to devise solo and /or ensemble drama work/s based on experiences and/or stories.

Outcome 2: On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

Outcome 3: On completion of this unit the student should be able to analyse the development and performance of work they and others have created.

### *Camps and Excursions*

Students will attend performances during school and on excursions throughout the semester.

### *Key Skills Developed*

Learning Drama is much more than being a skilled performer. Students will develop the ability to work as an effective team member, attempt challenging activities and indicate a willingness to maintain and develop concentration. These are all transferable skill that will assist students in their future pathway.



## Performing Arts - Music Pop/Rock Group Performance

### *Subject Name and Code:*

AP102 – Music Pop/Rock Group Performance

### *Subject Summary:*

Students will undertake studies to work together as a music group. They will learn important playing and rehearsal techniques to improve stage and performance craft. Students will undertake workshops and concerts and investigate career pathways in the music industry. This is a great subject for any student wanting to extend their skills at singing or playing a musical instrument.

### *Units:*

Students will engage in practical music making as a small group and learn the fundamental skills to become a live or recording artist in the Australian Music Industry. Students will investigate and learn about the requirements to create a performance event such as a School battle of the bands or similar youth event to engage local community and other students. Students will focus on an end of semester project to demonstrate engagement and extension in the curriculum. Students will be given the skills to record their music in the recording studio and learn the skills to write lyrics and create sounds using digital instruments.

### *Assessment Tasks (and Outcomes if applicable)*

Students will undertake assessments in the form of a digital portfolio that will demonstrate the development of skills across the set outcomes throughout the semester. Assessments will consist of written reflection and practical performance tasks.

### *Subject Outcomes:*

Outcome 1 - On completion of this unit the student should be able to prepare a piece of music for performance in class activities.

Outcome 2 - On completion of this unit the student should be able to demonstrate understanding of the Australian Music Industry and common career pathways for musicians and performance artists.

Outcome 3 - On completion of this unit the student should be able to do basic sound editing and understand studio and sound engineering to produce a live recording of a Band or Live Performance.

Outcome 4 – On completion of this unit the student should be able to understand common ways to undertake writing music and lyrics and be able to use digital notation software to write arrangements or new compositions.

### *Camps and Excursions*

Students will attend music performances throughout the semester.

### *Key Skills Developed*

Learning Music is much more than being a skilled performer. Students will develop the ability to work as an effective team member, attempt challenging activities and indicate a willingness to maintain and develop concentration. These are all transferable skills that will assist students in their future pathway.

## Visual Arts

### *Subject Name and Code:*

AV101 – Visual Arts

### *Generic Summary:*

Students focus on the process of creating and interpreting images to express and communicate ideas and feelings. Students work on the theme of “Art in Different Cultures”. An individual research assignment will cover a broad range of artistic contexts.

### *Units:*

Students will use a wide range of media such as drawing, painting, print making, silk screening and lino printing. Students will examine art styles and learn how to discuss and analyse art as a viewer and creator.

### *Assessment Tasks:*

The presentation of finished folio work based on the quality of ideas, communication and technical merit of work that demonstrates a variety of skills, techniques and materials. A visual diary, which records development of ideas for folio work, planning sketches, progress of class work and practical work and research on artists. Research is to be presented as an assignment that looks at artists from Australia and overseas, and artists of the past and the present.

### *Subject Outcomes:*

Outcome 1 On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language. (Research tasks and assignments)

Outcome 2 On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks. (Folio and final presentation of artworks)

### *Camps and Excursions*

*Students will attend excursions to local art galleries and attend exhibitions at SAM (Shepparton Arts Museum throughout the semester.*

### *Key Skills Developed*

Learning Art is much more than being a skilled Drawer or Painter. Students will develop the ability to develop and re work their ideas into complex investigations, Students will attempt activities and explore a deeper understanding of themselves and others through the discovery of visual arts. These are all transferable skill that will assist students in their future pathway.

## Photography

### *Subject Name and Code:*

AV104 – Photography

### *Generic Summary:*

In photography the students are encouraged to use the medium to express ideas and feelings using starting points such as observation, experience and research. Students are encouraged to be creative but well organised in their work habits to be successful photographers.

### *Units:*

Units studied include; An introduction to aspects of digital photography will be provided. At this level, students should have had some experience of photography. They should produce well-designed pictures, which have meaning and show aspects of their own style. They are required to produce personal statements about issues that they have researched.

### *Assessment Tasks:*

Assessment tasks will include; A visual diary, which records ideas for images; progress of class work; development and trials of practical work with annotations. A series of assignments studying the principles of photography and the elements of design. Presentation of a folio of images.

### *Subject Outcomes:*

Outcome 1 On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language. (Research tasks and assignments)

Outcome 2 On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks. (Folio and final presentation of artworks)

Outcome 3 On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks. (Art theory and analysis)

### *Camps and Excursions*

*Students will attend excursions to local art galleries and attend exhibitions at SAM (Shepparton Arts Museum throughout the semester.*

### *Key Skills Developed*

Learning photography is much more than being skilled at using a camera. Students will develop the ability to develop and re work their ideas into complex investigations, Students will attempt activities and explore a deeper understanding of themselves and others through the discovery of visual arts. These are all transferable skill that will assist students in their future pathway.

## Visual Communication Design

### *Subject Name and Code:*

AV105 – Visual Communication Design

### *Generic Summary:*

This unit further develops work in previous units, and aims to extend the individual's ability with visual communication skills. Technical, organisational and planning skills are emphasised, and the design process will be introduced. The use of the Adobe design software will be further extended, and students will have the opportunity to negotiate an area of special interest for their major project.

### *Units:*

Areas covered will include freehand drawing, instrumental drawing, and rendering, along with the use of design elements and principles through practical exercises. Students will analyse the designs of others, and make critical judgements on these in terms of design elements and principles.

### *Assessment Tasks:*

During this subject there will be four assessment tasks for students to complete; A folio of Visual Communications, Developmental work for the folio, Computer-generated art and or design work, A major project and investigation.

### *Subject Outcomes:*

Outcome 1 On completion of this unit the student should be able to complete instrumental drawings using a range of para-line drawing systems.

Outcome 2 On completion of this unit the student should be able to draw from direct observation, in proportion, and render the drawings.

Outcome 3 On completion of this unit the student should be able to explore and apply design elements and principles to satisfy the design process to develop a visual communication solution to a set task.

### *Camps and Excursions*

*Students will attend excursions to local art galleries and attend exhibitions at SAM (Shepparton Arts Museum throughout the semester.*

### *Key Skills Developed*

Learning VCD is much more than being a skilled at using software and drawing designs. Students will develop the ability to develop and re work their ideas into complex investigations, Students will attempt activities and explore a deeper understanding of themselves and others through the discovery of visual arts. These are all transferable skill that will assist students in their future pathway.

## English

For further information about subjects in the English Discipline, please contact the Collaborative Team Leaders:

Mr Daniel Cloake: [Daniel.Cloake@education.vic.gov.au](mailto:Daniel.Cloake@education.vic.gov.au)

### Subjects Offered

- Year 9
  - EN091 & EN092
- Year 10
  - EN101 – English
  - EN102 – English

### Career Pathways

- Publisher
- Writer
- Editor
- Publicist
- Journalist
- Teacher: Primary, Secondary, EAL, Early childhood
- Speech Pathologist

### English - EN091 & EN092

The English curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning develop interest and skill in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

#### Unit One – Short Stories

In this unit, explore a range of short stories. They analyse how authors construct stories and use language to create an image for their readers. They use what they have learned to construct their own short stories.

#### Unit Two – Language in Advertising

In this unit, students analyse how language is used in advertising to influence audiences.

#### Unit Three – Text

In this unit, students develop skills and knowledge relating to analytical reading and writing.

