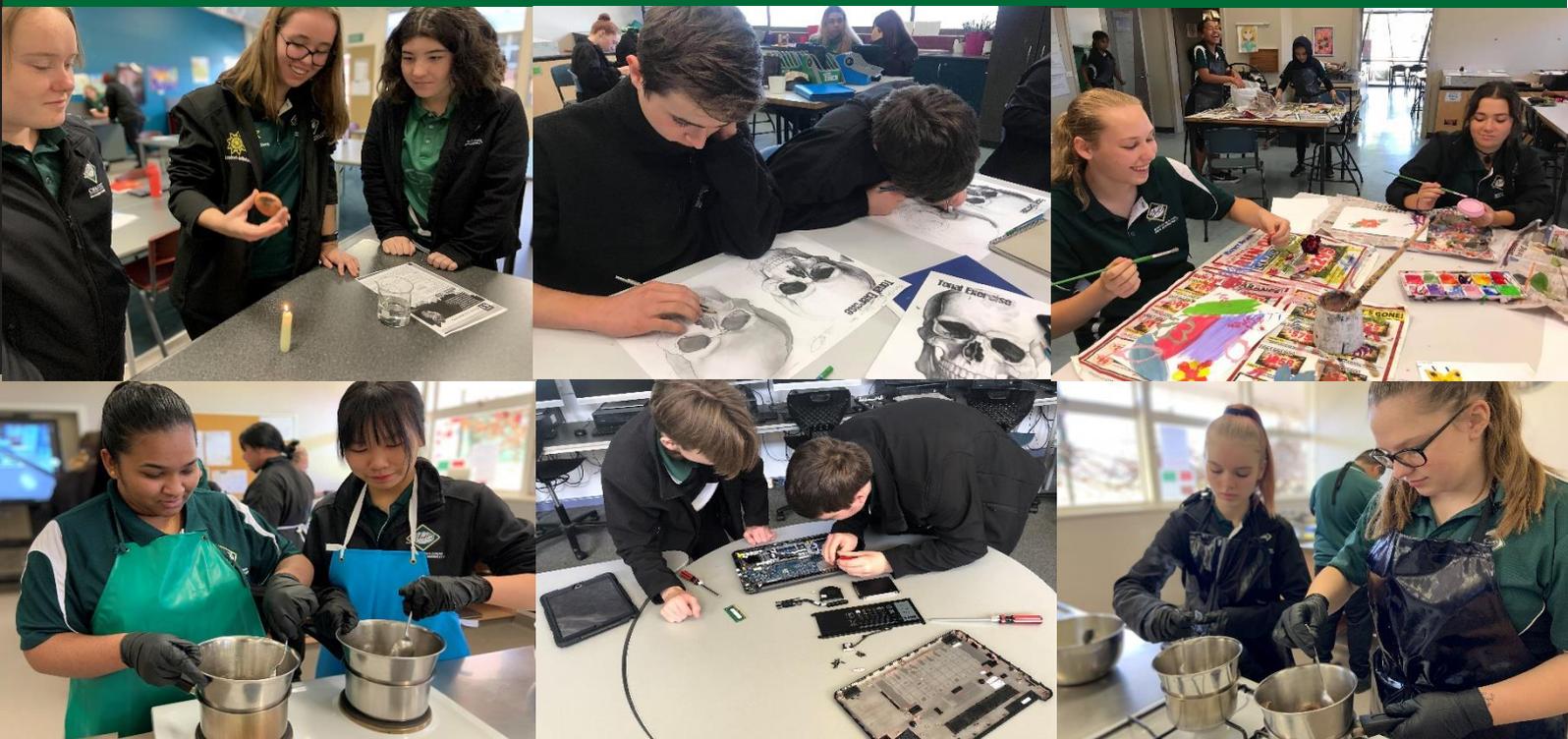




SECONDARY COLLEGE

Year 9 & 10 Curriculum Handbook 2021



Respect, Inclusion, Pride, Responsibility



PRINCIPAL'S MESSAGE:

At Chaffey Secondary College our focus quite clearly is one of high expectations for all which is demonstrated by our commitment to:

- Excellence in teaching and learning
- Building authentic and respectful relationships
- Creating effective community partnerships

This is driven by our purpose statement which is: "To grow all of our young people academically, socially and emotionally, to be proud of themselves, the school, and the community in a safe and inclusive environment."

We will achieve this through our values which are "Respect, Inclusion, Pride and Responsibility." These are the values that we live by and will operate on each day. They will be the focus of how we run our school, classrooms, outdoor areas, community interactions. They will underpin our rewards and our behaviour modification.

At Year 9 and 10 we recognise that students move from breadth of curriculum and experiencing a wide range of curriculum, to depth where specialisation prepares them for their interest in the later years of schooling with one eye on their future aspirations and career goals. As you navigate the curriculum offerings that present themselves in this booklet choose subjects that interest you, challenge you, are potential career pathways or present the opportunity for you to excel, grow and reach your potential.

Our staff will support parents and students in navigating this pathway to assist in making the choices for the next steps in learning.

Graeme Forrester
Executive Principal.

CURRICULUM FOCUS:

Chaffey Secondary College aims to provide students with a broad curriculum in Years 7 and 8, which builds a foundation for successful lifelong learning. The curriculum structure enables deep learning and strong relationships to be formed. A wide range of elective options gives students the opportunity to explore a more individual pathway in Years 9 and 10, preparing students for life and learning opportunities beyond Chaffey Secondary College. Additional programs are provided to meet the learning needs of students with a disability, students from diverse backgrounds and students requiring academic extension.



UNLOCKING YOUR CHILD'S POTENTIAL:

Year 7 Transition to secondary

Students enter into Year 7 and have the opportunity to establish strong relationships with a small group of teachers who teach several subjects across the curriculum. Students complete subjects across eight learning areas of the curriculum. Participation in English, Mathematics, Humanities, Health and Physical Education, Languages, Technology and the Arts provides students with the opportunity to build foundation skills and knowledge for future years. Students select one language they will continue over Year 7 and 8.

Year 8 Developing breadth and depth

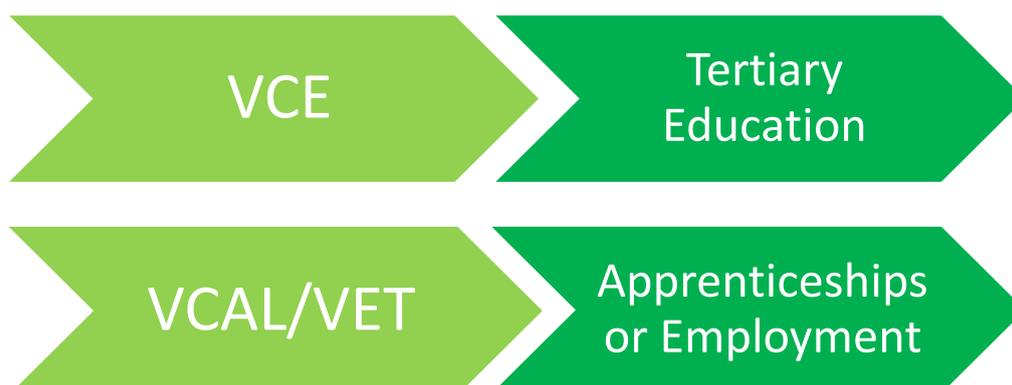
Year 8 students participate in subjects across each of the eight learning areas: English, Mathematics, Humanities, Health and Physical Education, Languages, Technology and the Arts. This gives students an opportunity to further develop their skills in specific areas, while continuing to learn across a broad curriculum. Students will continue to learn the same language, as selected in Year 7. In Semester 2 students choose Arts and Technology subjects.

Year 9 Building pathways

In addition to year-long core English, Mathematics, Humanities, Science, Health and Physical Education, Year 9 students will select six elective subjects for the year. Elective may be chosen from Languages, Arts and Technology subjects. This helps students build sound pathways towards their future studies and ensure they have a range of knowledge and skills which allows them flexibility in decision making in future educational and career decisions.

Year 10 Pathways for transition

Year 10 students will study year-long English and Mathematics as well as a full year of Science, Humanities and Health and Physical Education, where choice opens up their program. Students will complete a semester of core learning in each of these areas and are required to choose one elective from Science, Humanities and Health and Physical Education in Semester 2. Year 10 students will also select six elective classes throughout the year from Languages, the Arts and Technology. This program enables students to further develop their skills and knowledge in specific areas whilst ensuring they are building knowledge across all learning areas. The choices given to Year 10 students allow for increased ownership in learning and follows interests which leads to future pathways in readiness for transition to the next level of learning.





CONTENTS

SEQUENTIAL CURRICULUM BEYOND YEAR 10	5
YEAR 9 & 10 ELECTIVE CURRICULUM	6
VCE, VCAL AND VETiS EXPLAINED	7
CAREER PATHWAYS	9
CAREER INFORMATION WEBSITES	10
PLANNING TEMPLATE	11
YEAR 9 CORE CURRICULUM	12
YEAR 10 CORE CURRICULUM	14
THE ARTS—PATHWAYS AND COURSES	15
DESIGN AND TECHNOLOGY—PATHWAYS AND COURSES	21
DIGITAL TECHNOLOGIES—PATHWAYS AND COURSES	29
STEM—PATHWAYS AND COURSES	30
HEALTH AND PHYSICAL EDUCATION—PATHWAYS AND COURSES	31
HUMANITIES—PATHWAYS AND COURSES	36
LANGUAGES—PATHWAYS AND COURSES	39
SCIENCE—PATHWAYS AND COURSES	42
ENGLISH- PATHWAYS AND COURSES	43
DRAFT PREFERENCE SHEETS	44
YEAR 9 PREFERENCE SHEET	46
YEAR 10 PREFERENCE SHEET	47



YEAR 9 CURRICULUM	
Semester 1	Semester 2
English (4)	
Maths (4)	
Humanities (2)	
Science (2)	
PE and Health (2)	PE and Health compulsory elective (2)
Elective choice 1 (2)	Elective choice 4 (2)
Elective choice 2 (2)	Elective choice 5 (2)
Elective choice 3 (2)	Elective choice 6 (2)

YEAR 10 CURRICULUM	
Semester 1	Semester 2
English (4)	
Maths (4)	
PE and Health compulsory elective 1(2)	PE and Health compulsory elective 2(2)
Humanities(2)	Humanities compulsory elective(2)
General Science(2)	Science compulsory elective(2)
Elective choice 1(2)	Elective choice 4(2)
Elective choice 2(2)	Elective choice 5(2)
Elective choice 3(2)	Elective choice 6(2)

	VCE	VCAL
Pathway Emphasis	University Further Training	Apprenticeships The workforce
Delivery Style	Varied, depending on subject Mostly Theoretical	Hands on and Practical Real world based
Requirements	VCE English 16 Units Four 3-4 sequences (Year 12)	Literacy and Numeracy VET Personal Development/Work Related 10 units in total
Levels	One level of VCE	Foundation (Year 11) Intermediate (Year 11 and 12) Senior (Year 12)
Length	2 years (longer can be negotiated)	Each certificate is one year (Can be completed over 2 years)
VET	Can be included	Required



YEAR 9 and 10 ELECTIVE CURRICULUM

We offer an elective curriculum across Year 9 and 10 where students enrol in subjects which give them the opportunity to build on knowledge and skills developed in Year 7 and 8. The choice given to students aims to cater for different levels and provide opportunities to engage in learning that challenges and prepares for future pathways.

