



NORTH GEELONG SECONDARY COLLEGE

YEAR 10 HANDBOOK 2014

NORTH GEELONG SECONDARY COLLEGE

(Established 1966)

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YEAR 10 COURSE INFORMATION FOR 2014

The year 10 program has been designed to provide students with opportunities to select subjects that meet diverse individual learning needs.

The COMPULSORY (CORE) subjects in Year 10 are:

- English or English as a Second Language - full year
- Mathematics – full year
- Health and Physical Education – one semester
- Science – one semester
- Humanities (either History or Geography) – one semester

The ELECTIVE SUBJECT choices in Year 10 can be taken from the following learning areas:

- Arts and Technology – Students must do a minimum of one subject from this group
- Languages other than English (LOTE) – Students who are doing LOTE must select this subject in both semesters.
- Humanities
- Science
- Vocational Education and Training (VET)
- Literature

Year 10 students may also have access to a VCE or VET study.

Each subject will run for 5 periods per week. There will be choice of elective modules (a group of similar units of work) within the compulsory Health and Physical Education subject.

OVERVIEW OF THE YEAR 10 PROGRAM

Students will do six subjects in each semester.

The most common program structure is outlined below.

Semester 1

English 1
Mathematics 1
Health and Physical Education 1
Science or History/Geography
Two Electives

Semester 2

English 2
Mathematics 2
Science or History/Geography
Three Electives

Some students may choose to do both the Science and Humanities in semester 1. These students will do one elective in semester 1 and four electives in semester 2. Subject charges are approximate costs only at the time of printing. Please ensure that you are aware of the costs for elective subjects. In 2014, year 10 students will have access to some VCE and VET studies.

Electives will run only if sufficient numbers of students choose to do them and they fit into the Timetable.

There will be a two-stage subject selection process.

1. Students will be asked to select their preferences for elective subjects. They will be required to have a parent signature and hand in the blue subject selection sheet to their Home Group teacher by the due date. Students should also record their preferences on the sheet in the back of this booklet.
2. After all of the individual student subject preferences have been recorded students will be provided with a chart of available subject blocks from which they can choose their course for 2014. On Wednesday 28th of August there will be a parent/student/teacher course counselling day where you will be asked to select your course for 2014.

In late term 3 it may be necessary to make changes to the courses of some students. This may be caused by low numbers in some subjects or very high numbers in other subjects. It may also be necessary to make changes for timetabling reasons. If this happens you will have an interview with a member of the course counselling team, and a new course will be worked out. It is important that students seek advice and make informed decisions about subject choices. Enquiries about individual subjects can be directed to the Key Learning Area Manager for that subject.

ENGLISH

Full year

KEY LEARNING AREA:

ENGLISH

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: English, Communication.

Reading and Viewing

Writing

Speaking and Listening

Listening, Viewing and Responding

Presenting

AIMS:

- To have students use written language proficiently for a range of purposes, and appropriately for a variety of audiences
- To develop fluency and independence as readers
- To promote language competence and confidence – the ability to use language appropriate to a wide range of purposes.

CONTENT:

Students will study the English fundamentals of Reading, Writing and Speaking and Listening.

Writing – The student will be taught:

- Grammar – special emphasis given to the variety of sentence structure, clauses and paragraphs
- Punctuation – general revision and enrichment
- Writing conventions, structures and features for a range of text types including: personal, imaginative, instructional and informative text types
- Essay writing technique – evaluations of texts presenting challenging themes and issues
- Effective use of vocabulary and sentence structures appropriate to the intended purpose of the text
- Use of a range of strategies for gathering information, planning, structuring, composing, proofreading, revising and editing
- Clear thinking and argument analysis.

The student will:

- Express thoughts, feelings, opinions and ideas in print and electronic forms
- Integrate complex ideas, themes and issues in writing
- Use the writing conventions, structures and features appropriate for a range of different text types
- Proofread and redraft for accuracy, clarity, coherence and consistency of style
- Use word processors and editing software as a tool for any writing they do
- Use evidence to justify and support opinions
- Begin to use a range of language techniques to assist in text interpretation and persuasive communication with others
- Evaluate the effectiveness of communication in meeting the demands of purpose, audience and context.

Reading - Students will:

- Comprehend and interpret a range of set texts
- Discuss and critically analyse how contemporary literary texts explore ideas and issues relevant to their own lives
- Analyse issues in the media to identify and explain a range of perspectives on a more complex issue
- Develop literature appreciation
- Read to develop greater selectivity in their choice of personal reading.

Speaking and Listening:

There will be an emphasis on the formulation, presentation and delivery of a coherent point of view and the ability to respect the opinions of others. Students will reflect on the content and style of their classroom presentations. At this level students are expected to become informed and discerning about contemporary issues exposed in the media.

ENGLISH LITERATURE – ELECTIVE MODULE

LITERATURE

Students will explore a variety of classical and contemporary fictional texts, including poetry, a play and a novel. They will be encouraged to view texts in relation to their social, cultural and historical contexts. The structure of different texts, language features, themes and characters will be analysed. This elective will give students an insight into texts studied at the VCE level for both Literature and English. Students of Literature will need to have a genuine interest in reading.

Outcomes

- The acquisition of advanced skills
- Understanding of literary techniques used in a range of text types
- Evaluative writing through close analysis of the themes and characters presented in texts
- Compare features of different kinds of texts such as play scripts, poetry and film
- An ability to work independently and collaboratively

Activities and Assessment

- Development of a portfolio of work in response to set texts
- Presentation of ideas and responses in written form and oral presentations
- Production of creative and analytical responses to texts

ENGLISH – VCAL Foundation Literacy

Full Year

VCAL Foundation Literacy

This subject is part of the Victorian Certificate of Applied Learning and allows students the opportunity to gain credit towards a complete VCAL certificate in higher levels of schooling. The aim of this subject is for students to extend their vocabulary and to be challenged to learn new words and concepts through basic skill revision and interactive activities. The focus will be on reading, writing, speaking and listening that is related to real-world use and applied to practical situations. Learning activities will be modified to suit individual student ability and will be project-based. Students will be expected to extend their reading for comprehension, grammar, punctuation and enrich their vocabulary.

Learning outcomes and elements

Students must show competence in all eight learning outcomes.

1. Writing for Self Expression
2. Writing for Practical Purposes
3. Writing for Knowledge
4. Writing for Public Debate
5. Reading for Self Expression
6. Reading for Practical Purposes
7. Reading for Knowledge
8. Reading for Public Debate

Resources

Students must have and bring a dictionary and a thesaurus (these may be on their iPad)

ENGLISH AS A SECOND LANGUAGE (EAL)

Full Year

There is an EAL support program for newly arrived students and second phase EAL students. This individualised program is devised according to students' previous knowledge of English and educational backgrounds. The course concentrates on developing skills in reading, writing, listening and speaking and preparing students for mainstream classes and VCE. Students will be assessed according to the stages of the EAL Companion to the Victorian Essential Learning Standards (S levels). This subject will be developing skills in speaking and listening, reading and writing. Assessment tasks are modified to reflect the progress of individual students.