#### Unit Four – Issues

In this unit, students express and challenge a range of viewpoints

#### Assessment Tasks

Assessment tasks include;

- Folio of written work
- Reading journal
- Analytical response to text
- Folio of persuasive pieces
- Oral presentations
- On Demand testing

### *Key Skills Developed*

Students will continue to develop their skills across the three modes of English; Reading and Viewing, Writing, and Speaking and Listening. They will also continue to develop their skills across the three strands of English; Language, Literature and Literacy.

## English - EN101 and EN102

The English Curriculum in Year 10 aims to develop students' enjoyment of, and expertise in, using this rich and complex language accurately, appropriately and creatively. A broad range of written, oral and visual material is used to develop the skills of reading, writing, speaking and listening.

### Subject Outcomes

#### EN101

Outcome 1: On completion of this unit students will be able to develop complex interpretations of text, demonstrating an understanding of the role of character, themes and language

Outcome 2: On completion of this unit, student will be able to write for different purposes and audiences, using particular language features

#### EN102

Outcome 1: On completion of this unit, students will be able to analyse characters, themes and ideas in texts, forming their own interpretations and presenting in creative, oral or formal responses.

Outcome 2: On completion of this unit, students will be able to manipulate language for persuasive effect, and present an interpretation of an issue to an audience

### Assessment Tasks

- Written analytical text response
- Writing anthology
- Creative oral presentation
- Creative response to text
- On Demand and Essential Assessments testing
- Oral presentation in response to an issue

### Key Skills Developed

- Communication
- Planning and organising
- Teamwork
- Problem-solving
- Self-management
- Initiative and enterprise
- Technology
- Learning

## Health and Physical Education

For further information about subjects in the Health and Physical Education Discipline, please contact the Collaborative Team Leaders:

Mr. Benjamin Cottier [Benjamin.Cottier@education.vic.gov.au](mailto:Benjamin.Cottier@education.vic.gov.au)

### Subjects Offered

#### **Subjects offered within the Health and Physical Education Discipline at Year 9 include:**

- HP091 & HP092
  - Both Health and Physical Education units have practical and theoretical components to them.
  - All activities within the unit will run subject to facility and resources available to the discipline; this could be at the Kyabram P-12 campus or various locations within Kyabram.

#### **Subjects offered within the Health and Physical Education Discipline at Year 10 include:**

- Core Health and Physical Education
- HP101 – Sports Coaching and Leadership elective
- HP102 – Physical Education and Sports Science elective

### Career Pathways

Sports Coaching, Sports Trainer, Sports Massage, Sport Management, Exercise Science, Biomechanist, Teaching, Fitness Instructor, Fitness Advisor, Police Officer, Armed Forces, Physiotherapy, Osteopathy, Paramedic, Nursing, Health Promotion, Sports Psychology, Nutritionist, Social Worker, Nursing, Doctor, Teaching, Health Psychologist, Mental Health Nurse, Health Surveyor, Child Care, Welfare, Drug and Alcohol Counsellor, Youth Worker, Health Promotion Officer, Health Education, Community Health Officer, Family and Community Support, Health Marketing, Health and Sport Public Relations, Health Policy Development

### VCE Pathways

VCE Physical Education

VCE Health & Human Development

VCE Outdoor Environmental Studies (Unit 3&4)



## Health and Physical Education – HP091/HP092

Resources - Physical Education change of clothes, Notebook.

In **Physical Education**, students will continue to participate in a variety of activities that are designed to develop and refine a range of movement and manipulative skills. Students will participate in the following sports through the following units.

### *Individual Sports*

This Discovery Unit looks at different types of sports that we can participate in as an individual. We practice unfamiliar sports such as archery, croquet, lawn bowls. We discuss the benefits of being involved in sport and in particular, the positive aspects of individual sports. These include Athletics and Tennis.

### *Fit For Life*

This Discovery Unit looks at what it means to be physically and mentally healthy. We learn about the components of fitness, different types of training and their benefits on the body. We analyse our fitness, set goals and develop a fitness program to help improve our personal fitness levels. This unit is completed by creating and participating in their own personal training programs.

### *Be A Sport*

This unit looks at tactics and strategies involved in various team sports. We will address good sporting conduct - that is, participating fairly and behaving in a way that helps people enjoy playing the game. Sports include Handball, Tchoukball and Speedball.

### *Non-Traditional Sports*

In this unit students are introduced to more sports that they can participate in a team. They will get an introduction to new sports they may not have had experienced before such as Lawn Bowls, Korfbal, Bocce and Archery.

In **Health Education**, students will investigate the components of fitness and relate them to sports they participate in, fitness levels and ways to improve fitness. The following units will be covered:

### *Risky Business*

This health unit helps students understand why people take risks and enables students to make informed decisions when considering risk taking behaviour. We address ways in which students can minimise harm to themselves and others through experimentation and risk-taking. We research the emotional, social, legal and financial harms drugs have on people, including the resources available within the local community to support those affected.

### *Nutrition*

This unit assists students to understand the importance of nutrition during adolescence. We address concerns with Australian nutrition, influences on food intake and also strategies to increase our nutritional intake such as making healthy food choices and understanding the Australian Guide to Healthy Eating.

### *Building Respectful Relationships – The Power Connection*

This unit explores the nature of gender-based violence and the implications for respectful practice. It explores domestic violence and sexual assault in the context of power, social and institutional structures, and young people's lives. It takes a broad view of violence, covering the physical aspects as well as looking at the emotional, social and economic implications of gender-based violence, including homophobia. It is also designed to help students understand the nature of consent, free agreement and respect, and develop skills to take individual and collective action for self and others.

### *Building Respectful Relationships – Gender, Power and Media*

This unit is designed to address the link between sexualisation, media, gender and respectful relationships. The pace of technological change and increasing access to the internet means that, by the time students are in Years 8 and 9 it is possible that many of them have already been exposed to sexualised images, including some sexually explicit or pornographic materials. This can occur accidentally or intentionally, with little or no chance for them to make sense of the messages and content contained within these images.

### *Outdoor Recreation*

This unit is designed to develop life skills such as organisation, meal planning and independence. Students explore how to connect with the natural world with minimal impact and develop team work and leadership skills. During this unit students are required to participate in an overnight hike to Mount Kooyoora where they learn about the landscape, the local Indigenous tribe and the history of the area as well as put all the theoretical skills learnt in class into practice.

### *Assessment Tasks*

Students will be assessed through a variety of tasks throughout the year that include:

- Participation in 90% of practical classes with a demonstration of improvement in skills throughout the unit
- Demonstration of the understanding of the rules and strategies of the game.
- Tests
- Assignments
- Workbook and class work

### *Key Skills Developed*

Students will be able to develop the following skills:

- Critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- Analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing.
- Evaluate the outcomes of emotional responses to different situations.
- Access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.
- Propose and evaluate interventions to improve fitness and physical activity levels in their communities.
- Examine the role physical activity has played historically in defining cultures and cultural identities.
- Identify and analyse factors that contribute to respectful relationships.
- Explain the importance of cooperation, leadership and fair play across a range of health and movement contexts.
- Compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.
- Apply and transfer movement concepts and strategies to new and challenging movement situations.
- Apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.
- Work collaboratively to design and apply solutions to movement challenges.

## Health and Physical Education – HP10

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

### Units

1. **Sport and Physical Education.** Students will have the choice of completing different pathways within their year 10 PE. These will fall under the following categories:
  - a. **Physical Education.** Students will be able to undertake the traditional sports offered through the PE curriculum, with focus being on tactical. These sports could include AFL, netball, hockey, handball, tennis, athletics, basketball, volleyball, soccer as well as many others.
  - b. **Lifestyle.** Students will be able to undertake lifestyle activities at Kyabram P-12 as well as utilising the local community, to enhance the probability of lifelong participation. These activities could include fitness (gym sessions), yoga, pilates, boxing, high intensity interval training (HIITs), swimming, dance/zumba as well as many more.
  