YEAR 9: A course for students to develop and consolidate their knowledge and skills. Year 9 subjects are highlighted in **yellow** throughout the handbook.

YEAR 10: A course for students to extend their knowledge and skills, the curriculum has been designed to encourage more independent, student led learning. Year 10 subjects are highlighted in **green** throughout the handbook.

YEAR 9/10 COMBINED: The college offers one subjects which is available to Year 9/10 students in a combined class. This is highlighted in **blue** in the handbook.

PLANNING YOUR YEAR 9 and 10 PROGRAM

Choosing your program for Years 9 and 10 can be difficult. Try asking yourself these questions:

“Which subjects do I need for my university or employment pathway?”

“Which subjects am I interested in and will enjoy?”

“Which subjects will be too much of a challenge or not challenging enough?”

“Which subjects am I good at?”

Follow the steps below:

STEP 1: YOUR FUTURE PATHWAY: Where are you headed?

There are two equivalent programs offered after Chaffey Secondary College which will complete your Secondary education:

VCE: Victorian Certificate of Education

VCAL: Victorian Certificate of Applied Learning

Ask yourself whether you are going to complete either of the above programs or will you be looking to find an apprenticeship or alternative educational setting like TAFE.

If your goal is to attend university, make sure you check prerequisites of the courses of interest and develop a plan around those subjects. See the Chaffey Secondary College Career website for links and useful tools to help you:

<http://www.chaffeyseccareers.com/>

STEP 2: EXPLORE AREAS OF STRENGTH AND INTEREST

It is predicted that the senior student will pursue 5 different careers with 17 different jobs within these careers. This is why it is important to build your repertoire of skills and knowledge and look at a variety of subjects.

STEP 3: BRAINSTORM SUBJECTS

Make a list of all of the subjects that you are interested in, as well as the subjects that you believe will be beneficial for your future.

STEP 4: ALLOCATE PREFERENCES

Students will study 6 elective subjects in Year 9 and 10. Students need to ensure they also record “back-up choices”. This is because, sometimes subjects are full or due to insufficient numbers of students choosing the subject, it will not run. It is important that the subjects chosen are in order of preference and all “back-up” subjects are listed.



VICTORIAN CERTIFICATE OF EDUCATION (VCE):

Most students in Victoria receive their VCE when they complete their secondary schooling. Completing the VCE provides many opportunities and it is a globally recognised qualification. The VCE is divided into units and studies. Students usually study from 20 to 24 units (five or six subjects) in Years 11 and 12, and some students start VCE in Year 10.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL):

Like the VCE, VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, VCAL focuses on "hands-on learning". Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education and VCAL units. The compulsory strands in VCAL are: Literacy and Numeracy Skills, Work Related Skills, Industry Specific Skills and Personal Development Skills.

VOCATIONAL EDUCATION AND TRAINING DELIVERED TO SECONDARY STUDENTS (VETiS):

As part of your Year 10 program and beyond, are able study courses that not only contribute towards your VCE, VCAL and ATAR (with certain restrictions), but also provide an industry recognised qualification when the course is completed. The courses are called *vocational courses* and can be studied at the Deakin and Riverside Trade Training centres or SuniTAFE.

These vocational courses form part of the Australian Qualifications Framework. This is the national standard of training and means that a qualification you receive here, is recognised anywhere in Australia. The courses are also *Competency Based*. This means that you move through the course and achieve the relevant qualification by demonstrating that you have the knowledge and can perform the skills required for that qualification. The faster you can learn and demonstrate these, the quicker you can complete the qualification.

A list of VETiS courses and further information can be found in this handbook. Course outlines can be found in the VETiS handbook, please see Stacey Twaddle in the Careers office for more information.

ASSESSMENT AND AUTHENTICATION OF STUDENT WORK:

VCE, VCAL and VET students must meet a minimum standard to achieve a satisfactory result "S" in a unit (semester based subject). In order to achieve a satisfactory result, students must meet the knowledge and skill requirements of all outcomes. To assess these knowledge and skills, a number of assessment tasks are conducted. Teachers may also use class work and additional tasks to check for knowledge and skills. Full details about assessment in each subject are given to students in class including a formal course outline.

The onus is on the student to demonstrate that all work completed is their own. Regular attendance enables teachers to readily monitor student progress and assess work accurately. Students are reminded that there are serious consequences for those who choose to plagiarise the work of others or breach the VCAA rules in regard to tests, exams, etc. This may include a zero score for an assessment or exam. Most major tasks are completed in class to further assist the teacher with authentication of work.



VOCATIONAL EDUCATION AND TRAINING DELIVERED TO SECONDARY STUDENTS (VETiS):

What is Vocational Education and Training?

The VET program combines general VCE or VCAL studies with vocational training and experience.

VET Delivered to Secondary Students

VET Delivered to Secondary Students is a fully integrated component of the VCE and VCAL. This allows students to combine their VCE and VCAL with targeted vocational training and experience in the workplace.

In Year 11 and 12, completing a VET subject is a compulsory component of VCAL and optional for VCE students. VET subjects have vocational focus, providing students with a nationally recognised or state accredited qualification in a range of industry areas. Students wishing to study a VET subject should have a vocational pathway and be prepared to undertake extra work outside of school hours.

Students undertaking VCAL are required to complete a minimum of 90 hours of VET units of competency. Successful completion of a VET program provides students with:

- A nationally recognised qualification (VET Certificate or Statement of Attainment) issued by a Registered Training Organisation (RTO)
- An enhanced Australian Tertiary Admission Rank (ATAR), where the program has a 3-4 sequence, which can improve access to further education
- The ability to progress into further vocational education and training courses
- Workplace experience including structured workplace learning

In 2021, the following VET in Schools programs will be offered to Chaffey Secondary College students who are 15 years of age as at April 2021.

VCE VET Program	Location
Automotive	DTTC
Beauty Services	RTTC
Building & Construction	DTTC
Commercial Cooking	DTTC
Electrotechnology	DTTC
Engineering	DTTC
Furniture Making	DTTC
Make Up	RTTC
Salon Assistant (front of house)	RTTC
Hospitality (front of house)	RTTC
Kitchen Operations	RTTC

VCE VET Program	Location
Allied Health	SuniTAFE
Community Services	SuniTAFE
Design Fundamentals	SuniTAFE
Plumbing	SuniTAFE
Rural Operations	SuniTAFE

DTTC - Deakin Trade Training Centre * RTTC - Riverside Trade Training Centre * SuniTAFE

For further information and an expression of interest form, please ask for a 2021 VETiS Program Handbook from the Careers Office.

All applications will be considered and parents/students notified in late Term 3/early Term 4 if successful.



CAREER PATHWAYS

If you are interested in a specific career or to assist you with further study in a particular area, go to www.vtac.edu.au and select *Course Search/Undergraduate Students*. Put in the course name and select submit. You can click on each course name to see what the subject pre-requisites are. The table below provides an indication of the relevant subjects and *pre-requisites required for future career pathways.

<p><u>Accounting/Business</u> * English (any) * Maths Methods (Monash/Melb Uni) Mathematics (any) Computing—Informatics Economics</p>	<p><u>Hospitality</u> * English (any) * Maths Food & Technology VET Hospitality Work Related Skills</p>	<p><u>Nursing</u> * English (any) * Maths Biology (strongly recommended) Health & Human Development PE</p>
<p><u>Architecture</u> * English (any) * Maths (any) (Melb Uni = Maths Methods) Visual Communication & Design (Folio) Studio Arts Drawing, Art (Folio subjects) History</p>	<p><u>Information Technology/ Computer Science</u> * English (any) * Maths (any IT) * Maths (Methods for Comp Science) Computing - Informatics Computing - Software Development</p>	<p><u>Physiotherapy</u> * English (any) * Chemistry * Maths Methods (Monash) * Maths (any) (LaTrobe) Physics or Specialist Maths Biology PE</p>
<p><u>Biomedical Science</u> * English (any) * Maths (any) * Chemistry Biology Physics or Special Maths or Mathematical Methods</p>	<p><u>Journalism</u> * English (any) Literature History Politics International Studies</p>	<p><u>Primary Teaching</u> * English (any) * Maths (any) Psychology Health & Human Development Sociology</p>
<p><u>Engineering</u> * English (any) * Mathematical Method * Specialist Mathematics Chemistry Physics</p>	<p><u>Law</u> * English (any) History Political Studies Legal Studies Economics</p>	<p><u>Psychology</u> * English (any) Maths (any) Psychology Health & Human Development Sociology</p>
<p><u>Graphic Design/Visual Arts</u> * English (any) * Visual Communication & Design Studio Arts Drawing</p>	<p><u>Marketing/Management</u> * English (any) Maths (any) Computing - Informatics Business Management Economics</p>	<p><u>Science</u> * English (any) * Maths (any) * Chemistry Biology Physics</p>
<p><u>Health Science</u> * English (any) * Maths (any) Chemistry Biology Physical Education Physics Psychology or Sociology Environmental Science Health & Human Development</p>	<p><u>Medicine</u> * English (any) * Chemistry Mathematical Methods Specialist Mathematics (recommended) Biology</p>	<p><u>Social Work</u> * English (any) Maths (any) Psychology Health & Human Development VET Community Services Sociology</p>



CAREER INFORMATION WEBSITES

To help decide on subjects, refer to the following online resources:

Job Guide

The *Job Guide* www.jobguide.thegoodguides.com.au provides access to hundreds of occupational profiles and subjects prerequisites. Find information by searching under:

- Occupation search
- Browse occupations
- Building your career
- Looking for work
- Resume builder

Uni Options:

Uni Options allows students and parents to easily describe, understand and navigate the various pathways entering university. Go to: www.unioptions.com.au

Victorian Skills Gateway

To find training that fits, vocational training information in apprenticeships and skills shortage area. Go to: www.education.vic.gov.au/victorianskillsgateway

Youth Central

For young Victorians, the *Youth Central* website included career profiles, education and training and job opportunities. Go to: www.youthcentral.vic.gov.au/careerprofiles

My Future

The *myfuture* website is an online career exploration and information service useful for students and parents. It organises occupations in a number of ways:

- Explore careers
- Browse occupations
- The job market
- Career pathways
- Matching interests and skills

Go to: www.myfuture.edu.au

Going to Uni

The *Going to Uni* website provides information about going to university for current and prospective students and their families. It also provides information on courses and providers, costs, fees, loans and scholarships. Go to: www.goingtouni.gov.au

University Costs Calculator - Australian Scholarships Group

The *University Costs Calculator* provides a breakdown of estimated annual costs for a student attending university based on their field of study and living arrangements. Go to: www.asg.com.au/uni-costs-calculator

Mildura Senior College Transition Websites

<http://www.milsen.vic.edu.au/transition>

http://www.milsen.vic.edu.au/resources/2020/Transition/MSC_Course_Selection_Guide_2021.pdf

Mildura Senior College Subject Information Videos

Subject and Course Selection Guide and descriptors of VETiS subjects.