TRANSITION PROGRAM FOR EAL STUDENTS

Full year

This transition program aims to meet the needs of students who have entered mainstream classes and who still require further support. The subject is designed to develop study skills with an emphasis on subject-specific language. This may include a focus on reading, writing, listening and speaking in preparation for subjects to be undertaken in years 11 and 12. This program will also cover aspects of living in Australia.

Entry to this subject will be based on the recommendation of the EAL teachers. Students will do EAL English PLUS the EAL Transition Program.

MATHEMATICS

Full year

KEY LEARNING AREA:

MATHEMATICS

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Mathematics, Information and Communications Technology, Thinking processes.

Number and Algebra

Measurement and Geometry

Statistics and Probability

ICT for visualising thinking, creating, communicating

Reasoning, process and enquiry

Creativity

Reflection, evaluation, metacognition

AIMS:

- To assist all students to acquire the mathematical skills and understanding required for every day life.
- To assist and encourage students to acquire the mathematical skills and understanding required for higher education.
- To make mathematics as interesting, stimulating and challenging as possible for all students.

CONTENT:

The A and B Maths groups will cover topics from the following:

- Graphing of linear and quadratic functions to show the relationship between two variables.
- Solving of simultaneous equations using graphs
- Expanding products of linear factors, factorising quadratic expressions and simplifying algebraic fractions
- Simplification and use of algebraic indices
- Extension of numerical computations, to include scientific notation, rational and irrational number systems
- Use of standard formulae to calculate lengths, areas and volumes of composite shapes and solids including cones and pyramids
- Calculating compound interest using percentage and index formulae
- Representation of data graphically and summaries of data using measures related to location and spread
- Reporting on and developing informal inferences from visual representations and summary statistics
- Use of parallel, perpendicular and intersecting lines, congruent figures and circles to make and check generalisations about the properties of two and three dimensional objects
- Formulation and solution of equations using simple numerical and/or graphical methods as well as analytical techniques
- Use of trigonometric ratios to solve problems in two and three dimensions, with the use of both degree and radian measures.

ASSESSMENT:

- Topic tests
- Problem Solving reports
- Assignments.

SPECIAL FEATURES:

Year 10 Maths classes will be arranged in three groups; A, B and C. Timetabling arrangements will allow for some movement between the A and B groupings during or at the end of each semester. Both A and B groups will use the same textbook. However, there will be some limitation on possible VCE Maths options for students who are in the B groups for the whole year.

The group C class will have a strong focus on developing basic Numeracy skills and will not use a text book. This class will work on a competency based program concentrating on 'Maths for Life' skills. Students will be nominated for this program by the year 9 Maths teachers. Students will be consulted about this option as it greatly affects their VCE options. Students who do this modified Maths program will be required to pay a \$15 charge to cover the cost of extra resources.

All students are required to bring a scientific calculator to all Maths classes.

EAL TRANSITION MATHEMATICS

20 Weeks (on recommendation of Maths KLA and GELC staff)

KEY LEARNING AREA:

MATHEMATICS

VICTORIAN ESSENTIAL LEARNING STANDARDS: Mathematics, Information and Communications Technology

- Space
- Number
- Measurement, Chance and Data
- Structure
- Working Mathematically

AIMS:

- To introduce and develop the mathematical and numeracy skills and understanding for successful general employment and for everyday life.
- To help and encourage students to acquire the necessary mathematical skills and understanding required for further study and higher education.
- To develop mathematical reasoning and thinking abilities.
- To develop confidence in the application of mathematical concepts, skills and processes.

CONTENT:

This course includes:

- Whole number, decimals, fractions and percentages.
- Algebra and Modelling.
- Introduction to linear graphing.
- Integers
- Geometry of angles and shapes.
- Length, Area and Volume

The use of scientific calculators and computers will be integrated throughout the course.

It is intended that after 20 weeks in this program, students will join the mainstream Mathematics class at the appropriate level.

HEALTH AND PHYSICAL EDUCATION

One Semester

KEY LEARNING AREA: HEALTH AND PHYSICAL EDUCATION
AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Health and Physical Education
- Health Knowledge and Promotion
- Working in Teams

AIMS:

- To improve fitness levels
- To develop skills
- To develop co-operation and social interaction
- To develop the knowledge and understanding necessary to effectively participate in class activities.
- To develop a sense of enjoyment from physical activity.

CONTENT:

The college is planning for six Health and Physical Education (HAPE) class groups each semester. There will be different elective modules in these HAPE class groups. Students are required to do two (one each semester) HAPE modules. The HAPE modules are:

- Outdoor Education
- The Body in Action
- Health
- Child Development
- Dance
- EAL Physical and Health Education (this subject will run for the whole year)

ASSESSMENT:

The nature of the assessment tasks will vary depending on the elective group.

HEALTH AND PHYSICAL EDUCATION ELECTIVE MODULES

Elective Module 1 – THE BODY IN ACTION

AIMS:

- To develop an understanding of the structure and function of the body, especially in relation to movement and exercise.
- To develop an understanding of the methods and strategies necessary to develop a fitness program.
- To promote the attainment of physical fitness.

CONTENT:

Students will have the opportunity to gain knowledge of the systems of the body and understand the relationship these systems have with physical activity and personal fitness. Students will also gain knowledge about training methods and fitness components and their application to fitness training. Students will participate in some alternative sports, fitness training and some traditional sports that will directly relate to the theory components of the course.

SUBJECT CHARGES:

Some of the activities may require students to contribute to the costs involved e.g. self defence, gym visits and weight training.

PATHWAYS:

This unit is an excellent introduction for students who are planning to do VCE Physical Education.

HEALTH AND PHYSICAL EDUCATION ELECTIVE MODULES

Elective Module 2 – OUTDOOR EDUCATION / PHYSICAL EDUCATION

AIMS:

Outdoor Education has as its ultimate goal the creation and maintenance of healthy, positive, sustainable relationships between people and the natural environment. Students will explore a number of activities that take place in the outdoors. These activities are designed to improve understanding of oneself, other people and the environment.

Students will also have the opportunity to develop skills and attitudes relating to physical activity and fitness through participation in a variety of sports and activities, with emphasis on enjoyment and co-operative behaviour.

Students are expected to wear sports clothes and become actively involved in all the practical sessions.