2. **Health.** Students will learn to use simple health data to identify the major causes of illness and injury in Australia. They will investigate personal behaviours and community actions that may contribute to the health of specific groups. They will also examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. Students will examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They will learn to analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. Elements of the Respectful Relationship curriculum will be embedded into this area.

### Assessment Tasks

Assessment for these units includes a combination of the following tasks:

- Workbook
- Class discussion
- Case study
- Nutrition & Physical Activity diary
- Topic tests and/ or assignments
- Exam

### Subject Outcomes

The outcomes for this subject are as follows:

Outcome 1: On completion of this unit students will be able to satisfactorily participate in 85% of all practical activities.

Outcome 2: On completion of this unit, students will be able to complete all classwork and assignment tasks regarding issues in Australian health to a satisfactory standard.

Outcome 3: On completion of this unit students will be able to complete all classwork and assignment tasks regarding Nutrition to a satisfactory standard.

### *Key Skills Developed*

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

## Sports Leadership and Coaching – HP105

This elective provides students with the opportunity to complete the ‘General Principles of Coaching Course’ which is a nationally recognised qualification. While this course is practical in nature, there is a theoretical component. Students will also receive general leadership training which focuses on public speaking, development of time management, organisation and communication skills. The aim of this course is to extend those students who have excelled in Physical Education by further developing their leadership and coaching skills.

Students will consider the characteristics of leadership, set goals and implement an action plan to achieve improved leadership skills. All students will take responsibility for coaching a primary school class in Physical Education.

Students will also study the psychology of sport and the role that the mind has in improving sporting performance.

### Units

1. **Sports Psychology.** Within this unit, we look at the psychology of a sports performer that can enable sporting improvement with the help of an informed coach. The students will analyse motivation, arousal, mental rehearsal, and visualisation.
2. **Coaching and Leadership.** Students will have the opportunity to coach each other through a peer coaching session as well as an opportunity to work with grade 3&4 students. To do this effectively they need to understand the role of the coach, styles of coaching, skill development in selected sports, peer teaching, how to design a skill progression, and how to conduct a games analysis.
3. **Roles and tactics in sporting environments.** Through the playing of a variety of games, the students will understand game plans, tactics and strategies, sporting conduct and roles in performance.
4. **Playing it safe.** Within all sports, everyone needs to be safe. Within this unit we explore various outdoor activities that have a level of risk to them, risk assessments and how to complete them, emergency aid as well as sports injuries.

### Assessment Tasks and Outcomes

Assessment for this elective includes a combination of the following tasks:

- Australian Institute of Sport Community Coaching Course (online)
- Workbook
- Weekly coaching session plans and evaluation portfolio
- Topic tests and assignments

### Subject Outcomes

These subject outcomes are as follows:

Outcome 1: On completion of this unit, students will be able to display an understanding of the tactical strategies involved in team sports and demonstrate effective skill execution in their performances during practical sessions.

Outcome 2: On completion of this unit, students will be able to complete an analysis of a coaching session and can identify the four coaching styles.

Outcome 3: On completion of this unit, students will be able to prepare a peer teaching practical lesson to fellow classmates and include proper coaching strategies in the instruction of the lesson.

### *Key Skills Developed*

Students will gain a variety of subject-specific knowledge as mentioned above, as well as a number of transferable skills that includes:

- Effective leadership
- Approachability
- Resourcefulness
- ability to work on their own initiative and as part of a team
- presentation and oral communication skills
- written communication skills, including report writing
- time management and planning
- effective problem-solving

## Physical Education and Sport Science – HP106

Physical Education explores a broad range of activities which investigates the role of sports science in Physical Education

The theory component will examine the Energy Systems for physical activity, Fatigue Mechanisms, Diet and recovery practices, fitness and training principles. The practical component for this elective will allow students to use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities.

### Units

1. **Energy Systems.** Within this unit, students explore how the body creates energy. They will explore each energy system; the ATP-PC, Anaerobic Glycolysis, and the Aerobic system.
2. **Fatigue from physical activity.** As a result of using these energy systems, a number of fatiguing factors implement performance. Students will undertake a variety of fitness tests to assess dehydration, fuel depletion, and waste product accumulation like lactate and hydrogen ions.
3. **Recovery From exercise.** To alleviate the effects of fatigue, students will explore ways to successfully recover after exercise. This consists of stretching, rehydration and sports drinks, and hot and cold therapy massage.
4. **Fitness and training principles.** Students will finally have the opportunity to understand and demonstrate the various principles required to create a successful training program. This includes steps in designing a training program, goals, fitness components, conducting a fitness analysis, planning a training program, types of training and evaluation of training

### Assessment Tasks and Outcomes

Assessment for this elective includes a combination of the following tasks:

- Workbook
- Practical laboratory report
- Australian Sports Commission Sports Psychology Course (online)
- Fitness and training program/ diary
- Topic tests and/ or assignments
- Exam

### Subject Outcomes

The outcomes for this subject are as follows:

Outcome 1: On completion of this unit students will be able to satisfactorily participate in 85% of all practical activities.

Outcome 2: On completion of this unit students will be able to complete all classwork and assignment tasks to a satisfactory standard.

Outcome 3: On completion of this unit students will be able to apply the principles of training in practical sessions to a satisfactory standard.

### Key Skills Developed

Students will gain subject-specific knowledge in areas such as physiology, psychology, biomechanics and nutrition.

They will also develop a set of transferable skills that can be used in lots of different careers, these include:

- research and data analysis
- ability to work on their own initiative and as part of a team
- presentation and oral communication skills
- written communication skills, including report writing
- time management and planning
- effective problem-solving
- professionalism and customer focus
- a good understanding of information technology.



## Amplify

For more information about the Year 7 to Year 12 Amplify Program, please contact the Learning Community Leaders, Fiona Wallace -year 9. email: [Fiona.Wallace@education.vic.gov.au](mailto:Fiona.Wallace@education.vic.gov.au) or Louise Mellington – Acting Secondary Principal and Year 10-12. email: [Louise.Mellington@education.vic.gov.au](mailto:Louise.Mellington@education.vic.gov.au)

The Year 7 to Year 12 Amplify program provided a pastoral care environment through which the College can promote and model respect, positive attitudes and behaviours. The focus of this program is the Resilience, Rights and Respectful Relationships program, through which students were taught how to build healthy relationships, resilience and confidence. The program supports students to develop strategies to achieve their goals, tackle challenges and develop into productive and valuable community members. Students complete one hour of Amplify each week, and undertake a range of single year and cross-age activities designed to foster independence, problem-solving, respect. At the forefront of this program are the College values of Respect, Responsibility, Resilience, Doing Your Best and Community.

Students study the following themes through the program:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relationships

## Humanities

For more information about subjects in the Humanities Discipline, please contact the Collaborative Team Leaders:

Mrs Katharine Corrin: [Katharine.Corrin@education.vic.gov.au](mailto:Katharine.Corrin@education.vic.gov.au)

Miss Amanda Guiney: [Amanda.Guiney@education.vic.gov.au](mailto:Amanda.Guiney@education.vic.gov.au)

### *Subjects Offered*

- Year 9
  - HU091 & HU092
  - LI093 & LI094 Global Citizenship
- Year 10
  - HH101 History – Australians in Conflict
  - HE101 Commerce – Economics and Civics
  - HG101 Geography – The Bigger Picture

### *Career Pathways*

#### *Business Studies:*

- Treasurer
- Hotel manager
- Economist
- Copywriter
- Bursar
- Bank officer
- Accountant

#### *Geography:*

- Cartographer
- Civil engineer
- Demographer
- Ecologist
- Farm manager
- Farmer
- Geographer
- Navy officer
- Mine surveyor

#### *History:*

- Political scientist
- Research officer
- Writer
- Lawyer
- Journalist
- Historian
- Editor
- Librarian
- Museum curator

## Year 9 Humanities – HU091 & HU092

Humanities incorporates the study of History, Geography, Civics & Citizenship and Economics & Business. The following units will be covered in Humanities;

### *The Industrial Revolution*

In this unit, students study the making of the modern world from 1750 to 1918. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power.