Go to: <https://www.youtube.com/watch?v=2EaXLM1bYpw&list=PLZW4QmOc8FX3phrCXm52Mv1h6VoC-mNSv&index=1>



ELECTIVE PROGRAM PLANNING TEMPLATE

Remember when you are completing your preference sheet at the back of the handbook, all spaces need to be filled and you must list your subjects in preference order.

If there is a subject you really want to enrol in, make sure it is at the top of your list!

WHICH SUBJECTS DO I ENJOY?

WHICH SUBJECTS DO I NEED?

DRAFT ORDER OF PREFERENCES

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.



YEAR 9 CORE CURRICULUM

Year 9 English

In Year 9, English is assessed in the areas of reading, writing and speaking and listening. Each semester students will take part in an oral presentation linked to the area of study undertaken at the time. Students will be expected to write in the form of text response essays and creative pieces. Students will be introduced writing in the form of a comparative essay in Year 9 and will be required to contrast and compare similarities in texts which go beyond the surface level. Regular homework may be a feature each term and spelling practise may occur on a weekly basis. The course endeavours to introduce students to the skills, knowledge and understanding required for further education at the VCE level.

Year 9 Mathematics

The three strands covered are: Number and Algebra; Measurement and Geometry; and Statistics and Probability. Students use the Maths Pathway online program which can also be accessed from home. In each fortnightly cycle students aim to master a minimum of six modules in order to show at least 100% growth. Within each cycle students also complete a rich task lesson as well as working in small groups where the teaching is targeted at their level. Each term students complete a project based on that term's focus: Term 1 Number and Algebra; Term 2 Measurement and Geometry; Term 3 Number and Algebra; Term 4 Statistics and Probability. There is an exam at the end of each semester based on both the modules completed and the rich tasks.

Year 9 Science

In Year 9, Science is assessed on the acquisition of Science skills, including the correct use of science equipment, ecosystems, chemistry, chemical change, inside the atom, responding and controlling which includes homeostasis. For students who would like to develop their skills and knowledge of Science to keep their options open for VCE Sciences. Students will be expected to complete tasks online regularly as well as handing in writing tasks after every experiment as part of their course assessment.

Year 9 Humanities

In Year 9, students will study one semester of Geography and one semester of History.

In History, students investigate the making of the modern world from 1750 until 1918. It covers the period of industrialisation and the rapid change in the ways people lived, worked and thought. They examine and investigate the Industrial Revolution and Australia at war during World War I and World War II. Students build upon the historical concepts and skills of sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effects and determining historical significance.

In Geography, students explore biomes and food security, with a focus on the role of the biotic environment and its role in food production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental changes and constraints on expanding food production in the future. Students investigate environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change. Students consider changes in the characteristics of places and the implications of these. They consider spatial distributions and patterns and evaluate their implications on the world, both present and future. They further develop their understanding of geographical concepts including space, place and interconnection.



YEAR 9 CORE CURRICULUM

Year 9 Health and Physical Education

In Semester1, all Year 9 students will complete a common and core HPE unit of work on:

Invasion Games: This unit of study will focus on decision making in relation to time, risk and space; and execution of movement skills under pressure using a 'game sense' philosophy in trying to achieve opportunities for players to become more strategic and tactically aware.

Personal Fitness: Students will learn through weekly active participation and experience. A major focus will be for students to test, evaluate and compare personal fitness results with a national benchmark – being the Australian Fitness Education Award (AFEA). Students will learn about the heart rate response to exercise and the health benefits of maintaining regular physical activity. Students will set fitness goals based on personalised health and skill-related fitness outcomes. In turn, they will create and participate in a personal training program that incorporates the related F.I.T.T. and training principles.

Drug Education and Harm Minimisation: Students will continue to learn and apply knowledge about the effects of drugs on the body and the relationship between their use and inherent harms. The content is sourced from a recognised Department of Education and Training (DET) initiative called 'Get Ready'

Respectful Relationships: Students will study elements of Emotional Literacy and Personal Strength as part of a recognised DET initiative titled Resilience, Rights and Respectful Relationships (RRRR). During this time, students will also prepare a Career Action Plan as part of exploring their strengths in relation to planning further career and education pathways.

Assessment Tasks:

Invasion game video self-assessment - decision making (time, risk and space), uploaded 'Career Action Plan,' fitness testing participation, assessment and goal setting, 'Get Ready' student workbook and related activities and semester exam.

OR

Year 9 ADVANCE (Sports leadership) - FULL YEAR

ADVANCE is a project that aims to encourage and support students to actively participate and volunteer in the community in which they live to increase their leadership capacity. Students will work through a series of modules investigating and researching community, communication and project management. Students learn and acquire skills to assist them in identifying issues of concern or interest in their local community.

The focus of this subject will be on sports leadership. Students will be designing and implementing programs within primary school settings and the wider community. Students will be involved in implementing a project through volunteering. Students will also attain a national qualification such as First Aid, Sports Training, coaching or umpiring accreditation after the course completion. Students who choose this unit must be fully committed to undertaking a volunteer placement and the responsibilities that go along with this. Students will also have the opportunity to attend an outdoors and leadership camp (partially funded) at the end of the year. Students will also complete the all the core Health and Physical Education units: Invasion Games, Personal Fitness, Drug Education and Harm Minimization, Respectful Relationships and Sexual Education throughout the year. Advance is delivered over a 12 month period for Year 9 students.

Assessment Tasks:

Completion of course work; modules 1, 2 and 3 including planning, organising and conducting community projects, completion of an accredited course and project presentation and evaluation. Core Health and Physical Education: invasion game video self-assessment; decision making (time, risk and space); uploaded career action plan; fitness testing participation, assessment and goal Setting; 'Get Ready' student workbook and related activities; semester exam.



YEAR 10 CORE CURRICULUM

Year 10 English

In Year 10, English is assessed in the areas of reading, writing and speaking and listening. Each semester students will take part in an oral presentation linked to the areas of study undertaken at the time; the presentations may be informative, persuasive or reflective. Students will write in the form of text response essays, creative pieces and a language analysis essay. These tasks will be completed in allocated times. Students are expected to capitalise on the comparative writing skills by writing a comparative essay on two texts, within the context of an overarching theme. Regular homework may be a feature of each term and spelling practice may occur on a weekly basis. The Year 10 course endeavours to build the reading, writing, analysis and presentation skills of every student in preparation for further study in VCE English.

Year 10 Mathematics

The three strands covered are Number and Algebra; Measurement and Geometry; and Statistics and Probability. Students use the Maths Pathway online program, which can also be accessed from home. In each fortnightly cycle students aim to master a minimum of six modules in order to show at least 100% growth. Within each cycle students also complete a rich task lesson as well as working in small groups where the teaching is targeted at their level. Each term students complete a project based on that term's focus: Term 1 Number and Algebra; Term 2 Measurement and Geometry; Term 3 Number and Algebra; Term 4 Statistics and Probability. There is an exam at the end of each semester based on both the modules completed and the rich tasks.

Year 10 History and Geography (Semester 1)

In Semester 1, students focus on 3 main topics: government and democracy; laws, citizens and citizenship; diversity and identity. Students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. Students analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. Students analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives.

Year 10 Science (Semester 1)

In Year 10, Science is assessed on the acquisition of science skills, basic genetics, evolution, chemistry, the universe and physics. Students have the opportunity to develop their skills and knowledge of Science to keep their options open for VCE Science studies. Students will be expected to regularly complete tasks in their book at school, and homework on the current STILE online platform together. Students will also be required to submit writing tasks after every experiment as part of their course assessment.



Learning Area: THE ARTS – DRAMA

Year 9 Drama

Students will explore the dramatic style of soap opera, creating their own scenes based upon current events. Students will study the play *Harry Potter and the Cursed Child*, recreating scenes from the play and answering questions about the text. Students will explore the dramatic style of Commedia Dell'Arte through Lazzi workshops and character building, and will also create their own mask. Students will view and analyse a piece of theatre. Students are required to perform in front of audiences.

Assessment Tasks: Soap opera - group planning and reflection; *Harry Potter and the Cursed Child* folio; Commedia research assessment and naturalism research.

Year 10 Drama

Students will study the play *The Crucible*, recreating scenes from the play and responding to questions about the text. Students will explore the dramatic style of musical theatre, watch a musical and then recreate a scene. As a class students will put on a play, practice and refine their expressive capacity of voice and movement. Students will view and analyse a piece of theatre. Students are required to perform in front of audiences.

Assessment Tasks: *The Crucible*, musical theatre research, put on a play and theatre review

Year 9 Dance

Students will experience a range of dance styles including hip hop and contemporary. Students will participate in choreography workshops and devise their own routines. Students will watch different dance performances and analyse and interpret these through a guided structure. Students will also complete a research assignment. Students are required to perform in front of audiences.

Assessment Tasks: Elements of dance folio, creating dance folio and dance styles research.

Year 10 Dance

Students will investigate the use of dance elements within a style and then create their own piece. Students will research a cultural dance, choreograph a dance and present information poster to the class. Students will devise their own solo piece based upon an event of emotion. As a class students will choreograph a dance to be performed at the Eisteddfod or Chaffey's Pride. Students are required to perform in front of audiences.