CONTENT:

Key elements in this unit are the natural environment, communities and outdoor activities.

Students will participate in both practical and theoretical studies of the following:

- bushwalking
- bouldering
- rock climbing
- snorkelling
- surfing
- canoeing
- mountain biking

SPECIAL FEATURES:

Students are expected to complete an overnight camp.

SUBJECT CHARGES:

Participation in these experiences and activities will involve additional subject fees.

PATHWAYS:

This unit is an excellent introduction for students who are planning to do VCE Outdoor and Environmental Studies.

Elective Module 3 – HEALTH

AIMS:

- To develop an understanding of the importance of personal and community actions in promoting health
- To promote effective relationships and ways of managing changing roles and responsibilities.

CONTENT:

- Self esteem and social relationships
- Resilience
- Personal safety
- The health needs of adolescents, including mental health
- Young people and sexuality
- Social and environmental determinants of individual and population health
- Safe Partying
- Decision making skills (shifted from Pathways and PD)
- Risk taking and the harm minimisation approach (shifted from Pathways and PD)
- Health promotion strategies.

HEALTH AND PHYSICAL EDUCATION ELECTIVE MODULES

Elective Module 4 – CHILD DEVELOPMENT

AIMS:

- To increase awareness of health issues related to pregnancy, childbirth and antenatal care
- To develop knowledge of growth and development during infancy and early childhood.
- To promote the development of parenting skills
- To develop an understanding of physical skill development in young children.

CONTENT:

- Conception, pregnancy and pre natal development
- Birth
- The labour ward in hospital
- A 'weekend with a baby' where students are given the opportunity to experience the infant simulator 24 hours a day for a weekend
- Infancy
- Children and play
- Parent education programs and community support for young parents
- Women's health issues
- Fundamental motor skills and their significance in PE
- Modified games for children

PATHWAYS:

This unit is an excellent introduction for students who are planning to do VCE Health and Human Development or VCE Psychology. This unit is also relevant for students who are interested in a career in working with young children. It is also suited to students who are interested in learning about changes their bodies will go through before, during and after pregnancy.

Elective module 5 - DANCE

AIMS:

- To introduce and increase students' knowledge about dance
- To promote the attainment of physical fitness in an alternative setting

CONTENT:

Students will participate in both theory and practical components in this elective. Students will learn about and develop their practical skills in dance choreography, body movement and awareness. This elective will focus on dance in many forms including Modern, Funk, Hip-hop and Jazz. Although there is a strong emphasis on the practical side in this unit, students will complete theory in all aspects of dance and be given tasks to demonstrate their new knowledge.

Elective module 6 – EAL PHYSICAL AND HEALTH EDUCATION

AIMS:

- To develop an understanding of the structure and function of the body, especially in relation to movement and exercise.
- To promote the attainment of physical fitness.
- To develop an understanding of the importance of personal and community actions in promoting health.
- To promote effective relationships and ways of managing changing roles and responsibilities.

CONTENT

Students will participate in practical Physical Education lessons and undertake theory sessions relating to structure of the body, fitness and health related factors during class time.

SCIENCE (Core)

One semester

KEY LEARNING AREA:

SCIENCE

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Science

Science understanding
Science as a human endeavour
Science inquiry skills

AIMS:

- To develop knowledge and understanding of important scientific concepts.
- To develop skills in scientific inquiry and thinking processes.
- To stimulate interest, curiosity, wonder and questioning about the world in which we live.
- To develop an awareness of how Science and Technology shapes our environment and influences our everyday life.
- To develop positive student attitudes towards future Science - related studies and work opportunities.
- To ensure safe and responsible use of scientific equipment, chemicals and materials used in scientific activities.

CONTENT:

- Science at Work – Science- related careers and pathways, scientific thinking processes, new frontiers in Science
- Chemistry - writing chemical equations, the Periodic Table, acids and bases, safe use of chemicals at home and in the workplace including the use of Material Safety Data sheets.
- Natural selection and the Theory of Evolution.
- Space Sciences – Astronomy, the Universe, Origin of the Earth and Planetary system, Space Travel
- The structure and function of DNA, genes and chromosomes
- Genetics – the role of genes in determining patterns of inheritance
- Ethical Issues arising from genetic engineering and DNA testing.
- Measuring speed and acceleration. Introduction to Newton's Laws of Motion

As well as theory work, a variety of activities will be undertaken including practical investigations, research assignments and audio visual presentations

ASSESSMENT:

- Unit tests
- Research Projects
- Practical Reports
- Exam at end of semester

SCIENCE FOR EAL STUDENTS

All Year

This subject aims to meet the needs of EAL students who have had no or little Science education in an Australian school. The subject will cover important knowledge and skills that are taught in years 7, 8 and 9 Science. Students will receive additional assistance in learning the language used in Science. If a student has made sufficient progress he/she may shift to core Science in semester 2. This subject does not lead directly into VCE Science study in 2015.

CHEMISTRY AND PHYSICS

Second semester

KEY LEARNING AREA:

SCIENCE

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Science

Science understanding
Science as a human endeavour
Science inquiry skills

AIM:

To provide opportunity for more in depth learning of Chemistry and Physics prepare students for these VCE studies.

CONTENT:

CHEMISTRY

- Materials and technology - Identifying properties and uses of materials from the earth including metals, non-metals, products from oil and plastics.
- Periodic table
- Atomic structure and atomic number, mass number and isotopes
- Writing chemical formulas and chemical equations for reactions
- Investigation of ionic, covalent and metallic bonding models
- Introduction to Green Chemistry
- Links with emerging sciences –e.g. Biotechnology, Nanotechnology, Synchrotron science

PHYSICS – MOTION AND FLIGHT

- Newton's Laws of Motion
- Straight line kinematics
- Bernoulli's principle
- Calculation of speed and acceleration from experimental results using data logging and linear air – track
- Investigation of flight using rockets, planes and flight simulators.
- Space exploration and communication satellites

The subject will include theory work, practical investigations, extension research assignments and AV presentations.

ASSESSMENT:

- Unit tests
- Research Projects and Assignments
- Practical Reports

PATHWAYS:

This subject provides a pathway to VCE Chemistry and VCE Physics.

PSYCHOLOGY

One semester

KEY LEARNING AREA:

SCIENCE

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Science

Science understanding
Science as a human endeavour
Science inquiry skills

AIM:

To introduce students to research methods in Psychology and increase awareness of the range of Psychology' related issues and occupations. Students will develop interest in Psychology through a study of behaviour of animals and humans. This subject will also have a focus on learning about how we learn.