### *World War One*

The final area of study for History focuses on the First World War. Students will gain an understanding of the causes of the First World War and looks at why Australia became involved. Students will undertake an investigation of an aspect of the First World War and prepare an information report based on the investigation.

### *Geographies of Interconnections*

This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world

### *Biomes and Food Security*

Students investigate the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

### *Economics and Business*

In this unit students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

### *Civics and Citizenship*

The Year 9 curriculum provides a study of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also study the purpose and work of the High Court.

### *Assessment Tasks*

Assessment tasks include:

- Historical source analysis
- Short answer questions
- Historical research
- Biomes investigation that explores the characteristics, threats and management strategies used
- Tourism research task
- Cartoon and written analysis exploring a current political issue
- Economic inquiry

## Global Citizenship – L1093 & L1094

Previous Year's Materials & Resources Cost – guide only \$10.00

In this subject students will explore the social and historical landscape of modern day Australia and Germany in the lead up to World War 2. They will learn the importance of studying different cultures. Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The aim of this subject is to assist young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Global Citizenship will enable students to learn to value their own cultures, languages and beliefs, and those of others. Students will learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

### Units

- Unit One – Ethics and Values
- Unit Two – Attitudes and Antisemitism
- Unit Three – The Holocaust
- Unit Four – Interpretations of events and ideas

### Assessment Tasks

- Develop and deliver a point of view in response to an issue
- Analyse propaganda from both modern day Australia and Nazi Germany
- Analyse the significance and perspectives of the Holocaust using historical documents
- Develop criteria for the necessity of commemorating historical and culturally significant events

### Camps and Excursions

- Courage to Care

## Commerce: Economics and Civics – HE101

The study of Economics at Year 10 allows students to explain why and how governments manage economic performance to improve living standards. They investigate variations in economic performance and standards of living with and between economies. Students analyse factors that influence consumer and financial decisions and explain their short and long-term effects. They explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effect of workforce management on business performance.

Year 10 Civics and Citizenship builds students' understanding of Australia's political system and how it enables change. Students compare Australia's system of government with another system of government in the Asian region. They examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.

### Units

#### *Economics and Business*

In this unit, students explore the performance of the Australian economy and the consequences of economic decisions.

#### *Civics and Citizenship*

In this unit, students explore the features of Australia's political system, and identify and analyse the influences on people's electoral choices.

### Assessment Tasks

- Economic Decision-making task (short answer and research)
- Economic Indicator tasks – GDP, inflation (CPI), unemployment – submission via Compass
- Economic Test
- Government in our region task (comparison of different forms of government – Australia v's Indonesia)
- Investigation into Australia citizens legal positions in an Asian country
- Research assignment on foreign aid, investigating Australian Government, NGO's and IGO's
- Short answer requirements into High Court of Australia and how laws are made; International Law and Social Cohesion.
- Students -investigate United Nations, along with Australian Government's involvement in peace-keeping.

### Subject Outcomes

Outcome 1: On completion of this unit, students will be able to describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured.

Outcome 2: On completion of this unit, students will be able to evaluate features of Australia's political system and identify and analyse the influences on people's electoral choices.

*Key Skills Developed*

- the ability to gather, organise, analyse and synthesise information
- working collaboratively
- analyse and evaluate
- appreciate a range of diverse viewpoints
- Planning and organisation
- Teamwork and Communication
- Problem Solving
- Initiative
- ICT

## Geography: The Bigger Picture – HG101

There are two contexts studied in Year 10 Geography: Environmental Change and Management and Geographies of Human Wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The context begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews including those of Aboriginal and Torres Strait Islander Peoples that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This context examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

### Units

#### *Environmental Change and Management*

In this unit, students explore a specific environmental change and how this change is managed.

#### *Geographies of Human Wellbeing*

In this unit, students explore the difference concepts and measures of human wellbeing.

### Assessment Tasks

- Geographical inquiry and Action Plan
- Self-directed assessment project

### Subject Outcomes

Outcome 1: On completion of this unit, students will be able to investigate a specific environmental change in Australia and one other country.

Outcome 2: On completion of this unit, students will be able to examine the different concepts and measures of human wellbeing and spatial differences in wellbeing and evaluate the differences from a variety of perspectives.

### Camps and Excursions

Various camps and excursions for field work and data collection.

### Key Skills Developed

- Problem-solving
- Planning and organization

- Communication (written and oral)
- Use of ICT
- Initiative and enterprise (including teamwork)
- Self-management



## History: Australians in Conflict – HH101

In this unit, students critically analyse and study the effects of Australia's involvement in the Second World War. This includes a study of the factors which contributed to the creation of Nazi Germany and led to the outbreak of war. Students will examine the two main theatres of war – the War in Europe and the War in the Pacific. Students also examine the context of the Cold War, including the division of Europe after World War Two, the Cuban Missile Crisis and the proxy wars in Korea and Vietnam. Through this, students investigate the way in which Australian political, economic, environmental and social contexts were changed as a result of the Cold War. After investigating 20th Century military conflicts, students then examine a range of human rights movements during the 20th Century, with a focus on the ongoing Australian Indigenous Civil Rights movements.

### Units

#### *World War Two*

In this unit, students explore the role of Australia in World War Two, the significant events that led to our involvement, and the impact of World War Two on Australian Society.

#### *The Globalising World: Political Crises*

In this unit, students explore the effects of the Cold War on Australian society. They discuss the changing nature of the Australian landscape during the Cold War.

#### *Rights and Freedoms*

In this unit, students are introduced to the significance of international human rights movements including the US Civil Rights Movements and the Universal Declaration of Human Rights. They consider the significance of these movements in the Australian Civil Rights movements.

### Assessment Tasks

- A portfolio of work
- End of Unit test
- Research essay task

### Subject Outcomes

Outcome 1: On completion of this unit, students will be able to explain the factors which led to World War Two and Australia's role in this conflict

Outcome 2: On completion of this unit, students will have examined the Cold War and its impact on Australian society.

Outcome 3: On completion of this unit, students will be able to explain the significance of a range of human rights movements during the 20th Century.

### Key Skills Developed

- Problem-solving and self-discipline
- Planning and organisation
- Communication (written and oral) and teamwork
- Use of ICT

## Mathematics

For more information about subjects in the Mathematics Discipline, please contact the Collaborative Team Leaders:

Mrs Lisa Stevens: [Lisa.Stevens@education.vic.gov.au](mailto:Lisa.Stevens@education.vic.gov.au)

Mrs Bridget Curling: [Bridget.Curling@education.vic.gov.au](mailto:Bridget.Curling@education.vic.gov.au)

Mr Kim Morrison: [Kim.Morrison@education.vic.gov.au](mailto:Kim.Morrison@education.vic.gov.au)

### Subjects Offered

- Year 9
  - MA091 & MA092
- Year 10
  - MA101/102 – Year 10 Mathematics
  - MA103/104 – Year 10 Advanced Mathematics
  - MA105 – Year 10 Mathematics enrichment (elective)

### Career Pathways

- Education and teaching
- Medicine including nursing
- Community and social services
- Finance and accounting
- Building and construction
- Computer programming, electronics and information technology
- Arts and entertainment

## MA091 & MA092 – Year 9 Mathematics

In Year 9 students continue to develop their skills in working with positive and negative numbers as well as fractions and decimals. Students will develop more advanced skills in algebra, solving equations and graphing of equations. Students will develop their skills in area and volume of complex shapes as well as the use of trigonometry. Students will also further develop their ability to analyse probability and statistics and predict future outcomes.