Assessment Tasks: Dance analysis folio, Cultural dance research poster, Solo dance piece folio reflection and group dance folio reflection.



Learning Area: THE ARTS – MUSIC TECHNOLOGY

Year 9 Music Technology - GarageBand

This music technology course will give students the opportunity to explore music in a practical way using *GarageBand* audio production software. Students will learn the various functions and features of *GarageBand* and will be able to create their own music in any style or instrumentation they desire. Students will use loops and samples to create their own music, whilst discovering the basic techniques of mixing and mastering. Exploring both audio and MIDI with *GarageBand* will provide students with the skills to compose and record using 'virtual instruments'.

Assessment Tasks: Formative tasks and exercises using *GarageBand*, formative assessment—tech production network and recordings in *GarageBand*.

Year 10 Electronic Music Production

Students will develop and refine their skills and techniques in making music with digital audio software. Students will build their competence working with loops and samples whilst experimenting with MIDI keyboards and real instruments. Students will practice various techniques for creating, modifying, and manipulating musical elements in electronic media, in addition to developing skills in editing audio using digital software.

Assessment Tasks: Formative tasks and exercises using *Ableton Live* software; formative assessment tech production network; and recordings in *Ableton Live*.

Learning Area: THE ARTS - MUSIC PERFORMANCE

Year 9 Music Performance

Students will develop and refine their instrumental and ensemble skills. The focus is to provide the opportunity for individual practice and band rehearsal in working toward class performances. Learning the rhythms and chords that form the basis of popular styles will enable students to work together in small groups so they can perform to an audience.

Assessment Tasks: Ensemble rehearsals; class performances; research assignments; class journal; and performance evaluations.

Year 10 Music Industry and Performance

This course is designed to prepare students for further music studies in Year 11 and 12. The focus is on students rehearsing and preparing for performances, developing ensemble skills, applying musical ideas, listening skills and incorporating technology into their music making. Students will evaluate the use of the elements of music and the defining characteristics from different musical styles. To enhance their performances students will be using general listening and specific aural skills, whilst finding ways to notate, compose, document and share their music.

Assessment Tasks: Ensemble rehearsals, class and school performances; research assignments, presentations, music appreciation and analysis.



Learning Area: THE ARTS - VISUAL ARTS

Year 9 Printmaking and Ceramics

This elective looks into the work of a specific artist and allows you to explore storytelling through your artwork designs. Experimentation plays an important role in the printmaking process and the artworks you create. Students will create a large lino print and experiment with different ways of printing lino, as well as learning about different printmaking methods such as monoprints and etchings. Students should prepare to get their hands messy to explore creating a clay coil container and practice clay slab construction techniques.

Assessment Tasks: Artist research assignment, lino print, clay coil container and clay slab task.

Year 9 Drawing

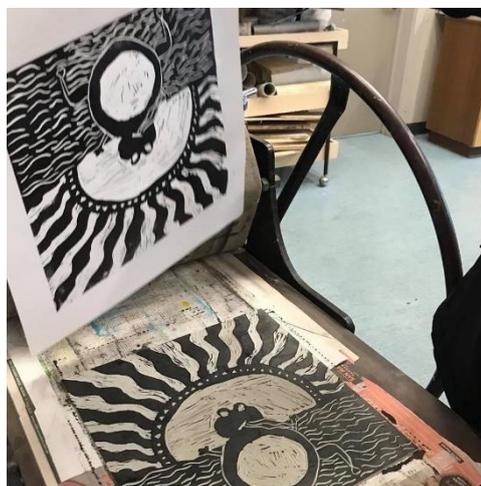
Students will build their drawing skills in a range of mediums including pencil, pastels, charcoal and water colour. Students' drawings will focus on the art elements and principles. Students will explore a range of artists and their art making process throughout this elective, creating a large scale drawing in the style of your chosen artist.

Assessment tasks: Step by step drawing, drawing folio and proportion portrait.

Year 9 Painting

Students will explore a range of artists and their art making process throughout this elective. Learning about colour mixing, creating textures as well as a range of application techniques will help build students build confidence with paint, as well as a range of different artworks. Art movements may include realism, pop art and abstract art. Students will explore street artists and will learn various stencil and spray painting techniques.

Assessment Tasks: Folio of abstract paintings, native Australian fauna paintings, photographic stencil, Banksy persuasive writing task and Banksy stencil.





Year 9 Visual Communication and Multimedia

Cost: \$15

This hands-on graphic design course teaches students skills in design. Students will learn typography, layout and design, colour psychology, computer graphics, advertising, packaging design, promotional design and commercial illustration. The focus of practice-based projects may develop students' interests in career as a graphic designer or as a management professional in the advertising or computer gaming industry.

Assessment Tasks: Folio of technical drawings, graphic design brief/project.

Cost Breakdown		
Item	Description	Item Cost
Book	Year 9 Graphics workbook - Paul Bordoux	\$15

Year 9 Media and Photography

This course will equip students with media production and video editing skills that may lead to an interest and a career in the film industry. Students create a storyboard, then record footage and edit a short film using Chaffey's digital video cameras, Apple iMacs and Adobe Premiere Pro software. The second term will be an introduction to digital photography. Students will learn about photo editing, capturing, producing and editing digital images.

Assessment tasks: Folio of work including video production, film script, folio of photographs and analysis task.



Learning Area: THE ARTS - VISUAL ARTS

Year 10 Art

This elective is based on developing personal ideas and expression through research and experimentation. Students will build on their knowledge of the elements and principles of art. Students' folio will consist of planning, annotations, research, experiments, trials and reflections. Students' final artwork will demonstrate their own style, with a clear connection to their folio. Students will need an A3 folio/journal for this elective.

Assessment Tasks: Elements and principles, research and annotations, folio and final piece.

Year 10 Drawing

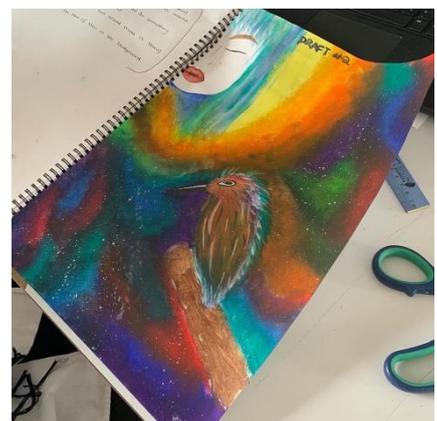
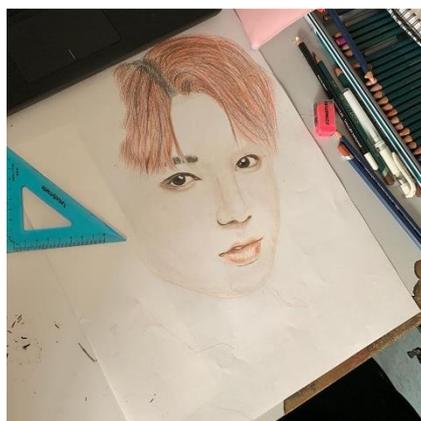
This elective enables students to build a folio of drawings and experiment with different techniques. Students will extend their knowledge of creating tone using a range of media such as grey lead, ink, charcoal and water colour. Students will seek inspiration from a range of artists and will create a tonal drawing of their choice. This elective will strengthen students' understanding of annotations and how one can be influenced by an artist's style. This elective will provide a foundation for students who may choose VCE Art or Studio Art.

Assessment tasks: Tonal drawing, folio of sketches, annotations, trials, reflections, principle and element task, detail task, sustained drawing (life size skeleton).

Year 10 Media

This elective enables students to develop an understanding of the relationship between the media communications industry that produces content, and the audiences that engage with various forms of media, including film. Students develop the capacity to investigate, examine and evaluate the role of contemporary media on society. Students will also develop practical skills in video editing as they create a storyboard, record footage, edit, evaluate and critically analyse their own films. Students become proficient in operating digital video cameras and Adobe Premiere Pro software. The course prepares students for further studies that may lead to a career as a professional in the media industry

Assessment Tasks: Media influence analysis, performance and team work folio of completed tasks, production diary and final edited film.





Year 10 Photography

This elective covers both digital, and black and white film camera techniques. Students will explore the digital camera focusing on aperture, shutter speed and composition. The elective will build on students' knowledge of the dark room and safety procedures, developing and processing photographs in the traditional way. Students will create a folio of their own photographs that demonstrates an understanding of both cameras and their techniques.

Assessment Tasks: Dark room procedures/Mz50, pinhole camera, line and texture task, aperture and shutter speed, composition task.

Cost Breakdown		
Item	Description	Item Cost
Supplies	Photography paper and developing chemicals	\$25

Year 10 Visual Communication

This course aims to prepare students with skills and understanding, enabling them to communicate ideas visually, for specific purposes and for targeted audiences. During the first term, students are introduced to technical drawing and receive an overview of graphic design practices and terminology, including design elements and principles. The second term features an extended graphic design project that allows students to create a comprehensive corporate style pitch for a real or imagined business, including logo design/redesign, website layout design, stationary and signage applications.

Assessment Tasks: Folio of technical drawings, development of a design brief and corporate style pitch.

Cost Breakdown		
Item	Description	Item Cost
Book	Year 9 Graphics workbook- Paul Bordoux	\$15



Learning Area: DESIGN AND TECHNOLOGY – ELECTRONICS

Year 9 Electronics

Students are introduced to electronics topics and workshops where they use basic hand tools in a supervised, safe environment. Students will gain a better understanding of electronics and how it affects their daily lives. The program is designed to teach sequential skills making a number of small, increasingly complex projects focusing on the design, production and evaluation using subject specific language both as individuals and in groups.

Assessment Tasks: Completion of portfolio and product.

Cost Breakdown		
Item	Description	Item Cost
Materials	Components and materials for individual projects	\$25

Year 10 Electronics

Students will be able to further their knowledge and skills in electronics and will produce a variety of simple circuits that will teach fundamental skills in electronics. This course will cover the basics of working with more complex electronic circuits while covering Occupational Health and Safety (OHS) training. Three products will be produced following a design process, gradually increasing the level of difficulty.

Assessment Tasks: Completion of a portfolio and three products.

Cost Breakdown		
Item	Description	Item Cost
Materials	Components and materials for individual projects	\$40



Learning Area: DESIGN AND TECHNOLOGY - FOOD

Year 9 Multicultural Cooking

Students discover the world around them through the foods and customs of many different cultures. They will explore their own family backgrounds and the backgrounds of their peers to see how food influences them individually and culturally. Working independently and as a team, students will design, produce and evaluate meals from other parts of the world. We will investigate how food has evolved in Australia, from Aboriginal culture to our present day multiculturalism.