CONTENT:

- The different fields of Psychology
- Animal behaviour – partnering and nurturing, territorial boundaries, hierarchies in groups, conflict and cooperation.
- Rats, meerkats, dogs and monkeys – experiments and related learning theories, ethical issues in using animals in experiments.
- The brain and the nervous system – Workings of the nervous system, structure of the brain, sensory information and neural transmission, links between the brain and human behaviour and neuroscience
- Memory – types of memory, information processing, forgetting, improving memory
- Intelligence, learning and metacognition – use of intelligence testing, how I learn, learning theories, metacognition
- Motivation
- Human behaviour in groups – positive and negative effects, factors influencing co-operative and competitive behaviour in groups, ethical issues of reality TV, eg. Big Brother

ASSESSMENT:

- Unit tests
- Research Report – observational research at the Melbourne Zoo
- Report of practical activities

PATHWAYS:

It is recommended that students study Psychology as a pathway to VCE Psychology.

GEOGRAPHY

One semester

Compulsory

KEY LEARNING AREA: HUMANITIES, SCIENCE
AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Geography, Science

Standards in the Geography domain are organised in two dimensions:

- Geographical knowledge and understanding
- Geospatial skills.

Key inquiry questions

Students will use and interpret maps, photographs and other representations of geographical data.

The key inquiry questions are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Content

There are two areas of study in the Year 10 curriculum for Geography:

Area of Study 1: Environmental change and management

1. Through human activity the environment changes and this impacts on sustainability.
2. The environmental worldviews of people and their implications for environmental management.
3. The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia.
4. Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.
5. Causes and likely consequences of the environmental change.
6. Managing environmental change

Area of Study 2: Geographies of human wellbeing

1. The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.
2. Why are there differences in human wellbeing in different places?
3. A study of a developing country or region in Africa, South American or the Pacific Islands.
4. The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.

Geographical Inquiry and Skills

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding

ASSESSMENT

For each Unit students will be required to:

Submit a work folio containing class work and reflections

Produce a research assignment – written and oral presentation

Final exam.

* It is likely students will be required to attend excursions as part of this course.

HISTORY

One semester

Compulsory

KEY LEARNING AREA:

HUMANITIES

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: History

AIMS:

This subject focuses on the history of the modern world and Australia from 1918 to the present; The twentieth century was an important period in Australia's social, cultural, economic and political development.

CONTENT:

- explain change and continuity over time, for example; the pattern of global conflict in the post-World War I world.
- analyse the causes of events such as the importance of contributing factors to the outbreak of World War II in Europe and the Pacific.
- explain the reasons for particular actions taken by people such as Vietnamese migrants to Australia in the context of Australia's involvement in the Vietnam War.
- place events in an annotated chronological sequence which shows the relationships between events in different places for example; the influence of the UN Declaration on Human Rights or the US Civil Rights and Black Power movements on civil rights for Aboriginal and Torres Strait Islander peoples.
- develop inquiry questions and review and modify them on the basis of available sources during the course of an inquiry.
- analyse and organise evidence to answer particular inquiry questions from a range of primary and secondary sources for example; develop a data sheet which records sources and evidence for answering particular questions.
- analyse sources and interpretations of events from the past in terms of origin, purpose, point of view and usefulness in developing historical explanations, for example; analyse sources on the Franklin River Dam dispute from the point of view of the Tasmanian Hydro- electric Commission, the conservationists, the Federal government, the High Court.

ASSESSMENT:

- Essay - investigating, discussing and integrating information from a range of sources
- Tests
- Work folio of class activities
- Individual Research Project

EAL - THE WORLD AROUND US

Semester One and Two
Compulsory

KEY LEARNING AREA: Humanities/EAL

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS- Geography, History

Historical Knowledge and Understanding

Historical Skills

Geographic Knowledge and Understanding

Geospatial Skills

AIMS

- This subject aims to provide students with the knowledge, skills and understandings of the world they live in.
- It is designed for EAL students to bridge some of the gaps in knowledge and skills that are necessary for VCE Geography and History.

CONTENT

Geography

Students will study the interactions of the world and the people in it. They will investigate local and global issues. This will involve working with maps, collating data and fieldwork to acquire knowledge and to represent and interpret data.

Some topics may include:

- Food shortages in certain areas
- Desertification
- Land degradation
- Water conservation
- Tourism
- Foreign aid
- Global warming

History

Students will explore events that contributed to Australia's social, political and cultural development.

Some topics may include:

- European colonisation,
- Events leading to Federation
- World Wars I, II
- Immigration
- Gulf Wars.

Much of this course is to be based on investigation and fieldwork. Excursions will be integral part of this subject.

ASSESSMENT

Students' work will be assessed on class work, report, folio pieces and tests.

COMMERCE/LAW

One semester

KEY LEARNING AREAS:

Humanities and Interdisciplinary Learning

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Personal Learning, Economics, Civics and Citizenship, Economics

AIMS:

This subject aims to provide students with knowledge, skills and understanding that will enable them to effectively participate as responsible young adults in Australian society.

Upon completion of this subject, students will have experienced study in a variety of commerce based subjects and will be in a position to make informed choices for year 11 and 12. Such subjects may include VCE Legal Studies, Accounting and/or Business Management.

CONTENT:

Government:

- The democratic process: elections, participation in community life, pressure group activities
- Australian political institutions including Victorian and Federal Parliaments and local government
- Voting: the process and the importance of
- Active citizenship and other ways to influence change in our government policies

The Law and Personal Safety:

- Individual rights and responsibilities
- Why rules and laws are necessary
- The difference between civil and criminal law
- Types of laws
- An introduction to Courts
- Police powers and individual rights
- Sanctions for breaking the law – including prison

Economics:

- Needs and Wants
- Demand and supply
- How changes in economy, locally and internationally, impact daily lives

Business Management:

- Why people want to run their own business
- Business structure: sole trader, partnership, company, franchise
- Retail and service business
- Business affordability: potential sources of finance
- Success vs failure
- Buying an existing business vs starting your own from the beginning

Case studies: how business impacts on the local community

Accounting:

- Cash vs credit
- Source documents
- Recording in cash journals (cash receipts and cash payments)
- Reporting for cash: Statement of Receipts and Payments
- Financial decision making

ASSESSMENT:

- Class tests
- Projects
- End of semester exam

ART

One semester

KEY LEARNING AREA: ARTS and TECHNOLOGY
AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts – Art Design, Creativity and Technology

AIMS:

- To encourage students to develop artistic and production skills using different Art media including digital manipulations
- To encourage students to develop a personal art style
- To view and analyse selected works of art using the Analytical Framework
- To research important movements in Art History.
- To develop competency in design
- To increase awareness of new and emerging materials and ways of presenting art works
- To prepare students for further study in VCE Art and/or VCE Studio Arts

CONTENT:

Visual Art - The practical area will include more advanced challenges and skills in the areas of drawing, painting, collage and Digital Art. Selected themes will be investigated and preliminary work will be undertaken in order to complete three pieces of art work. Students will experiment with a range of 2 dimensional media and expand options for creating art. Students will develop their manual and computer drawing, printing and painting skills.