### Assessment Tasks

- Tests
- Assignments
- Problem solving tasks

### Key Skills Developed

- Further development of algebraic skills including generalisation, expansion and factorisation
- number skills including standard form
- construction and interpretation of linear and non-linear graphs
- geometric properties including Pythagoras' Theorem and trigonometry
- calculations and visual representations of probability and statistics

### MA 101/102 – Year 10 Mathematics.

This subject is designed to teach the core group of year 10 mathematics students and aimed at giving the students a solid base for completion of Year 11 General Mathematics or VCAL Numeracy. While content will be covered to enable students to complete Mathematical Methods if they wish, the preferable pathway would however, be Year 10 Advanced Mathematics. Completion of either Year 10 Mathematics or Year 10 Advanced Mathematics is compulsory for all year 10 students.

#### Units

- Measurement
- Algebra
- Financial
- Linear Graphing
- Univariate data
- Simultaneous Equations
- Trigonometry
- Indices
- Bivariate data
- Congruence and Similarity
- Quadratic expressions
- Coding
- Probability

#### Assessment Tasks and Outcomes

- Classwork
- In class tests
- Analysis assignments
- Problem solving tasks

#### Subject Outcomes

Outcome 1: On completion of this unit, students will be able to define and explain key concepts, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit, students will be able to select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.

Outcome 3: On completion of this unit, students will be able to select and use appropriate functionalities of technology in routine applications and to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

#### Key Skills Developed

- Measurement, including volume and surface area and further applications of trigonometry.
- Number and algebra, including finance, fractions, surds and quadratic expressions.
- Probability and statistics, including detailed statistical analysis.
- An introduction to technology and algorithms.

### MA 103/104 – Year 10 Advanced Mathematics.

Previous Year's Essential Education Cost – guide only \$0

This subject is designed to teach the more driven year 10 mathematics students and aimed at giving the students a more solid base for completion of Year 11 Mathematics Methods or Specialist Mathematics. While content will be covered to enable students to complete General Mathematics if they wish. A higher level of previous knowledge will be assumed when beginning this course, as a result the topics will be covered in a greater depth than Year 10 Mathematics. Completion of either Year 10 Mathematics or Year 10 Advanced Mathematics is compulsory for all year 10 students.

### Units

- Measurement
- Algebra
- Financial
- Linear graphing
- Univariate data
- Simultaneous equations
- Trigonometry
- Indices
- Bivariate data
- Congruence and similarity
- Quadratic expressions
- Coding
- Probability
- Non-Linear graphing

### Assessment Tasks

- Classwork
- In class tests
- Analysis assignments
- Problem solving tasks

### Subject Outcomes

Outcome 1: On completion of this unit, students will be able to define and explain key concepts, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit, students will be able to select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.

Outcome 3: On completion of this unit, students will be able to select and use appropriate functionalities of technology in routine applications and to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Key Skills Developed

- Measurement, including volume and surface area and further applications of trigonometry.
- Number and algebra, including finance, fractions, surds and quadratic expressions.
- Probability and statistics, including detailed statistical analysis.
- An introduction to technology and algorithms.

### MA 105 – Year 10 Enrichment Mathematics.

Previous Year's Essential Education Cost – guide only \$10.00

This subject is designed to be taught in conjunction with MA 102 and will provide an opportunity for students to consolidate their mathematical skills in preparation for some further study in Year 11. Thinking skills will be developed through the use of investigating patterns and problem solving. The CAS calculator will be introduced as a tool in the learning process. This unit can not be taken by itself, it is designed to supplement the work completed in Year 10 mathematics, and enable students to better understand the content of the year 10 course.

### Units

- Measurement
- Algebra
- Financial
- Linear Graphing
- Univariate data
- Trigonometry
- Indices
- Bivariate data
- Probability

### Assessment Tasks

- Classwork
- In class tests
- Analysis assignments
- Problem solving tasks

### *Subject Outcomes*

Outcome 1: On completion of this unit, students will be able to define and explain key concepts, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit, students will be able to select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.

Outcome 3: On completion of this unit, students will be able to select and use appropriate functionalities of technology in routine applications and to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### *Key Skills Developed*

- Measurement, including volume and surface area and further applications of trigonometry.
- Number and algebra, including finance, fractions, surds and quadratic expressions.
- Probability and statistics, including detailed statistical analysis.
- An introduction to technology and algorithms.

## Year 9 Duke of Edinburgh – HP097

For more information about this subject, please contact Jessica Laffy [Jessica.laffy@education.vic.gov.au](mailto:Jessica.laffy@education.vic.gov.au) or visit the Duke of Edinburgh website.

### Subjects Offered

- Duke of Edinburgh- Bronze Award

### Career Pathways

- This subject allows students to explore an area of passion and interest, to help develop their future pathways. As such, there are unlimited options in the pathway this subject can lead to.

The Duke of Edinburgh is an international award that is a positive and rewarding challenge of self discovery. Students undertake four core activities with the Award Framework and work towards individual goals. Students are equipped and empowered to achieve their personal best, take ownership of their own goals and life choices and become actively engaged within their community and workforce.

The Award program is one of individual challenge. It presents students with a program of voluntary activities that encourage personal discovery and growth, self-resilience, perseverance, responsibility and service to the community. Students will learn a skill, become more physically active, volunteer in their community and undertake a team adventure.

The students will complete four sections to obtain their bronze award. Each section students have the ability to choose an area of interest and passion to focus on. The sections are:

- **Voluntary service**- Students connect with the community by giving a useful service to others. Students choose any area of interest such as youth work, the environment or charity work.
- **Physical recreation**- Students improve on physical fitness and wellbeing, and getting active. This could be through a team sport, individual pursuit or simply getting out there and be physically active.
- **Skills**- This about unleashing talents and broadening personal interest and skills. The focus for this could be anything from refereeing, to digital production, to learning a musical instrument, to jewellery making. Generally non-physical in nature.
- **Adventurous Journey**- This section is about discovering a sense of adventure and requires an exhibition or exploration to be undertaken in a challenging and unfamiliar environment. Students will be required to participate in two overnight adventures.

### Assessment Tasks (and Outcomes if applicable)

Completion of all four sections (skill, voluntary, physical activity and adventure journey).

### Camps and Excursions

Students are required to participate on two overnight camps to receive their bronze award.

### Key Skills Developed

Students will develop skills in;

- Leadership and teamwork
- Self-reliance and self-reflection
- Planning and organisation
- Oral and visual presentation skills
- Community engagement
- Critical and creative thinking
- Social, mental and physical wellbeing

## Science Discipline

For further information about subjects in the Science Discipline, please contact the Collaborative Team Leaders:

Mrs Bridget Curling: [Bridget.Curling@education.vic.gov.au](mailto:Bridget.Curling@education.vic.gov.au)

Mr Kim Morrison: [Kim.Morrison@education.vic.gov.au](mailto:Kim.Morrison@education.vic.gov.au)

Mrs Lisa Stevens: [Lisa.Stevens@education.vic.gov.au](mailto:Lisa.Stevens@education.vic.gov.au)

### Subjects Offered

- Year 9 – SC091 & SC092

All students at Year 10 will undertake one semester of Pre VCE Science. This may take place in Semester 1 or 2. Students can choose to also undertake an elective Science to complement their compulsory studies.

- SC101 – Pre-VCE Core Science (Compulsory)
- SC102 – Agriculture and Natural Resource Management
- SC107 – Forensic Science
- SC106 – Psychology

### Career Pathways

- Agronomist
- Vet, Vet Nurse, Zoo Keeper
- Park Ranger
- Pharmacist
- Wine maker, Food Technologist
- Health (Doctor, Dentist, Nurse)
- Allied Health (Physiotherapist, Osteopath, Radiographer)
- Marine Biologist
- Laboratory Technician
- Education
- Psychologist
- Counsellor
- Astrophysicist
- Engineer
- Sports Scientist
- Environmental Scientist
- Forensics
- Aviation

**Click on the links below for more information on science careers:**

Agriculture: <http://www.kyabramp-12careers.com/?page=career-targets&area=31>

Biology: <http://www.kyabramp-12careers.com/?page=career-targets&area=3>

Chemistry: <http://www.kyabramp-12careers.com/?page=career-targets&area=5>

Environmental Science: <http://www.kyabramp-12careers.com/?page=career-targets&area=13>

Physics: <http://www.kyabramp-12careers.com/?page=career-targets&area=29>

Psychology: <http://www.kyabramp-12careers.com/?page=career-targets&area=32>

### *Key Skills Developed*

Year 9 and 10 Science is structured to further prepare students for their future pathway by developing the key skills required in all of the Sciences offered in the VCE curriculum, and by exposing students to key employability skills.