Assessment Tasks: Observation of practical work, meal design and creation and Multicultural research project.

Cost Breakdown		
Item	Description	Item Cost
Food Items	Ingredients to cook and consume. \$3.50 per week x 20 weeks	\$70

Year 9 Cooking on a Budget

Students will learn the important skill of budgeting through a wide range of meals that can be created for under \$5. Within this subject they will learn how to plan and budget for families, or as individuals, and understand how to shop with nutrition as a focus. Students will learn to prepare and store cheap food for future use, through methods of pickling and preserving, and learn about the cost of food waste both in local and global settings. They will reinforce this knowledge with a project that uses odd flavour combinations to design creative and cheap meals.

Assessment Tasks: Observation of practical work, \$10 meal budgeting task and flavour combination challenge.

Cost Breakdown		
Item	Description	Item Cost
Food Items	Ingredients to cook and consume. \$3.50 per week x 20 weeks	\$70



Learning Area: DESIGN AND TECHNOLOGY - FOOD

Year 10 Paddock to Plate

Students will investigate where their food comes from and the journey it takes from paddock to plate, using our own Chaffey Farm as an occasional classroom. This subject has a focus on the ethics of food, with what we consume and how we consume it as a key focus. We will learn about past, present and future production of food and how it impacts our eating choices. We research the impact of climate change to our food and how we can develop sustainable practices through seasonal fruits and vegetables. We explore the reasoning behind veganism and other ethical related eating lifestyles.

Assessment Tasks: Observation of practical work, ethical eating research task and designing a seasonal meal.

Cost Breakdown		
Item	Description	Item Cost
Food Items	Ingredients to cook and consume. \$3.50 per week x 20 weeks	\$70

Year 10 Hospitality

With a focus on industry standards and skills based learning, hospitality is the best pathway for students looking at entering the industry. Splitting our time between learning front of house and back of house skills, students will develop an understanding of how hospitality industries are run. During front of house lessons, students will learn how to set tables, take orders, create menus and make coffee. During the back of house lessons, we will learn about different roles in the kitchen, plate presentation, and how to adapt recipes to fit a customer's needs. Students will build towards running their own mini restaurant as their final project.

Assessment Tasks: Observation of practical work, skills assessments and Chaffey restaurant project

Cost Breakdown		
Item	Description	Item Cost
Food Items	Ingredients to cook and consume. \$3.50 per week x 20 weeks	\$70



Learning Area: DESIGN AND TECHNOLOGY – TEXTILES

Year 9 Textiles

Students will build on prior learning to design and create sleepwear such as summer pyjamas, winter pyjamas, dressing gowns and/or bed pillows. Students will learn about complicated designs and the safe use of sewing equipment. Students will learn to use a commercial pattern to produce a garment. Students may also begin exploring techniques required for patchwork, quilting and applique.

Assessment Tasks: Observations, quality of products, workbook of designs and student evaluations.

Cost Breakdown		
Item	Description	Item Cost
Class materials	Note: Additional fabric may be required	\$20

Year 10 Textiles

Students will build on prior learning to design and create a bag such as a backpack, shopping bag, carry bag or fashion-bag. Students will then create the fabric using screen printing, applique, or another creative application and they both design and construct the item. Students will be guided through a set of fashion drawing and presentation techniques. Patchwork, quilting and applique techniques may also be explored.

Assessment Tasks: Observations; quality of products; workbook of designs; student evaluations.

Cost Breakdown		
Item	Description	Item Cost
Class materials	Note: Additional fabric may be required	\$20



Learning Area: DESIGN AND TECHNOLOGY - METAL ART

Year 9 Stained Glass Creations

Student will develop a greater understanding of the tools and processes for creating stained glass creations. Students will analyse and apply the art and design elements of creating visually interesting projects. Students will explore the historical importance of the stained glass windows in a research task. The students will construct two 2-dimensional projects and a 3-dimensional project.

Assessment Tasks: Observations of working with the cutting and soldering tools; the quality of products; investigations; workbook of designs; student evaluations.

Cost Breakdown		
Item	Description	Item Cost
Class materials	Fee for this unit covers the cost of stained glass, copper foil and solder consumed in producing projects.	\$30

Year 10 Stained Glass Creations

Students will further develop their skills and understanding of how to use tools and processes for creating stained glass creations. Students will research, design, analyse and apply the art and design elements of creating visually interesting projects. Students will explore the historical importance of the stained glass windows in a research task on individual artists. The students will construct two 2-dimensional projects and a 3-dimensional project, using both glass and wire within their designs.

Assessment Tasks: Observations of working with the cutting and soldering tools; the quality of products; investigations; workbook of designs; student evaluations.

Cost Breakdown		
Item	Description	Item Cost
Class materials	Fee for this unit covers the cost of stained glass, copper foil and solder consumed in producing projects.	\$30



Learning Area: DESIGN AND TECHNOLOGY – METALS

Year 9 Metalwork

Students will extend their knowledge of two different materials and processes used in manufacturing within the metals industry. This course will give students a better understanding of a design brief, cost of materials and learning how to use computer aided drawing techniques that will aid them in their design work. This will form part of a portfolio as the major assessment and a safety and research assessment. Students will learn to design and construct a small tool box and a rocket stove, with students encouraged to modify and produce their own variations of the design. Students will also further their knowledge of welding and cutting techniques using the MIG welder and bending metal. Safety will be stressed at all times. Due to Occupational Health and Safety (OHS) regulations students are required to wear leather topped shoes/boots in a metals class at all times.

Assessment Tasks: Completed safety assessment, portfolio, research and production of two models.

Cost Breakdown		
Item	Description	Item Cost
Materials	Materials to produce metalwork project.	\$30

Year 10 Metalwork A

This subject provides an opportunity for students wishing to continue with a more advanced sheet metal construction. This unit also provides an introduction to VCE Metal or VET Engineering for students interested in pursuing these as future pathways. The unit consists of a portfolio and production of the design. Students must satisfactorily complete their portfolio before they can start on production. Students use a Computer Aided Design program (CAD) to produce dimensioned working drawings of their product. Students will construct and complete an esky and will have the opportunity to apply their own design ideas and complete a portfolio as part of their assessment. Occupational Health and Safety (OHS) and research into different metals will be focused on and students are required to complete a related assessment. Students wishing to use other fittings not supplied will need to purchase these at their own cost. Safety will be stressed at all times. Due to OHS regulations, students are required to wear leather topped shoes/boots in metal classes at all times.

Assessment Tasks: Completed safety assessment, portfolio, research and production of a model.

Cost Breakdown		
Item	Description	Item Cost
Materials	Materials to produce metalwork project.	\$65



Learning Area: DESIGN AND TECHNOLOGY - METALS

Year 10 Metalwork B

This subject provides an opportunity for students wishing to continue with a more advanced sheet metal construction. This unit also provides an introduction to VCE Metal or VET Engineering for students interested in pursuing these as future pathways. The unit consists of a portfolio and production of the design. Students must satisfactorily complete their portfolio before they can start on production. Students use a Computer Aided Design program (CAD) to produce dimensioned working drawings of their product. Students will construct and complete a fire pit (or similar project) and will have the opportunity to apply their own design ideas and complete a portfolio as part of their assessment. Occupational Health and Safety (OHS) and research into different metals will be focused on and students are required to complete a related assessment. Students wishing to use other fittings not supplied will need to purchase these at their own cost. Safety will be stressed at all times. Due to OHS regulations, students are required to wear leather topped shoes/boots in a metals class at all times.

Assessment Tasks: Completed safety assessment, portfolio, research and production of a model.

Cost Breakdown		
Item	Description	Item Cost
Materials	Materials to produce metalwork project.	\$70



Learning Area: DESIGN AND TECHNOLOGY - WOOD

Year 9 Woodwork A

Students will extend their knowledge of different materials and processes used in manufacturing within the timber industry. This course will give students a better understanding of a design brief, cost of materials and learning how to use computer aided drawing techniques that will aid them in their design work. This will form part of a portfolio as the major assessment with a safety and research assessment. Students manufacture a coffee table (or similar item of furniture) using timber materials and complete an evaluation of the process. Students wishing to use materials other than supplied will need to purchase at their own cost.

Assessment Tasks: Safety assessment, portfolio, CAD design, research and production of model.

Cost breakdown		
Item	Description	Item Cost
Materials	Materials to produce design product	\$25

Year 9 Woodwork B

Students will extend their knowledge of different materials and processes used in manufacturing within the timber industry. This course will give students a better understanding of a design brief, cost of materials and learning how to use computer aided drawing techniques that will aid them in their design work. This will form part of a portfolio as the major assessment and a safety and research assessment. Students manufacture a toy box (or similar item of furniture) using timber materials and complete an evaluation of the process. Students wishing to use materials other than supplied will need to purchase at their own cost.

Assessment Tasks: Safety assessment, portfolio, CAD design, research and production of model.

Cost breakdown		
Item	Description	Item Cost
Materials	Materials to produce design product	\$25

Year 10 Woodwork A

This subject allows students to continue with a more advanced furniture construction, and provides an introduction to Year 11 Wood or VET studies. Students must satisfactorily complete their portfolio before they can start production, this will form part of the major assessment including a Computer Aided Design (CAD) program to produce dimensioned working drawings. Students will construct and complete a garden bench (or similar item of furniture) from their own design ideas. OHS and research into different wooden joints will be focused on. Students wishing to use other timbers and fittings not supplied will need to purchase at their own cost.

Assessment Tasks: Safety assessment, portfolio, CAD design, research of joints and production of model.

Cost breakdown		
Item	Description	Item Cost
Materials	Materials to produce design product	\$25

Year 10 Woodwork B

For students wishing to continue with a more advanced furniture construction, an introduction to Year 11 Wood or VET studies. Students must satisfactorily complete their portfolio before they can start production, this will form part of the major assessment including a CAD program (Computer Aided Design) to produce dimensioned working drawings. Students will construct and complete a timber cottage chair (or similar item of furniture) their own design ideas. OHS and research into different wooden joints will be focused on. Students wishing to use other timber and fittings not supplied will need to purchase at their own cost.

Assessment Tasks: Completed safety assessment, portfolio, CAD design, research of joints and production of model.