Art Appreciation and Art History

Art criticism will involve students observing and analysing selected works of Art. Students will be expected to become familiar with appropriate terms and vocabulary. Excursions to galleries are planned. One exhibition will be reviewed and a diary will be used to record observations.

The study of Art History will emphasise the similarities and contrasts in approaches to selected themes by artists and cultures, past and present. Art movements to be studied will include Pop Art, Surrealism and the Art of Asia and the Pacific. Students will be introduced to the Analytical Framework which is used in VCE Art.

ASSESSMENT:

- Folio work - design brief, developmental art work and final presentations.
- Skill development activities and tasks.
- Research project – the study of artists and art movements.

SPECIAL FEATURES:

Exhibition excursions to be paid for as required in the semester.

STUDIO ARTS

One Semester

KEY LEARNING AREA:

THE ARTS

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts – Art

AIMS:

- To communicate ideas and information visually
- To use information and appropriate language to respond to and interpret work
- To use a variety of techniques and media
- To explore printing methods such as lino prints, screen prints, mono-prints
- To present finished works to an audience
- To prepare students for further study in VCE Studio Arts.

CONTENT:

Students will be involved in the creating, making and presenting of a variety of projects. The work will demonstrate the use of various techniques and media and show development from the initial stage to the finished product. Students will create a range of art works using different materials such as paintings on canvas, screen prints on fabric, lino prints and presentations using mixed materials. Students will use a selected art form to explore a subject of their choice.

ASSESSMENT:

- Folio Work – sketchbook, record of design preparation and completed work
- Research project – the study of different craftspeople and artists
- Production work – Ceramics and Print making.

SPECIAL FEATURES: Visits to exhibitions where applicable.

MUSIC

One Semester

KEY LEARNING AREA:

THE ARTS

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts - Music

AIMS:

- To develop knowledge of the history of Rock music
- To develop understanding of and sensitivity to various kinds of music
- To develop a creative use of sound as a form of communication and self expression
- To develop skills and confidence in the performance of Rock music
- To develop skills in song writing
- To provide opportunity for skill development in Instrumental Music and Choir
- To prepare students for further study in VCE Music and VET Music Performance.

CONTENT:

Students will study the evolution of Rock music, examine the elements of style, examine music in society and present views on a range of styles. Students will create music as a composer and performer using various sound sources. Students will use drums, guitars, keyboard instruments and recording equipment. They will experiment with style and structure questioning musical judgement. Students will also be able to develop their instrumental music skill when using a selected instrument.

ASSESSMENT:

1. Projects
2. Folio and song writing and class work
3. Presentation and Performance.

PERFORMING ARTS

One Semester

KEY LEARNING AREA: THE ARTS

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts - Drama
Interpersonal Development

AIMS:

- for students to express themselves using a range of performance options
- to use Performing Arts as a means to understand the world in which we live
- to prepare students for VCE Music or Drama

CONTENT:

Students are to study for, prepare, rehearse and perform in at least two of the following Performing Art options - song performance, song writing, acting (solo or group), script writing, sketch comedy, story telling, dance, choreography, mime. Students will develop their skills and knowledge with a view to performing in front of an invited audience.

Assessment Tasks

- Folio of Performances created throughout the semester
- Final Performance of best work
- Assignment researching the techniques used and needed by professionals in any option

MEDIA

One Semester

KEY LEARNING AREA: THE ARTS

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts - Media, Communication, Design, Technology and Creativity, Information and Communications Technology.

AIMS:

- To investigate and explore the ways that radio and video have developed and affected our culture
- To develop skills in basic video production with the emphasis on combining video into a multi-media product
- To develop skills in taking and printing photographs
- To develop knowledge of privacy, legal and ethical issues involved in the use of YouTube and social networking sites and practise the safe and appropriate use of communications technologies
- To investigate media issues
- To prepare students for further study in VCE Media.

CONTENT:

Students will learn about the history of radio and explore the content, production values, targeted audience and personalities involved in some radio programs. Students will do a range of exercises in audio genres and learn about the relationship between audio and video production. Podcasting will be used to show the effect of combining audio and pictures. Students will be taught the fundamentals of photography and do exercises to explore these techniques. Students will also investigate the work of an Australian photographer.

Students will develop an appreciation of video production skills during short exercises exploring the conventions used. They will then design their own project, write a script and storyboard, then film and edit on computers. This will be used as a basis to create a multi-media project in a new digitised format. Students will use PowerPoint, Visions and sound editing software. Students will have experience in the use of new communications technologies and will be expected to demonstrate safe and appropriate ICT use practices.

ASSESSMENT:

- Folio – will involve note taking, research exercises from the internet and two written assignments using the Internet
- Creative work – developing projects from design, planning, production and post – production with the final output on the computer and colour prints for photography.

VISUAL COMMUNICATION AND DESIGN

One semester

KEY LEARNING AREA:

THE ARTS

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts, Information and Communications Technology, Communication, Design, Creativity and Technology.

AIMS:

Students will be able to:

- Demonstrate skills and techniques in a range of 2- and 3- dimensional drawings and design processes
- Develop skills in digital photography and image manipulation
- Identify, analyse and interpret existing visual communication
- Develop an understanding of design elements and principles used to develop effective final products
- Make and present visual communication which explores complex ideas, issues and feelings.

CONTENT

Students will continue to develop freehand, instrumental and rendering techniques and use conventions to produce effective presentations to communicate information in a variety of areas. Students will develop finished artwork following a Design Brief through the Design Process. The final production pieces may include architectural models, graphic design for posters, CD covers, logos, photographic albums, brochures and package design. Students will use the digital camera, scanner and computers. Students will develop skills in digital photography and image manipulation and will be required to consider some of the social, legal and ethical issues involved in the use of digital images in on-line communication. There will be opportunity for further development of ICT skills in programs such as In Design and Photoshop.

ASSESSMENT:

- Folio of developmental work
- Final production of art work.

PATHWAYS: This subject will provide students with preparation for VCE Visual Communication and Design and VCE Design and Technology.

ROBOTICS

One semester

KEY LEARNING AREAS: INTERDISCIPLINARY

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Science, Design, Creativity and Technology, ICT, Humanities

AIMS:

To introduce students to the scientific principles, technological applications and social impact of robotic devices.