The following skills are a key focus of all of the sciences:

Communication, Teamwork, Problem solving, Self-management, Planning and organising, Technology, Initiative and enterprise.

Students work scientifically to:

Develop aims and questions, formulate hypotheses and make predictions; Plan and undertake investigations; Comply with safety and ethical guidelines; Conduct investigations to collect and record data; Analyse and evaluate data, methods and scientific models; Draw evidence-based conclusions; Communicate and explain scientific ideas.



## Core Science SC091

In Year 9, the curriculum focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They apply their understanding of energy and forces to global systems including continental movement.

### *Flying Start – The Brain and Learning*

Students learn about the brain and how they learn. They investigate the structure of the brain and which regions are responsible for speech, learning, memory and movement. Students learn about brain plasticity and challenge themselves to learn a new skill.

### *Biology – Coordination and Control*

Students explore the role of the different systems in the body and how they work together to aid survival. They learn about Nervous System and carry out an eye dissection to learn about the structures of the eye and use that model to learn about their own eye. Students learn how a multicellular organism coordinates a response to the threat of disease. They research a disease and share their findings with their peers.

### *Physics – Electricity and Magnetism*

Students learn about electricity and simple circuits. They draw circuit diagrams of series and parallel circuits using accepted symbols and conventions. Students explore the difference in voltage, current and resistance in series and parallel circuits and compare the types of circuits.

Students explore how the field model can explain the interaction of magnets. They investigate how magnets are used in the generation of electricity and the operation of motors.

### *Assessment Tasks*

Students are assessed through a range of classwork, practical activities and formal assessment tasks, such as:

- End of Unit tests
- Research Assignment on Diseases
- Designing a Paper Circuit
- Scientific poster

## Core Science SC092

### *Flying Start – Plate Tectonics*

Students learn about the evidence for the theory of plate tectonics and sea floor spreading. They investigate how the different types of movement at plate boundaries can lead to earthquakes and volcanoes.

### *Chemistry – It's Elemental*

Students explore how the world exists at an atomic level. They learn about atomic theory and how it has changed over time. Through experiments, students investigate how matter behaves during chemical reactions. They learn about radioactive decay and challenge the law of conservation of mass. They determine whether reactions are endothermic or exothermic. Students learn about reactions involving acids and bases and combustion reactions. Students continue to develop their practical skills and use SDS data to determine an appropriate risk assessment plan for an experiment.

### *Earth – Ecosystems and Sustainability*

Students investigate how energy flows through an ecosystem. They look at the different relationships that exist and how changes at different levels impact the overall system.

Students look at how global systems, such as the carbon, nitrogen and phosphorus cycles, rely on interactions between the hydrosphere, lithosphere, atmosphere and biosphere. They investigate human and environmental impact on these systems and develop a campaign to raise awareness.

### *Assessment Tasks*

Students are assessed through a range of classwork, practical activities and formal assessment tasks, such as:

- End of Unit tests
- Atomic Theory Research task
- Acids and Bases Experimental Design
- Field Investigation

### *Camps and Excursions*

Students may undertake an excursion to the Fauna Park to investigate evidence of how energy flows through an ecosystem.

## SC101 – Pre-VCE Science – Year 10

### Subject Code: SC101

Pre-VCE Science is a compulsory subject that runs for one semester in duration. It provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues, and to participate in science-related careers.

### Unit 1

#### Biology - Genetics and Evolution

Students explore the role DNA plays in passing on heritable characteristics from one generation to the next. They investigate the theory of evolution by natural selection and how this impacts biodiversity.

### Unit 2

#### Chemistry - The Periodic Table and Chemical Reactions

Students learn how the Periodic Table is arranged and investigate trends such as the reactivity of metals. They determine factors that influence the rate of a reaction. Students continue to develop their practical skills and use SDS data to determine an appropriate risk assessment plan for an experiment.

### Unit 3

#### Physics - Forces and Motion

Students learn about Newton's laws of motion and how they explain forces acting on stationary and moving objects. They investigate how heat transfer can explain the energy flow in the Earth's atmosphere.

### Unit 4

#### Earth Science

Students learn about theories of the origin of the Universe. They conduct research to gain an understanding of the components of the universe such as galaxies, stars and solar systems.

### Assessment Tasks and Outcomes

| Outcomes<br><i>Students are required to -</i>                                                                                                                                                                                                                                                                                                                                      | Assessment<br><i>They demonstrate this through -</i>                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Outcome 1: Demonstrate an understanding of the topics covered in Year 10 Science and the ability to apply this understanding to both familiar and unfamiliar situations.                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>○ Class activities</li> <li>○ End of Unit Quizzes</li> </ul>                           |
| Outcome 2: Demonstrate an ability to operate safely and competently in the Science laboratory using a variety of equipment, machines, and technology, along with completing a number of written experimental reports using a common format to identify the task, make predications, record observations, analyse, interpret and discuss results, and draw appropriate conclusions. | <ul style="list-style-type: none"> <li>○ Class Practical Activities</li> <li>○ Independent Practical Investigation</li> </ul> |

|                                                                                                                                                                                                                                            |                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Outcome 3: Conduct research into recent developments in science and technology, evaluate the evidence supporting the discoveries, and communicate scientific ideas using appropriate scientific language, conventions and representations. | <ul style="list-style-type: none"><li>○ Independent Research Investigation</li><li>○ Peer assessment</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

### *Camps and Excursions*

Students may undertake an excursion to the Fauna Park to investigate evidence for evolution and biodiversity.

## SC102 – Agriculture and Natural Resource Management

### Subject Code: SC102

Students examine issues in Agriculture and Horticulture. They investigate weather patterns and the impact of climate change. Throughout the semester, students are required to plan, run and document the success of a small business related to Agriculture or Horticulture. They conduct a series of practical investigations to determine the effect of different variables on the germination and growth of plants.

Elective Science units at Year 10 allow students to further develop their knowledge and skills in contemporary areas of science. Students are expected to demonstrate a high level of skill in carrying out and reporting the outcomes of practical exercises and investigations. They will develop skills in understanding scientific ideas, contribute to class discussions and operate safely at all times.

### Unit 1

#### Plant and Animal Production

Students investigate the biological aspects of Agricultural and Horticultural systems, such as: varieties/breeds, structure, function and growth of plants and animals; physical aspects: soils, water, climate and weather, infrastructure, inputs and outputs; and human resources.

### Unit 2

#### Small Business

Students plan and operate a small business relating to Agriculture or Horticulture with an aim to return a profit. They reflect on their progress and document their findings.

### Unit 3

#### Issues in Agriculture and Horticulture

Students investigate the current issues that are facing the Agricultural and Horticultural industry. They research the challenges that are important to our area such as; climate change, salinity, and drought.

### Assessment Tasks and Outcomes

| Outcomes<br><i>Students are required to -</i>                                                                                                                                                        | Assessment<br><i>They demonstrate this through -</i>                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate an understanding of the topics covered in Agriculture and Natural Resource Management and the ability to apply this understanding to both familiar and unfamiliar situations.            | <ul style="list-style-type: none"> <li>○ Class activities</li> <li>○ Small Business Journal</li> </ul>                        |
| Plan and conduct practical investigations in a safe manner, analyse their results and communicate their findings.                                                                                    | <ul style="list-style-type: none"> <li>○ Class Practical Activities</li> <li>○ Independent Practical Investigation</li> </ul> |
| Research current issues facing the Agricultural and Horticultural Industry. They develop a question for inquiry and evaluate the evidence available. They communicate their findings to their peers. | <ul style="list-style-type: none"> <li>○ Independent Research Investigation</li> <li>○ Peer assessment</li> </ul>             |

### Camps and Excursions

Students may undertake excursions to visit local Agricultural businesses.