Cost breakdown		
Item	Description	Item Cost
Materials	Materials to produce design product	\$25



Learning Area: DIGITAL TECHNOLOGIES

Year 9 Computer Science

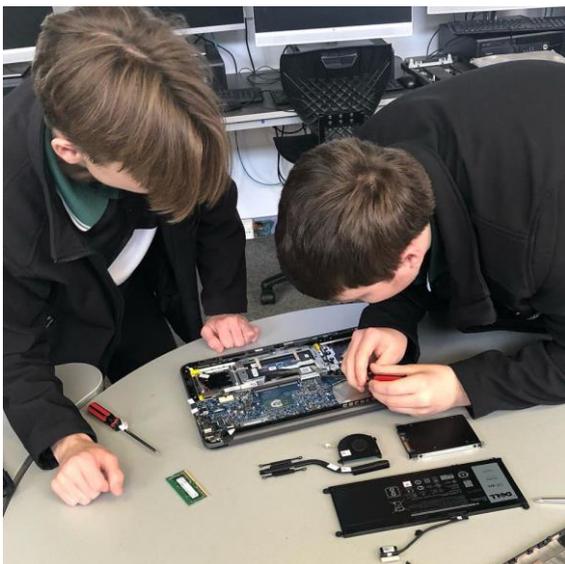
The problem solving unit is a highly interactive and collaborative introduction to the field of computer science, as framed within the broader pursuit of solving problems. Through a series of puzzles, challenges, and real world scenarios, students are introduced to a problem solving process that they will return to repeatedly throughout the course. Students then learn how computers input, output, store, and process information to help humans solve problems. In the Web Development unit, students are empowered to create and share the content on their own web pages. Students begin by thinking about the role of the web, and how it can be used as a medium for creative expression. As students develop their pages and begin to see themselves as programmers, they are encouraged to think critically about the impact of sharing information online and how to be more critical content consumers.

Assessment Tasks: App design and personal website.

Year 10 Computer Science

Students build on their coding experience as they create programmatic images, animations, interactive art, and games. Starting off with simple, primitive shapes and building up to more sophisticated sprite-based games, students become familiar with the programming concepts and the design process computer scientists use daily. Students then learn how these simpler constructs can be combined to create more complex programs. Along the way, they practice design, testing, and iteration, as they come to see that failure and debugging are an expected and valuable part of the programming process. The data and society unit and importance of data in solving problems and highlights how computers can help in this process. The first chapter explores different systems used to represent information in a computer and the challenges and trade-offs posed by using them. Students learn how collections of data are used to solve problems, and how computers help to automate the steps of this process.

Assessment Tasks: Students develop a personalised, interactive program and gather their own data and use it to develop an automated solution to a problem.





Learning Area: STEM

Year 9 STEM

Students are given the exciting opportunity to experience the hands on world of STEM (Science, Technology, Engineering and Maths) in innovative ways. Students will look at understanding aerodynamics, flying and aircraft of the future. They will research methods of pumps, design and implement a treadle pump, as well as investigate and design a hover board. Students will also problem solve wind turbines and work with water wheel construction.

Assessment Tasks: Project designs.

Year 9 and 10 Energy Breakthrough Challenge

The Energy Breakthrough is an exciting program designed to provide opportunities for students, teachers, parents and local industry to work together to learn about the construct of a HPV (Human Powered Vehicle) and other innovations in technology, which represents an 'energy breakthrough'. An equal number of male and female students work together throughout the semester to train, produce a presentation and learn about detailed specifications of their HPV. The task requires a team effort and a cross-curricular approach. The class will take their HPV to Maryborough, Victoria in November, to compete in the Energy Breakthrough. Students will demonstrate and trial the vehicle in action in twenty-four hour marathon and presentation.

This subject requires a payment of \$350.00 to cover the costs of camping, meals and travel. A deposit of \$50.00 is required per student.

Cost Breakdown		
Item	Description	Item Cost
Camp	Travel, accommodation and food costs to attend the RACV Challenge weekend in Maryborough.	\$350





Learning Area: HEALTH AND PHYSICAL EDUCATION - Year 9 Electives (Semester 2)

During Semester 2, students will select a core elective unit of their choice in relation to Physical and Sport Education, but will all share a common Health component on Sexual Education and Respectful Relationships

Year 9 Sport for All

This course is designed to introduce students to a range of different aspects related to physical activity. The course will incorporate researching and understanding the importance of inclusion in sport through researching and participating in all-inclusive sports. Students will look at how different sports and physical activity impacts on their body and overall health and wellbeing. Students will participate in a range of different sports including team sports, individual sports and recovery activities. Students will do labs and reflect on how food and hydration effect their participation as well as how their body feels after participating in a range of sports.

Assessment Tasks: Research task - case study on inclusive sports; Labs - how food and hydration effects sports, recovery from sports; Nicole's Story – sexual decision making; Respectful Relationship workbook and related activities and semester exam.

Year 9 Bootcamp Fitness

Bootcamp has been designed to not only extend students' physical fitness, but also address social and mental health beyond their normal class experience. The course will incorporate different training methods in order for each individual and bootcamp teams to work together and toward their full potential. The key components of fitness and training methods will be investigated and explored with an emphasis on team work, team building and student cooperation.

Assessment Tasks: Fitness pre-testing, assessment and goal setting, weekly participation and reflection diary; Nicole's Story – sexual decision making; Respectful Relationship workbook and related activities and semester exam.

Year 9 Community and Lifelong Sports

This is a sports and recreational based Physical Education unit designed for all students of any ability. Participating students will undertake experiences that will develop their skills, knowledge and understanding of specific sports and recreation in the local community. Areas of study are subject to availability, but may include beach volleyball, indoor cricket, tennis, ten pin bowling, lawn bowls, croquet, darts and table tennis. These activities aim to further develop confidence, skills, teamwork and game sense competencies in a range of fun and physical environments both in the school and the wider community.

Assessment Tasks: Weekly participation and reflection diary; lifelong sport brochure; Nicole's Story – sexual decision making; Respectful Relationship workbook and related activities and semester exam.

Cost Breakdown		
Item	Description	Item Cost
Facility Hire	Entry fees to venues such as Lifestyle Plus, tennis courts, ten pin bowling and lawn bowls facilities, bus hire etc.	\$42



Learning Area: HEALTH AND PHYSICAL EDUCATION -Year 9 Electives (Semester 2)

Year 9 Cultural Games

Students will develop skills and knowledge in sports that are not necessarily mainstream in Australia, but enjoyed by millions of people in other parts of the world. Students will set personal goals for each sport and reflect on their success based off the goal they set. Students will be given opportunities to coach, captain, umpire and score in addition to playing duties in a sport of their group's choice. Specialist skill fundamentals will also be developed and enhanced by games sense activities. Students will also have the opportunity to research traditional games from a variety of cultures and present to the class.

Assessment Tasks: Weekly participation and reflection diary, peer teaching and reflection, cultural game report and presentation, Nicole's Story – sexual decision making, Respectful Relationship workbook and related activities and semester exam.



Learning Area: HEALTH AND PHYSICAL EDUCATION -Year 10 Electives (Semester 1)

All Year 10 students will participate in a compulsory elective class of Health and Physical Education (P.E.) in Semester 1. Students will choose one area of study from the following units:

Year 10 Australia's Health and Aussie Sports (HPE 1)

Students will develop a specific vocabulary for this unit of study that will aid them in their transition to VCE Health and Human Development. They will engage in note taking activities, academic games and other opportunities to apply these new terms/definitions. Students learn to complete a data analysis assessment on at-risk population groups. Students will investigate how programs within the community can also help to improve the health of at risk population groups. Students will also learn about how different aspects in life can affect their overall health. They will investigate how family, housing, education, income, peer group, employment and access to health information can impact their health. The practical component will focus on student participation in a range of traditional Australian sports that may include cricket, netball and football codes at a recreational level with more emphasis on fun, skill and self-confidence, with a lessor emphasis on competition. Students will complete reflection booklets on their performance but also linking the sport to the theory in the classroom. Students will also complete a peer coaching presentation. In groups they will choose a sport popular in Australia and present it to the class.

Assessment Tasks: The game of life, research task focusing on enhancing physical activity in the community; weekly active participation and performance and peer coach presentation focusing on a game or skill.

Year 10 Cardio Fitness, Strength and Conditioning (HPE 2)

Through participation in this unit, students will further gain and apply their knowledge and understandings of the key components of fitness; cardio vascular, respiratory and energy systems; various training principles, methods, zones and personalise the format of a gym training program. Participants will need to be or become enthusiastic and motivated participants in weekly practical sessions, whereby they will often work in pairs as subject and assessor to complete lab tasks involving reflection and understanding. Students will utilise technologies such as heart rate monitors, and fitness testing regimens that analyse, indicate and attribute performance levels and programming. Using pre-test fitness results and new found knowledge about performance, students will individually plan and implement a personal strength and conditioning program that may incorporate elements of the various training means identified and discussed. These sessions will be conducted both at the college and in a community fitness facility such as Mildura Waves, in order to broaden attitudes, appreciation and understandings of fitness and its relevance to personal performance and lifelong health.

Assessment Tasks: Personal fitness pre-testing, participation and analysis of performance, heart rate testing and related laboratory exercises and essay; cardiovascular health and fitness, community gym and fitness program development, student participation, workbook, team work; glossary, teacher observation and feedback; major assignment and peer coaching.

Cost Breakdown		
Item	Description	Item Cost
Gym Entry Fees	Gym entry fees @\$7.50 x 6 sessions	\$45



Year 10 Coaching, Anatomy and Injuries (HPE 3)

Students will develop a specific vocabulary for this unit of study that will aid them in their transition to VCE Physical Education. Students will learn about body systems and their relationship with movement and physical activity. Anatomical and physiological terms and understandings will be introduced and incorporated into the related studies of basic chemistry, cell/tissue structures and functions of the muscular, skeletal, cardio vascular and respiratory systems in particular.

There will also be an applied focus on basic First Aid principles and the relationship with assessment, management, prevention and recovery from common sporting injuries. Students will further learn to classify and manage these injuries through practical applications. They will analyse and explore the role of sports medicine research on specific sub-populations, injury rehabilitation and preventative strategies to enhance the wellbeing and performance of an athlete. The latter part of this unit will allow students to explore and apply understandings about the role of a coach, to categorise coaching styles and identify effective characteristics and traits specific for coaching various cohorts of the population.

Assessment Tasks: Terminology video, information report, sports injuries scenario, peer coaching and exam.