CONTENT:

Students will study Robotics as the integration of four distinct fields:

- Mechanics (levers, gears and pulleys) - What parts the robot has to move
- Electricity (wiring, resistors and motors) - How the robot moves its parts
- Electronics (transistors and microchips) - What the robot uses to think
- Programming (instructions and data)-What the robot thinks about and how it makes its decisions.

Students will also study several social aspects of robots

- Uses-Why and where we use robots
- Development-The historic development of robots and what the future may hold
- Issues-The impact of robotics on industry, economics and the workforce.

ASSESSMENT:

- Work Folio
- Exam
- Research reports and Assignments
- Practical tests
- Tests and Worksheets

FOODS

One Semester

KEY LEARNING AREAS: ARTS AND TECHNOLOGY, HEALTH

AUSTRALIAN VICTORIAN ESSENTIAL LEARNING STANDARDS: Design, Technology and Creativity; Health Knowledge and Promotion

AIMS:

- To develop knowledge of the characteristics of food and food production processes
- To develop skills in food selection
- To encourage students to enjoy experimenting with different foods
- To analyse the links between diet and health issues
- To develop skills in the processes of food preparation and presentation
- To improve competency in the use of equipment, safe food handling and safe work practices
- To prepare students for further studies in Hospitality, Food Science and Technology.

CONTENT:

Students will learn about the characteristics of food and the way these properties influence food preparation, storage and presentation. Students will plan, prepare and make a variety of products suitable for individual consumption and entertaining. They will undertake this work individually and in groups. Students will keep a record of all work undertaken and develop a list of terms and processes. They will describe the specific characteristics of the food that makes it suitable for production and identify specific safety considerations relevant to the lesson. Students will evaluate the products with comments and the details of the production.

ASSESSMENT:

- Completed products and practical ability
- Work book containing all planning, production and evaluation details together with assignments and research tasks.

TECHNOLOGY AND WOOD

One Semester

KEY LEARNING AREA: ARTS AND TECHNOLOGY

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Design, Creativity and Technology.

AIMS:

- To develop a knowledge of materials and the various ways materials can be used
- To further develop a knowledge of the design process
- To develop new skills and an appreciation of the art of production of a product for use by themselves or by others
- To broaden knowledge of the ways in which wood may be used, either on its own or in combination with metal or plastic
- To further develop skills and competency in the use of tools and machinery
- To develop an understanding of quality control and the role of the Australian Standards
- To develop skills in architectural drawing and computer aided design

CONTENT:

Students will prepare detailed design proposals as well as design their products to a specific brief. Students will use Computer Aided Design skills to produce a series of designs other than their product(s). They will investigate the specific characteristics of materials and the role of Australian Standards in the selection of materials for specific roles. Students may incorporate different materials into their design or specialise in a material. Students will keep a record of all designs, production details, specific characteristics of the materials used, tools and equipment used and the safety requirements for their use. Students will evaluate products with comments on their suitability regarding design and usage. Students will investigate types of materials and the importance of the Australian Standards in relation to their use. They will undertake tests to ascertain the appropriateness of different materials for specific situations.

ASSESSMENT:

- Product/s made during the unit
- Practical tests
- Folio containing all designs, production details and evaluation of the completed product(s).
- Investigation of a set topic

TEXTILES AND FASHION MAKING

One Semester

KEY LEARNING AREA: ARTS AND TECHNOLOGY

AUSTRALIAN ESSENTIAL LEARNINGS STANDARDS: The Arts, Design, Creativity and Technology.

AIMS:

- To learn traditional skills and crafts associated with textiles
- To develop a range of skills in techniques to enhance and decorate fabric.
- To develop and enhance skills in the use of equipment, including the sewing machine
- To broaden knowledge of fabric and an appreciation of design
- To develop skills in clothing production.
- To extend knowledge of the fashion and clothing manufacturing industries.
- To prepare students for further study in VCE Studio Arts or VET Fashion Design and Production.

CONTENT:

Students will learn how to use the sewing machine at either a beginner or more advanced level. They will keep a log book of ideas and investigate the development of traditional textile crafts in a modern environment. Students will construct articles including soft toys, soft furnishing, clothing and/or fashion accessories using commercial patterns and machines. They will also develop skills in fabric enhancement which will be used to personalise articles. Students will investigate trends in fashion and present a record of their research and will also complete a folio of design ideas.

ASSESSMENT:

- Completed articles
- Folio of class work and assignments.

FASHION ACCESSORY ILLUSTRATION AND RELATED PROJECTS

One Semester

KEY LEARNING AREA: ARTS AND TECHNOLOGY

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: The Arts, Design, Creativity and Technology.

AIMS:

- To use the theme of Fashion as a way to develop skills in anatomical drawing and rendering
- To study the principles of fashion illustration
- To focus on developing an individual style
- To learn aspects of producing illustrations from an initial concept to finished artwork
- To develop skills in using Adobe Photoshop
- To learn how to use colour
- To study historical fashion illustration
- To study the figure as represented in other cultures
- Emphasis on real world assignments from newspapers, magazines, advertising and packaging.

CONTENT:

Students learn the fundamental principles of fashion illustration and how to translate drawings from a live model into finished fashion illustrations, rendering clothing and accessories. The use of pen and ink, marker and brush and wash techniques suitable for reproduction.

Students explore media techniques. The introduction of basic Adobe Photoshop enables students to apply computer processes to the production of digital and traditional imagery from concept to finish.

Students learn all aspects of producing illustrations from initial concept to finished artwork, involving composition and draftsmanship, finding creative solutions considering value, tone, colour contrast and harmony. Students study anatomy, proportion and drawing in charcoal, pencil, marker and pastel.

Students undertake art research to gain knowledge about clothing from the past by studying art works. A study of the role of fashion in reflecting changes in society is undertaken.

ASSESSMENT:

- Folio of Artwork
- Research Project.