## SC106 – Psychology

*Subject Code: SC106*

In this course, students will be introduced to the scientific discipline of Psychology as the study of human thoughts, feelings and behaviours. Students will develop the understanding that Psychology is a broad field of Science that is very relevant to your everyday life. The various fields of Psychology are explored through practical and contemporary topics.

Elective Science units at Year 10 allow students to further develop their knowledge and skills in contemporary areas of science. Students are expected to demonstrate a high level of skill in carrying out and reporting the outcomes of practical exercises and investigations. They will develop skills in understanding scientific ideas, contribute to class discussions and operate safely at all times.

### Unit 1

#### *Introduction to Psychology*

In this unit, students learn the definition of Psychology, the differences between Psychology and Psychiatry, and the different fields. They learn how to formulate a hypothesis, identify the independent and dependent variables, determine the ethics, and write a psychology report (ERA).

### Unit 2

#### *Behaviour*

In this unit, students explore the way humans behave. They explore the links between stereotypes and discrimination. Students look at examples of prosocial and antisocial behaviour and how this impacts a community.

### Unit 3

#### *Sleep*

In this unit, students explore why humans need sleep. They learn about the different stages of the sleep cycle and how they are measured via the brain activity. They look at how the amount of sleep varies during different developmental stages. They learn about dreaming and sleep deprivation.

### Unit 4

#### *Mental Health*

In this unit, students explore the difference between Mental Health and Mental Illness. They investigate the prevalence of mental illness in our society and learn about anxiety, phobias, addiction disorders and psychotic disorders.

### *Assessment Tasks and Outcomes*

| Outcomes<br><i>Students are required to -</i>                                                                                                                   | Assessment<br><i>They demonstrate this through -</i>                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Demonstrate an understanding of the topics covered in Psychology and the ability to apply this understanding to both familiar and unfamiliar situations.        | <ul style="list-style-type: none"> <li>○ Class activities</li> <li>○ Tests</li> </ul>                             |
| Plan and conduct practical investigations in a safe manner, analyse their results and communicate their findings.                                               | <ul style="list-style-type: none"> <li>○ Independent Practical Investigation</li> </ul>                           |
| Research current issues in Psychology. They develop a question for inquiry and evaluate the evidence available. They communicate their findings to their peers. | <ul style="list-style-type: none"> <li>○ Independent Research Investigation</li> <li>○ Peer assessment</li> </ul> |

## SC107 – Forensic Science

### *Subject Code: SC107*

In this course, students look at how scientific techniques can be used to help solve crimes. Students are involved in investigations and case studies, and are introduced to a range of different aspects of forensic science. Students apply their understanding to analyse and solve mock crimes. They also plan and conduct their own investigations.

Elective Science units at Year 10 allow students to further develop their knowledge and skills in contemporary areas of science. Students are expected to demonstrate a high level of skill in carrying out and reporting the outcomes of practical exercises and investigations. They will develop skills in understanding scientific ideas, contribute to class discussions and operate safely at all times.

### *Unit 1*

#### *How are your detective skills?*

This unit introduces students to the skills they need to solve the crimes. Using case studies, students explore the evidence, hone their observational skills and learn how evidence is collected at a crime scene. How do fingerprints identify an individual? What does the direction of blood splatter tell us about the crime? How do we collect imprints of shoes? How are interviews of witnesses conducted?

### *Unit 2*

#### *Who dunnit?*

In this unit, students explore the different techniques used to solve the crimes. How do substances such as DNA, blood, and chemicals get analysed and identified? What is ballistics and how do bullets travel through different mediums? How do we use chromatography to identify pens used in a ransom note?

### *Unit 3*

#### *Major Case*

Students unpack the evidence left behind at a crime scene and apply their new knowledge gained in Unit 1 and 2, to collect evidence, analyse the evidence, and solve the mock crimes.

### *Unit 4*

#### *Extended Studies*

Students choose an area of interest to research in more detail. Potential project ideas include, but are not limited to:

- setting up their own mock crime scene for someone else to solve.
- investigating an analytical technique in more detail and conducting their own practical investigation.
- comparing how forensic science is portrayed in film or television to the realities of the life of a forensic scientist.
- investigating crime statistics and prevention strategies in our region and looking into what causes antisocial behaviour.

*Assessment Tasks and Outcomes*

| Outcomes<br><i>Students are required to -</i>                                                                                                                         | Assessment<br><i>They demonstrate this through -</i>                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Demonstrate an understanding of the topics covered in Forensic Science and the ability to apply this understanding to both familiar and unfamiliar situations.        | <ul style="list-style-type: none"> <li>○ Class activities</li> <li>○ Tests</li> </ul>                             |
| Plan and conduct practical investigations in a safe manner, analyse their results and communicate their findings.                                                     | <ul style="list-style-type: none"> <li>○ Independent Practical Investigation</li> </ul>                           |
| Research current issues in Forensic Science. They develop a question for inquiry and evaluate the evidence available. They communicate their findings to their peers. | <ul style="list-style-type: none"> <li>○ Independent Research Investigation</li> <li>○ Peer assessment</li> </ul> |

*Camps and Excursions*

Students may go on an excursion to Melbourne to learn how evidence is analysed, and visit the Police station to hear how crimes are solved.



## Technologies

For more information about subjects in the Technologies Discipline, please contact the Collaborative Team Leader, Mr Mitchell Coombs: [Mitchell.Coombs@education.vic.gov.au](mailto:Mitchell.Coombs@education.vic.gov.au)

### Subjects Offered

- Year 9
  - Digital Technologies
    - TI09 – Digital Media
  - Design and Technologies
    - TA93 – F1
    - TF09 – Food Technology
    - TM09 – Metal
    - TA09 – Small Engines
    - TE09 – Systems Electrical
    - TT09 – Textiles
    - TW09 – Wood
- Year 10
  - Digital Technologies
    - TI10 – Digi Tech
  - Design and Technologies
    - TF10 – Future Food
    - TM10 – Materials Metal
    - TW10 – Materials Wood
    - TA10 – Systems Automotive
    - TS10 – Systems Electrical

### Career Pathways

- **Future Food:** Food Technologist, Food Critic, Environmental Health Officer, Dietician, Consumer Scientist, Health Promotion Officer, Home Economist, Hospital Food Service Manager, Nutritionist, Winemaker, Caterer, Cook, Baker, Primary Products Inspector, Teacher, Food Processing technician, weight loss counsellor
- **Materials Metal or Wood:** Industrial designer, craftsperson, Industrial engineer, Jeweller, Set Designer, Prosthesis, Orthodontist, Mechanical engineer, model maker, Materials engineer, Marine Engineer, Architectural technician, Building contractor, Boilermaker, Engineering pattern maker, Metal fabricator, Fitter and turner, Handyperson, Leadlight worker, Product Assembler, Picture framer, Musical instrument maker and repairer, Cooper, Carpenter, Panel Beater, Plumber, Roofer, Saw doctor, shipwright, welder, Wood machinist.
- **Systems Automotive or Electrical:** Industrial engineer, Electrical engineer, Mechanical engineer, Marine engineer, Electrician, Air force technician, Electronics engineer, Automotive electrician, Electrical linesperson, Electrical motor winding, Cable joiner, Broadcasting technician, Instrument fitter, Lift electrician, Train and network controller, Security system technician, Telecommunications technician, Industrial designer, Material engineer

## Digital Media - T1091

Digital Media encourages the use of digital technologies through the use of different media such as social media, interactive posters, web pages and apps.