VCE Health and Human Development (Full year)

Throughout the study of Units 1 and 2 VCE Health and Human Development, students will work through two units of study with the intention developing the following key skills and knowledge:

Unit 1: Understanding health and wellbeing

Area of study 1 Health perspectives and influences - explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Area of study 2 Health and nutrition - apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Area of study 3 Youth health and wellbeing - interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail

Unit 2: Managing health and Development

Area of study 1 Developmental transitions - explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Area of study 2 Health care in Australia - describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment Tasks: Case studies, data analysis, written reports, research tasks, mini tests, exam.

Cost Breakdown		
Item	Description	Item Cost
Textbook	<i>Key Concepts in VCE Health and Human Development Units 1 and 2 4E and ebook PLUS + StudyOn VCE Health and Human Development Units 1 and 2</i>	\$94.95



Learning Area: HEALTH AND PHYSICAL EDUCATION—Year 10 Electives (Semester 2)

During this semester, students will pre-select a core elective unit of study from the following Mountain Bike Cycling, Court Sports or Field Sports options. During the latter part of the semester, all students will complete a core unit of Health and Dance that is incorporated into respective units of study.

Year 10 Mountain Bike Cycling (HPE 1)

Cycling is a fun way to recreate and spend time in the great outdoors. Cycling is also a practical way of learning the fundamentals of traffic safety and road laws which are important in gaining a license. Apart from providing students with an understanding of safe, practical skills and advice relating to road laws, students will also learn about cycling and bike maintenance. This class will provide participants with the opportunity to explore the local community, experience challenge, success, decision making, teamwork and self-esteem building. All bikes and helmets are supplied by the college, however, individuals may negotiate to use their own gear if it meets safety standards.

Assessment Tasks: Cycling participation, reflection diary and roads laws assignment; drug education: safe partying workbook tasks and related activities; dance weekly participation and skill development and historical and cultural perspectives – dance etiquette and personal reflection.

Year 10 Court Sports and Fitness (HPE 2)

Students will participate in a range of court sports that is aimed to focus more on strategy and team building rather than skills. Students participate in sports such as Tchoukball, European handball, Korfbal, Speedball and a variety of combined court sports in an attempt to enhance their knowledge of a range of sports. Students will be assessed on their creation of a court sport that they will present to the rest of the class. The fitness unit allows students to try different fitness sessions in a challenging but fun and friendly environment, including undertaking workplace fitness activities and tests. Students will record personal goals supported by peers to achieve them. Students have the opportunity to try out different training methods and challenge their friends in team building events.

Assessment Tasks: Creation and delivery of a court sport; drug education: safe partying workbook tasks and related activities; dance weekly participation and skill development and historical and cultural perspectives – dance etiquette and personal reflection.

Year 10 Field Sports and Fitness (HPE 3)

Students will participate in a range of field sports that is aimed to focus more on strategy and team building rather than skills. Students participate in sports such as touch rugby, hockey, soccer and softball in an attempt to enhance their knowledge of a range of sports. Students will be assessed on their creation of a field sport that they will present to the rest of the class. The fitness unit allows students to try different fitness sessions in a challenging but fun and friendly environment. Students will record personal goals supported by peers to achieve them. Students have the opportunity to try out different training methods and challenge their friends in team building events.

Assessment Tasks: Creation and delivery of a field sport; drug education: safe partying workbook tasks and related activities; dance weekly participation and skill development and historical and cultural perspectives – dance etiquette and personal reflection.



Learning Area: HUMANITIES Year 10 Electives (Semester 2)

All Year 10 students will participate in compulsory Humanities for a full year. Students will complete a common core unit of Humanities in Semester 1 and a Humanities elective unit of their choice in Semester 2.

Year 10 Economics and Business

Students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. Students explore the relationship between economic performance and living standards. They consider the performance of the Australian economy and the business sector and how these are measured in different ways across regions and within and between economies. Students examine why and how Australian businesses seek competitive advantages in different markets.

Assessment Tasks: Essays, source analysis, case studies, tests, workbook activities, exam

Year 10 Geography- Geographies of Human Wellbeing

Students investigate global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, evaluating the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

Assessment Tasks: Essays, tests, case studies, workbook activities and exam

Year 10 History- The Vietnam War

Students will investigate the Vietnam War which occurred between 1955 and 1975, which began as a war between North and South Vietnam. It explores the war through a lens of capitalism and communism. Students will learn about the background to the war, its escalation, Australia's involvement, conscription and the consequences of victory by North Vietnam.

Assessment Tasks: Essays, source analysis, case studies, tests, workbook activities and exam.



Learning Area: HUMANITIES Year 10 Electives (Semester 2)

Year 10 History- The Modern World

Students investigate how Australian society has changed and progressed since 1945. Students examine how popular culture such as music, film, sport, television and fashion have shaped today's society. Students investigate rights and freedoms (1945 to present day), including the significance of the Universal Declaration of Human Rights, Aboriginal and Torres Strait Islander peoples' struggles for rights and freedoms and the civil rights movement.

Assessment Tasks: Essay, source analysis, case studies, tests, workbook activities and end of semester exam.

Year 10 Politics and Law

Students investigate Australia's political system and how it enables change. They will compare Australia's system of government with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. 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. 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

Assessment Tasks: Essay, source analysis, case studies, tests, workbook activities and end of semester exam.



Learning Area: MATHEMATICS

Year 10 Extension Mathematics

In this elective, students will have the opportunity to experience a taste of the topics they will focus on in Further Maths if they intend to choose the subject at Mildura Senior College. Topics students will look at include patterns and sequences; matrices and networks; financial mathematics and extending their knowledge of trigonometry. Students may also get the opportunity to experience topics from Maths Methods including non-linear graphs.

Assessment Tasks: Rich task conversation, workbook check in and end of semester exam.



Learning Area: LANGUAGES

Year 9 Indonesian (Full year subject)

Prerequisites: Year 8 Indonesian

Term 1: *Rumah saya* (My house)

Students will learn about: Indonesian homes; how to talk about their home and other houses. Students will learn how to talk about daily routines; household chores; how often they do things.

Term 2: *Berlibur ke Bali* (Going on a holiday to Bali)

Students will learn how to discuss what types of holidays they like; say when they like to go on holiday; talk about transport options; say what they can do on a holiday and plan a trip; talk about past and future holiday events. Students learn about reflecting on what type of tourist they are; responsible tourism; exploring types of holiday activities in Bali; comparing the number of holidays Indonesians and Australians have; the importance of holidays for Indonesians and Australians.

Term 3: *Berapa harganya?* (How much is it?)

Students will learn how to say where they shop; ask and give street directions; describe things they buy; identify types of fruit; ask for and give the price for different items; bargain at an Indonesian market. Students learn about the different places Indonesians shop; buying souvenirs; the advantages and disadvantages of shopping at a market; the relative prices of goods in Indonesia and Australia; tips about bargaining in Indonesia.

Term 4: *Upacara dan perayaan* (Ceremonies and celebrations)

Students will learn how to describe the milestones in their life; express how they have felt at different times in their life; use time expressions to talk about past and future events; wish someone well for a special occasion; invite someone to go out and respond to an invitation. Students learn about important milestones in life; how Indonesians celebrate birthdays; comparing gift-giving practices in Indonesia and Australia; understanding and respecting cultural differences; the significance of special occasions in Bali.

Assessment Tasks: Translations, writing tasks, oral presentation, reading aloud, book work, vocabulary tests and class participation.

Cost Breakdown		
Item	Description	Item Cost
Activity Book	Saling Silang Activity Book 2	\$24.95

Year 10 Indonesian (Full year subject)

Prerequisites: Year 9 Indonesian

Term 1: *Siapa saya?* (Who am?) and *Silahkan masuk dan selamat makan!* (Please come in and enjoy your meal!) Students will learn how to describe personality traits; read star signs; talk about careers; offer and accept things politely; refuse invitations politely and participate in small talk.

Term 2: *Mari memasak!* (Let's cook) & *Kesenian* (Art) Students will learn how to: talk about typical Indonesian dishes; follow recipes; give instructions; discuss consequences of actions; comment on dishes and flavours; talk about art and music; choose a present; express preferences; talk about favourite groups or artists.

Term 3: *Wah! Film itu asyik!* (Wow! That film is fantastic!) and *Peduli lingkungan* (Caring for the environment) Students will learn how to: say what sorts of films they like; persuade someone; give opinions; review a film; suggest solutions; research an issue; present an argument; use language to surf the net.

Term 4: *Ke dokter atau ke dukun?* (The doctor or the healer?) and *Jatuh cinta!* (Falling in love) Students will learn how to: say they are not well; describe what is wrong; give advice to a friend; suggest where to go when sick; talk about traditional remedies; talk about girl/boyfriends; use appropriate expressions for feelings; recognise popular teenage slang.

Assessment Tasks: Translations, writing tasks, oral presentation, reading aloud, book work, vocabulary tests and class participation.

Cost Breakdown		
Item	Description	Item Cost
Activity Book	Bagus Sekali! 3 Workbook	\$37.95



Learning Area: LANGUAGES

Year 9 Italian (Full year subject)

Prerequisites: Year 8 Italian

Term 1: Self and Family Students will learn how to: describe themselves and family in more detail. They will be able to express likes, dislikes and preferences in more detail. Students will also learn how to use regular verbs and be introduced to new irregular verbs. Students will learn about family life in Italy and compare cultural differences to Australian families.

Term 2: La Scuola (School) Students will learn how to talk about school subjects, read a school timetable, describe teachers and friends. Students will use days of the week, months of the year and ordinal numbers. Students learn about; recognising differences and similarities between school in Australia and Italy.

Term 3: Lo Sport (Sport) Students will learn how to: talk about sport and express what they do for exercise. Students will learn how to cheer and encourage others. Students will talk about different parts of the body and say they are sick or part of their body hurts. Students will be introduced to reflexive verbs and more regular verbs. Students will learn about talking about their daily schedule using reflexive verbs.

Term 4: 11 Tempo (Weather) Students will learn how to talk about weather, ask for and tell the time and ask for the date. Students will learn more irregular verbs and be introduced to prepositions. Students learn about common Italian expressions and use conjunctions to make them sound more fluent.

Assessment Tasks: Translations, writing tasks, oral presentations, reading aloud, book work, vocabulary tests and class participation.