INFORMATION AND COMMUNICATIONS TECHNOLOGY- iPad/iPhone Applications and Programming Course

One Semester

KEY LEARNING AREA: Information and Communications Technology

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Information and Communications Technology (ICT)

AIMS:

- To develop students' skills with computer applications and to apply these skills to solve problems.
- To develop student confidence with computer equipment and computer applications.
- To teach students how to work in a computer environment
- To provide students with opportunity to learn some elementary computer programming skills and use these skills to solve simple programming problems
- To apply logical approaches to computer application design and development
- To analyse an information system problem or potential information system innovation, design and develop a solution, test the solution, implement and evaluate the solution

CONTENT:

- Analysis - What iPhone/iPad application is being designed and what is its purpose? What is its target audience? How will it work? Will it be available free on iTunes or will it cost and why?
- Learn basic programming concepts such as sequence, selection and iteration
- Design- how to design a great looking iPhone/iPad application
- Use a range of programs to assist in the design of the application. Word, powerpoint, photoshop, excel, inspiration
- Introduction to the iPhone SDK
- Key practices for iPhone development
- Leveraging iPhone location, acceleration and orientation
- Maximizing your application's performance on iPhone
- Introduction to objective-C and cocoa touch
- iPhone development tools overview
- Getting started with iPhone web applications
- iPhone OS 3.0 media and game technologies

ASSESSMENT:

- iPhone/iPad project and successful publishing on iTunes
- Completion and submission of research, data collection and evaluation of data. Completion of homework related to project

INFORMATION AND COMMUNICATIONS TECHNOLOGY

One Semester

KEY LEARNING AREA: Information and Communications Technology, Integrated learning

AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: Information and Communications Technology (ICT)

AIMS:

- To develop students' skills with computer applications and to apply these skills to solve problems
- To develop student confidence with computer equipment and computer applications
- To teach students how to work in a computer environment
- To provide students with opportunity to learn some elementary computer programming skills and use these skills to solve simple programming problems
- To apply logical approaches to computer application design and development

CONTENT:

Students will learn to use:

- A web page authoring software package to design, produce and maintain their own web site plus use of Dreamweaver and Text Wrangler to create and manipulate web pages
- A desktop publishing package to create page designs such as newsletters, flyers and pamphlets
- Graphics software to produce and edit graphics for their web site and their page designs
- Hardware (scanner and digital camera) to import the graphics needed for their web site and their page designs
- Basic programming control structures using Java Script
- Photoshop Elements and other programs that support the development of computer applications

ASSESSMENT:

- Projects which require the student to collect data, plan, process and evaluate the solution to a problem. One project will be the creation of their web site. The second will be a page design.
- Research projects on computer awareness
- Tests – skill development and end of semester theory test.

GERMAN

Full year

KEY LEARNING AREA: LANGUAGE OTHER THAN ENGLISH (LOTE)
AUSTRALIAN VICTORIAN ESSENTIAL LEARNINGS STANDARDS: LOTE

AIMS:

- To extend students' knowledge, skills, confidence and enjoyment in language learning and usage by speaking, listening, reading and writing.
- To continue to develop an awareness of the culture, ways of thought and life in German speaking countries.

CONTENT:

Textbook 'Ganz Genau' and workbook.

- Topics studied will be sport, health, home and family, shopping, environment, youth issues and culture, jobs and careers, Berlin sights and history, European Union, German companies and their products, German immigrants and settlement in Australia, Exchange students in Australia, holiday destinations, activities and travel.
- Student involvement includes role plays, recitation, conversations, vocabulary and grammar learning, singing, listening exercises, reading texts in books, in the latest youth magazines, and online, and viewing video clips.

Grammar study is included as a continuum in the topics studied. Intercultural learning and the comparison of cultures are part of each topic.

ASSESSMENT:

- CD Listening exercises
- Speaking - role plays, conversations, class talk
- Reading comprehension
- Writing - assignments on topics covered in class
- Topic tests/homework exercises on topics.

SPECIAL FEATURES:

- Internet research and Power Point presentations
- Participation in activities with other German learners from Geelong schools
- German Poetry Competition
- St. Nicholas night
- Christmas craft activities
- 4 day excursion to South Australia, exploring the influence of German settlers (proposed)
- Excursion to 'German Day Out' in Melbourne
- Student Exchange to Germany - opportunity to apply for a scholarship to Germany for a 3 week student exchange.
- Opportunity to host an exchange student and go to Germany in 2014 - 2015

VICTORIAN CERTIFICATE OF EDUCATION STUDIES

In 2014 there will be opportunities for some year 10 students to select a VCE study as part of their year 10 program.

There is an expectation that VCE students will make a commitment to complete both unit 1 and 2 of the combined year 10 and 11 VCE studies. Please note that timetabling restrictions may mean that access to all VCE studies can not be guaranteed.

Students will be required to go through the following steps to gain approval to do a VCE study.

1. Seek advice from a teacher of a similar or related subject.
2. Complete an 'Application to do a VCE subject' form. You will be asked to provide your reasons for wanting to do a particular VCE study and name the teachers that you have received advice from regarding this subject. Hand the application form to Mrs. Sherryn Martin, the Year 9 Year Level Coordinator.
3. The Year 9 Year Level Coordinator will check student reports for attendance, motivation, work effort and completion of set work. Students need to have grade averages of Very Good or above in subjects. The YLC may also check with other teachers and will then make a recommendation.
4. Parental approval.
5. Student entry to a VCE study will also depend on class sizes and timetabling arrangements.

VCE Subjects can be viewed in the Later Years Handbook. See a member of the Course Counselling team for a copy or go online to the College website, <http://www.ngsc.vic.edu.au/public/downloads.html>

VET TASTER

VET Taster Description

The VET Taster is a special opportunity for year 10 students in 2014. If selected to participate, students will spend one full day per week attending a Vocational Education Training program at the Trade Training Centre (located on the grounds of Northern Bay College).

The program is called a 'taster' because it's a great opportunity to try out four different types of VET courses without committing to a full year of each. Each course is very practical and 'hands on' and can help in making decisions about future career paths.

Students will rotate through a series of four VET options over the course of the year. These options are:

1. Hospitality – A chance for students to learn food preparation and service (and eating!) under a qualified instructor in an industrial kitchen.
2. Building & Construction – Working with a range of materials to design and construct a range of items.
3. Engineering – Fabrication, making of tools, working with metals etc.
4. Automotive – An incredible opportunity to work with real cars in a real auto repair facility.

There are only 20 spots available so make sure you register your interest! There is also a cost of \$50 per term to participate.

See Mr Baker, Miss Makin, Mr Zahra or Miss Clark for further details about this program.

VET studies at North Geelong Secondary College

VET studies will now be offered at North Geelong Secondary College. These will incur fees, however students will not have to leave the school to attend these classes.

VET IT – Cert III Information, Digital Media and Technology– North Geelong

Course Outline

The VCE VET Unit 1-2 core units of competence include operating computer hardware and computing packages, designing organisational documents using computing packages and work effectively in an Information Technology environment.

The VCE VET Unit 3-4 sequence incorporates core units such as running standard diagnostic tests, applying occupational health and safety procedures and installing and optimising operating system software.

Link/s to VCE subjects –

IT Cert III links to IT applications, IT Systems & Systems and Technology

VCE Credit

Students who undertake partial completion of ICA11 Certificate III in Information, Digital Media and Technology will be eligible for up to four units credit towards satisfactory completion of their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III qualification may be eligible for further credit at the Units 3 and 4 level. Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Information, Digital Media and Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Students who receive a Units 3 and 4 sequence within a School Based Apprenticeship and Traineeship program in Information Technology may choose to undertake scored assessment or may choose to receive a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

VCAL Credit

The VCE VET Information Technology program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels within the VCAL program.