### Reportable Learning Tasks

- Social media tiles
- Interactive poster
- Making a web page

## F1 – TA093

In F1 teams of students work together to design, create and promote a F1 style model race car. Each team member takes responsibility for a role within the group, these roles include team management, graphic design, car engineering and manufacture. The project concludes with students participating in the F1 in Schools competition where they have the opportunity to race their car and be judged in a range of different areas. Students are required to commit to this project for one semester.

### Reportable Learning Tasks

- Design development
- Posters
- Car Manufacturing

## Food Technology – TF091

Cooking is, without doubt, one of the most important things a person can ever learn. Once someone has that knowledge, that's it – they're set for life. This course will arm students with sensible practical knowledge they can take into the world and actually use. Inspired by the many cooking shows available in the media, we explore some of the chefs that tell us a story using food. A highlight of the semester is a 'Bake Off' or a project involving the 'Cows make Careers' project.

### Units

- Food Safety
- Functional Properties / Techniques / Skills
- Cows Create Careers or Bake Off challenge

### Reportable Learning Tasks

- Students are required to compare and evaluate the sensory properties of a set of recipes prepared in class.
- Students are required to use the tools and equipment appropriately in the preparation and cooking of recipes, and to evaluate their performance in practical classes.
- Project – Bake Off

## Metal - TM091

This unit focuses on sheet metal skills and moves into general engineering practices and skills. Students are introduced to MIG welding, metal lathe operations, forging and fabrication. Continued experience is provided in the use of power tools, workshop drawings and safety within the workshop.

### Units

- Introduction to safety in the workshop use of ONGUARD
- Basic Fabrication Tasks
- Design and Produce a product of your own choice.

### Reportable Learning Tasks

- On completion of this unit, students will be able to handle tools and equipment in a safe and confident manner.
- Students are required to complete two basic fabrication tasks.
- Project of own choice

## Small Engines - TA091

In Automotive, students explore areas such as Safety in the Workshop, Automotive Tools, difference between two stroke and four stroke engines. Students study engine service and operating procedures and apply this learning to overhaul a 4 stroke single cylinder motor.

### Units

- Safety in the workshop, tools and equipment
- Components of a 4-stroke engine
- Understanding the operation of 2 and 4 stroke engines

### Reportable Learning Tasks

- Demonstration of knowledge
- Safe use of tools and equipment
- Overhaul a small engine.

## Systems Electrical – TE091

This unit aimed to reinforce the correct and safe use of workshop equipment and introduced students to basic electronic components. Students were involved in the design and construction of electronic circuits on printed circuit boards using discrete electronic components such as resistors, capacitors, transistors and similar devices.

### Units

- Safety and safe use of tools and equipment.
- Design and produce a model using discrete electronic components on a printed circuit board.

### Reportable Learning Tasks

- Ongoing Safety Test
- Workshop Skills
- Producing a model

## Textiles - TT091

In this unit you will experience a range of textiles and related skills such as machine embroidery, hand embroidery, patchwork, quilting, machine felting, and applique in the form of mini projects over one term.

In the second term you may choose to design and produce your own major project incorporating one or more of the skills you have learned, or using a commercial pattern, create a garment for a client.

### Units

- Fabric adornment
- Garment Construction

### Reportable Learning Tasks

- A range of fabric adornment samplers.
- A major project.

## Wood - TW091

This unit introduces basic cabinet making and is designed to cover the many of the more common joints. Planning and design of individual or group projects is part of this subject, as is health and safety and costing of timber.

### Units

- Introduction to safety in the workshop and use of Ongoard
- Investigate
- Produce

### Reportable Learning Tasks

- Ongoard Safety Tests
- Clock and a footstool, or another object after consultation.

## Digi Tech -TI101

This course encourages the use of digital technologies in the real world, via the exploration of various programming and the use of robotics to test out that programming.

### Units

Controlling Digital Networks  
Robotics and programming  
Programming for real world situation

### Outcomes

Outcome 1: Keep an online notebook of research and development of ideas during the semester.

Outcome 2: Successful completion of a response to a real world situation.

### Reportable Learning Tasks

Students are required to show development of digital skills from a simple programming project to a more complex project.

Students are required to create a digital project for a client to solve a problem.

## Future Food - TF101

This unit provides students with the opportunity to research changes in patterns of food consumption in Australia.

Influences on these changes include:

- Food Promotion / Marketing
- Food Packaging
- Food Modification
- Food Technology

Students will develop knowledge and skills in these areas to enable informed decision making relating to diet and nutritional practices.

### Units

|                        |                                 |
|------------------------|---------------------------------|
| Food Safety            | Packaging and Labelling of Food |
| Sustainability of Food | Food Marketing                  |

### Outcomes

Outcome 1: On completion of this unit, students will be able to successfully participate in a range of practical classes.

Outcome 2: On completion of this unit, students will be able to satisfactorily complete reflections on practical classes attended.

Outcome 3: On completion of this unit, students will have satisfactorily completed research into a range of topics.

### Reportable Learning Tasks

Students are required to prepare two written reports about two issues that effect the sustainability of food production.

**Practical Skills:** Students are required to use the tools and equipment appropriately in the preparation and cooking of recipes, and to evaluate their performance in practical classes.

Students are to implement a design brief about the development of a product, involving the packaging and marketing of the product.

## Materials Metal -TM101

Students work in skills areas of metal lathe, MIG and oxy-acetylene welding, metal Fabrication, tube bending and thread cutting. Students are encouraged to further develop their design and problem solving abilities with a major project. The course also looks at the introduction of CAD as part of the design process.

### Units

Onguard Safety Training

Camp Shovel

Barbeque Plate

### Outcomes

Outcome 1: On completion of this unit, students will be able to investigate and design a model.

Outcome 2: On completion of this unit, students will be able to satisfactorily complete reflections on practical classes attended.

Outcome 3: On completion of this unit, students will have satisfactorily completed research into a range of topics.

### Reportable Learning Tasks

Onguard Safety Training

Camp Shovel

Barbeque Plate

## Materials Wood - TW101

Students work on expanding previously developed skills with the additional construction of a door or drawer incorporated into the model. Students must construct a major model i.e. desk, wall unit, trophy case or two or more minor models i.e., bookshelf, spice rack, wooden toys/games

### Units

Introduction to safety in the workshop use of ONGUARD

Investigate

Produce

### Outcomes

Outcome 1: On completion of this unit, students will be able to handle tools and equipment in a safe and confident manner.

Outcome 2: On completion of this unit, students will be able to investigate, design and draw working plans for a model.

Outcome 3: On completion of this unit, students will be able to complete and evaluate their product.

### Reportable Learning Tasks

Design and Safe Use of tools and Equipment

Producing a model.

## Systems Automotive -TA101

This unit is based on learning the major components and functions of these components in a motor vehicle.

Students will broaden this knowledge with practical experience on the vehicles within the workshop; completing set tasks e.g. service procedures / brake adjustments / fan belt / clutches / wheels and tyres / batteries.

### Outcomes

Outcome 1: On completion of this unit, students will be able to work safely in an automotive environment.

Outcome 2: On completion of this unit, students will be able to carry out basic vehicle servicing operations.

### Reportable Learning Tasks

Safe use of tools and equipment

Service and maintain a vehicle

## Systems Electrical TE101

This unit aims to reinforce the correct and safe use of workshop equipment and to introduce students to basic electronic components. Students will be involved in the design and construction of at least three projects, two of which are on printed circuit boards using integrated circuits and discrete electronic components such as resistors, capacitors, transistors and similar devices.

### Units

Onguard Safety Training

Electronic projects using components specific knowledge (Shaky-hand tester, Musical organ)

### Outcomes

Outcome 1: On completion of this unit, students can complete a range of electrical and / or electronic models.

Outcome 2: On completion of this unit, students can demonstrated an ability to investigate, design and evaluate electrical and / or electronic systems.

Outcome 3: On completion of this unit, students can recall and apply basic electrical / electronic theory.

### Reportable Learning Tasks

Onguard Safety Training

Workshop skills

Producing a model