Cost Breakdown		
Item	Description	Item Cost
Activity Book	Formula—Italiano—Activity Book 2	\$21.50

Year 10 Italian (Full year subject)

Prerequisites: Year 9 Italian

Students' vocabulary and grammar usage is increased and experimentation occurs with different forms of communication. Students use Italian to communicate and interact with each other; they exchange information, express feelings and opinions, participate in imaginative and creative experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change. Students investigate links between the Italian language and culture. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. They use the present perfect, imperfect and future tenses. They continue to expand language for interaction and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

Assessment Tasks: Translations, writing tasks, oral presentation, reading aloud, book work, vocabulary tests and class participation.

Cost Breakdown		
Item	Description	Item Cost
Activity Book	Formula—Italiano—Activity Book 2	\$21.50



Learning Area: LANGUAGES

Year 9 Japanese (Full year subject)

Prerequisites: Year 8 Japanese

In Year 9, students will expand their range of vocabulary. Students will develop broader grammatical knowledge, using verbs and 'i/ 'na' adjectives, various particles, counters and superlatives. Students will use modelled and rehearsed language in familiar and unfamiliar contexts. Students will use learnt vocabulary and grammar with increasing accuracy, drafting and redrafting to improve and clarify meaning. Students will become fluent in Katakana, and expand on their Kanji knowledge. In Year 9, students will study the language and culture of Japanese through the topics of: Are you busy?; School Life; School Events; Hobbies; What kind of character is it?

Assessment Tasks: Translations, writing tasks, oral presentations, book work, vocabulary tests, unit tests.

Cost Breakdown		
Item	Description	Item Cost
Activity Book	ii Tomo 2 Activity Book 2nd edition	\$23.95

Year 10 Japanese (Full year subject)

Prerequisites: Year 9 Japanese

In Year 10, students will become more confident in communicating in a wider range of contexts through a greater control of language structures and vocabulary. Students will use more complex language in oral, written and multimodal forms. Students will expand their knowledge and control of grammatical elements including using the 'te' form and plain form of verbs. They will expand on their Kanji knowledge. In Year 10, students will study the language and culture of Japanese through the topics of 'Festivals and special occasions', 'What language do you speak?', 'Fast food', 'Where do you shop?', 'Having fun' and 'City and Country'.

Assessment Tasks: Translations, writing tasks, oral presentations, book work, vocabulary tests and unit tests.

Cost Breakdown		
Item	Description	Item Cost
Activity Book	li Tomo 3 and 4 Activity Book 2nd Edition	\$32.95



Learning Area: SCIENCE Year 10 Electives (Semester 2)

All Year 10 students will participate in compulsory Science for a full year. Students will complete a common core unit of Science in Semester 1 and a Science elective unit of their choice in Semester 2.

Year 10 Agriculture Science

This unit looks at methods for propagating plants including growing plants from cuttings and seeds, plant reproduction, and the role of pollinators. Students prepare, plant, and maintain vegetable gardens. They maintain the vines and fruit trees at the school farm, including planting and pruning. Students will incubate chicken eggs and learn about raising poultry. We look at water use and nutrient cycles. We will conduct investigations into plant growth, collect data and present the results.

Assessment Tasks: Practical experiments and reports, worksheets, revision questions and research assignments.

Year 10 Advanced Science

This unit is recommended for any student considering completing any of the following VCE subjects in Year 11 - Biology, Chemistry or Physics subjects. Students will consolidate and extend science skills and knowledge needed for VCE studies.

Advanced Science will cover three areas of study:

Biology: focuses on the study of cells, genetics, evolution, natural selection and scientific methods.

Chemistry: focuses on the periodic table, the structure of materials and water as an amazing substance. Students will learn about the atmosphere, chemical analysis, organic chemistry, some aspects of industrial chemistry. Students will have the opportunity to learn about redox reactions and the electrochemical series.

Physics: concepts of Physics are explored, students describe and explain the objects which involve the interaction of forces and the exchange of energy through the laws of Physics.

Assessment Tasks: Practical experiments and reports, worksheets, revision questions, tests and research assignments.

Year 10 Forensics

In this course students will discover the various methods required to investigate crimes and then use that knowledge to solve one for themselves. What is evidence? How do we process it and interpret it? Students will also look at famous crimes and criminals and discover how forensic evidence was used in these cases.

Assessment Tasks: Practical experiments and reports, research assignments, worksheets, unit tests.

Year 10 Psychology

Students explore complex human behaviours and thought processes. Students develop an understanding of empathy and mental health issues in society. Students learn to understand mental health, explore associated issues and learn a framework for understanding the complex interactions and processes within the mind. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social. This unit is recommended for any students considering completing VCE Psychology.

Assessment Tasks: Practical experiments and reports, worksheets, revision questions, writing tasks, research.



Learning Area: ENGLISH

Year 9 Journalism

Students will learn the basic principles of print and online journalism as they examine the role of printed news media around the world. They will learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write and produce their own publications.

Assessment Tasks: News report, feature article, editorial, letter to the editor, small group produced publication and general classwork.

Year 10 Literature

Literature is a subject for students who enjoy reading, watching and listening to a range of texts including novels, poetry, songs, plays and movies. Students will explore how texts are developed and how they present different human experiences. Through developing an understanding of different cultures and time periods and the skills to critically analyse a text, students will gain a passion and enjoyment of literature.

Assessment Tasks: Close analysis of a passage, poetry and song, comparative study, creative response, presentation, study of print texts, study of views and values and text to film adaptations.



DRAFT YEAR 9 COURSE SELECTION SHEET - 2021

Student Name: _____ HG: _____

Date of Birth: ____/____/____

IMPORTANT

CAREER/COURSE/EMPLOYMENT: _____

(or nominate general area of interest using the Job Guide categories)

Subject Selections

CORE SUBJECTS

1. English

2. Mathematics

3. Humanities (Semester 1)

4. Science (Semester 1)

5. Health & PE (Semester 1) or ADVANCE

ELECTIVES IN PREFERENCE ORDER

Health & PE (Semester 2): (please place 1 & 2 in your top 2 preferences. Do NOT select if you chose ADVANCE)

Sports for All Bootcamp Fitness

Community Lifelong Sports Cultural Games

1.

2.

3.

4.

5.

6.

BACK-UP SELECTIONS

Note: Do NOT include Physical Education electives in your free choices or back up selections.

1.

2.

3.

4.

5.

6.

Student Signature: _____

Date: ____/____/____

Parent/Guardian Signature: _____

Date: ____/____/____

Course Counselling Completed

Teacher signature: _____

Date: ____/____/____

**Please be specific in terms of subjects selected. Use subject names as they appear on the descriptors.*



DRAFT YEAR 10 COURSE SELECTION SHEET - 2021

Student Name: _____ HG: _____

Date of Birth: _____/_____/_____

IMPORTANT

CAREER/COURSE/EMPLOYMENT: _____

(or nominate general area of interest using the Job Guide categories)

Subject Selections

CORE SUBJECTS

1. English

2. Mathematics

3. Humanities (Semester 1)

4. Science (Semester 1)

ELECTIVES IN PREFERENCE ORDER

1. **Health & PE (Semester 1):** (please place 1 & 2 in your top 2 preferences)

VCE HHD (full year) HPE1 HPE2 HPE3

2. **Health & PE (Semester 2):** (please place 1 & 2 in your top 2 preferences if you DID NOT select VCE HHD)

HPE1 HPE2 HPE3

3. **Humanities (Semester 2):** (please place 1 & 2 in your top 2 preferences)

Economics & Business Geography Vietnam War
 History: Modern World Politics & Law

4. **Science (Semester 2):** (please place 1 & 2 in your top 2 preferences)

Ag Science Advanced Forensics Psychology

5.

6.

7.

8.

9.

10.

BACK-UP SELECTIONS

Note: Do NOT include Physical Education electives in your free choices or back up selections.

1.

2.

3.

4.

5.

6.

Student Signature: _____

Date: ____/____/____

Parent/Guardian Signature: _____

Date: ____/____/____

Course Counselling Completed

Teacher signature: _____

Date: ____/____/____

**Please be specific in terms of subjects selected. Use subject names as they appear on the descriptors.*



YEAR 9 COURSE SELECTION SHEET - 2021

Student Name: _____ HG: _____

Date of Birth: ____/____/____

IMPORTANT

CAREER/COURSE/EMPLOYMENT: _____
(or nominate general area of interest using the Job Guide categories)

Subject Selections

CORE SUBJECTS

- 1. English
- 2. Mathematics
- 3. Humanities (Semester 1)
- 4. Science (Semester 1)
- 5. Health & PE (Semester 1) or ADVANCE

ELECTIVES IN PREFERENCE ORDER

Health & PE (Semester 2): (please place 1 & 2 in your top 2 preferences. Do NOT select if you chose ADVANCE)
 Sports for All Bootcamp Fitness
 Community Lifelong Sports Cultural Games

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

BACK-UP SELECTIONS

Note: Do NOT include Physical Education electives in your free choices or back up selections.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Student Signature: _____

Date: ____/____/____

Parent/Guardian Signature: _____

Date: ____/____/____

Course Counselling Completed

Teacher signature: _____

Date: ____/____/____

**Please be specific in terms of subjects selected. Use subject names as they appear on the descriptors.*



YEAR 10 COURSE SELECTION SHEET - 2021

Student Name: _____ HG: _____

Date of Birth: _____ / _____ / _____

IMPORTANT

CAREER/COURSE/EMPLOYMENT: _____

(or nominate general area of interest using the Job Guide categories)

Subject Selections

CORE SUBJECTS

1. English

2. Mathematics

3. Humanities (Semester 1)

4. Science (Semester 1)

ELECTIVES IN PREFERENCE ORDER

1. **Health & PE (Semester 1):** (please place 1 & 2 in your top 2 preferences)

VCE HHD (full year) HPE1 HPE2 HPE3

2. **Health & PE (Semester 2):** (please place 1 & 2 in your top 2 preferences if you DID NOT select VCE HHD)

HPE1 HPE2 HPE3

3. **Humanities (Semester 2):** (please place 1 & 2 in your top 2 preferences)

Economics & Business Geography Vietnam War
 History: Modern World Politics & Law

4. **Science (Semester 2):** (please place 1 & 2 in your top 2 preferences)

Ag Science Advanced Forensics Psychology

5.

6.

7.

8.

9.

10.

BACK-UP SELECTIONS

Note: Do NOT include Physical Education electives in your free choices or back up selections.

1.

2.

3.

4.

5.

6.

Student Signature: _____

Date: _____ / _____ / _____

Parent/Guardian Signature: _____

Date: _____ / _____ / _____

Course Counselling Completed

Teacher signature: _____

Date: _____ / _____ / _____

**Please be specific in terms of subjects selected. Use subject names as they appear on the descriptor.*