What career and/or employment opportunities will I have?

The Certificate II in Information, Digital Media and Technology is an entry level qualification for further studies in ICT. It provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. Small to medium enterprises (SMEs) will find the contents of this qualification useful at an ICT user level. In its own right such a qualification could equip an individual to undertake roles such as office assistant or to work in records management at a junior level; however its usefulness is most likely to be found in supplementing functions in roles prevalent in other industries.

VET Sport and Recreation- Cert II in Community Recreation (Soccer Focus) – North Geelong

Course Outline

The VCE VET Unit 1-2 core units include First Aid, assisting in conducting sport and recreation sessions for participants, providing equipment for activities and apply the principles of community development to community recreation work. There is also an opportunity to develop skills in specific Soccer through the choice of electives.

Link/s to VCE Subjects –

Cert II in Community Recreation links to VCE PE.

VCE Credit

Students who undertake Cert II in Community Recreation will be eligible for two unit credits towards satisfactory completion of their VCE: Units 1 and 2. Students who undertake further training in their 2nd year which is a partial completion of Certificate III in Community Recreation will be eligible for a unit 3-4 sequence. Students wishing to receive an ATAR contribution for the unit 3-4 sequence must undertake a scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL Credit

The VCE VET Sport and Recreation program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels within the VCAL program.

What career and/or employment opportunities will I have?

The certificate II in community recreation is an entry level qualification for further studies in the sport and recreation field. It aims to provide specific skills and knowledge required for an assistant level employee at a gym, aquatic centre or leisure centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations.

VET Health- Cert II in Health Support Services – North Geelong

Course Outline

This program provides students with the knowledge and skills that will enhance their employment prospects in the health industry.

VCE Credit

Students who undertake Cert II in Health Support Services will be eligible for two unit credits towards satisfactory completion of their VCE: Units 1 and 2.

VCAL Credit

The VCE VET Health program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels within the VCAL program.

What career and/or employment opportunities will I have?

This is an entry level qualification which covers workers who provide support for the effective functioning of health services. This qualification will NOT allow students to fulfil direct care assistant functions such as assisting other staff with the care of clients. Occupational titles for workers who have this qualification may include: Administration assistant, Food services assistant, Pathology courier, Housekeeping assistant, Orderly, Porter, Ward assistant.

Students may subsequently apply for other VET in School programs, including School based Traineeships. Post school students may pursue further training at TAFE – including various Certificate III and IV qualifications and various diploma qualifications including the Diploma of Nursing (Enrolled – Division 2 Nursing) or a variety of degree courses at university.

YEAR 10 SUBJECT PREFERENCES 2014

NAME OF STUDENT: _____

FORM: _____

This sheet will remain in the Handbook as YOUR record of subject preferences. You will be required to enter your course selection on the separate sheet provided. Please remember that these choices are for the school to get an understanding of the demand for subjects in 2014. It may be that some of your choices will not be available and you will need to consider alternatives.

Compulsory Subjects

English

Mathematics

Mathematics grouping to be decided in consultation with your Maths teacher

A.

B.

C.

Foundation Numeracy

Health and Physical Education (HAPE)

HAPE elective modules (List in order of preference)

1.

2.

3.

4.

5.

6.

Science

History or Geography (Circle One)

Elective Subjects

List the semester electives in preference order from 1 to 10. **Please place one elective subject from the Arts/Technology group at the top of your list.** Your remaining electives can come from LOTE, Arts and Technology, Science and Humanities (You can opt to choose History or Geography as an elective also). German, VCE and VET studies run for the whole year and count as 2 electives.

Preferences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

STUDENT FEES AND CHARGES

The following charges are an **estimate** based on the 2013 charges. Please note that these charges are subject to change by School Council and may vary in 2014.

There are three categories of education items or services that school councils can request payments from parents and guardians for students in Victorian government schools:

- Essential educational items which parents and guardians are required to provide or pay the school to provide for their child (for example, for stationery, text books and school uniforms where required)
- Optional educational items which are offered on a user-pays basis and which parents and guardians may choose whether their child accesses or participates in (for example, for school magazines or some extracurricular programs or activities), and
- Voluntary financial contributions which parents and guardians may be invited to donate to the school.

YEAR 10 CHARGES 2013

Student Resource Charge – Essential Education Items - REQUIRED		\$145.00
This charge covers the cost of essential items and services that are provided to students on an individual basis.		
• Mobile Device Application Support		\$20.00
• Photocopied Class Resources		\$40.00
• Print Credit		\$20.00
• Access to Specialised On-line Resources		\$20.00
• Locker Usage		\$10.00
• Bus Transport to Compulsory Whole School Activities		\$5.00
• Course Handbook		\$10.00
• Student ID Card		\$5.00
• Whole Year Level Activities		\$15.00

Subject Materials Charges – REQUIRED IF YOUR CHILD HAS ENROLLED IN THE SUBJECT	
The following subjects have a materials charge to cover the cost of consumable materials that are distributed and used. Please note these charges are charged per semester.	
ART & TECHNOLOGY	
• Art	\$80.00
• Studio Arts	\$80.00
• Visual Communication & Design	\$80.00
• Media	\$50.00
• Food Technology	\$130.00
• Materials Technology	\$100.00
• Textiles & Fashion Design	\$60.00
• Robotics	\$50.00
HEALTH & PHYSICAL EDUCATION	
• Outdoor Education	\$190.00
• Health	\$20.00
LOTE	
• German	\$10.00

Voluntary Financial Contribution**\$50.00**

This contribution assists the school in providing library and computer services, including the purchase of class sets and resources. This contribution also assists with grounds beautification projects. These initiatives improve services and the environment in which students learn, directly benefiting the education of our students.

Camps / Excursions / Activities

Students participating in interschool sporting activities are required to pay a \$2.00 transport fee – students may not be able to attend without payment.

Students attending excursions for subjects will be charged individual transport, entrance and accommodation (if applicable) costs at the time of the activity.

Payments for excursions and activities must be made at least 3 days prior to the activity date. Students who have not paid for the excursion prior to the activity may be unable to attend.

Please refer to the College Refund Policy for guidelines on refunds for non attendance on excursions (available at the Administration Office upon request).

Optional Extras

These optional extra materials or services will be charged on a user pays basis.

These include:

- Additional printing or photocopying for personal use
- Annual School Magazine
- School Photographs
- Charges for school based events, performances, productions etc
- Extracurricular Programs (for example: Human Powered Vehicle, Instrumental Music)



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