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# Korumburra Secondary College

*“Developing lifelong learners who are respectful,  
resilient, strive for excellence and are productive  
members of their community”*



2023

# Contents

Year 9/10 Course Structure .....	4
Core Subjects .....	4
Elective Subjects.....	4
Elective Selection Procedures.....	4
Subject Changes.....	5
Curriculum .....	5
Workload.....	5
Compulsory Schooling .....	5
Attendance Requirements.....	5
Term Dates for 2023 .....	6
Elective Subjects Offered in 2023 .....	7
Elective Subjects .....	7
Music Production .....	7
Performing Arts.....	9
Drama Performance B .....	10
Music Performance B.....	11
Visual Communication and Design A .....	12
Visual Communication and Design B .....	12
Digital Photography B .....	13
Art B.....	14
Literature.....	15
PE + .....	16
Outdoor Education .....	16
Shape Up and Skill Up.....	17
Global Health and Food B.....	17
Advance.....	18
Passion Projects .....	19
Make a Difference – Develop a Social Enterprise .....	19
Japanese A.....	20
Japanese B.....	20
MythBusters.....	21
Enviro Explore.....	22
Introduction to Psychology .....	23
STEAM – Future Builders .....	24
Food in the Fast Lane A.....	25
Multicultural Australian Foods A.....	26
Food Studies B .....	26
Special Occasion Cookery B.....	27
Product Design Textiles .....	27
Metal Work A .....	28

Metal Work B .....	28
Woodwork A .....	29
Woodwork B .....	30
ICT – Computer Science Principles.....	31
<b>Core Subjects – Year 9.....</b>	<b>32</b>
ACE .....	32
Art.....	32
English.....	33
Health Education.....	34
Humanities.....	34
Mathematics – Year 9.....	35
Physical Education.....	36
Science .....	36
<b>Core Subjects – Year 10.....</b>	<b>37</b>
ACE .....	37
English.....	38
Health and Physical Education.....	39
History .....	40
Geography.....	40
Society and Culture.....	41
Commerce and Law.....	42
Mathematics - Advanced.....	43
Mathematics - Core.....	44
Foundation Mathematics (Units 1 - 2) .....	45
Science .....	46
Option 1: General Science .....	46
Option 2: Applied Science.....	46

## Year 9/10 Course Structure

Korumburra Secondary College offers a varied and challenging curriculum designed to cater for differing student needs. Our curriculum aims to focus student learning on the learning process itself - learning how to learn, while enabling students to develop knowledge and skills as an independent person and as a team member.

As required by the Department of Education and Training, we deliver the Victorian Curriculum to all students until the end of Year 10. While still being designed around the Victorian Curriculum, our Year 9 and 10 course structure allows students to prepare for the Senior School pathways.

The Year 9 and 10 Course at Korumburra Secondary College is based on a system of **CORE** and **ELECTIVE** subjects. As part of our drive to improve VCE outcomes for students, all subjects will have a Semester Examination and results will be included on Semester Reports. Year 9 CORE subjects are assessed at the end of Semester Two. Year 10 students will have an exam each semester for CORE subjects. Elective subjects are assessed at the end of the Semester.

**Core Subjects** – these include subjects which all students study as part of their course.

These subjects will be studied all year.

- ACE
- English
- Health Education
- Humanities
- Mathematics
- Physical Education
- Science
- Art (this subject is timetabled with “elective subjects” but is completed by all Year 9 students for one semester)

**Elective Subjects** – these include subjects that students may choose to complete. Year 9 and 10 students will usually complete 4 electives each year, each for one semester.

The Victorian Curriculum also requires students to complete studies from The Arts and Technology until the end of Year 10. The elective subjects are the opportunity for students to complete their Arts and Technology studies as well as to follow their personal interest and skills. This may include the opportunity for students to:

- Expand their skills
- Prepare for future VCE subjects
- Try something new that they may like to continue in the future.

Year 10 students also have an opportunity to commence a Vocational Educational Training (VET) Course and /or an early access VCE subject. These will each count as two electives.

Students in Year 9 2022 will be choosing from electives that are offered to both Year 9 and Year 10 students. This will increase student choice and enable students to mix with a wider group of peers. It also gives Year 9 students more opportunities for early access VCE subjects in the following year. Electives available to Year 9 and Year 10 students in 2022 are shown in the table on the next page.

## **Elective Selection Procedures**

While the electives being offered will be available to both Year 9 and Year 10 students, there are recommended sequences for some subjects. Some electives will run a class designed for Year 9 students and another class designed for Year 10 students. For these subjects, the class designed for Year 9 students will be labelled with an “A” (eg. Wood A) and the class designed for Year 10 students will be labelled with a “B” (eg Wood B).

Where students are interested in choosing one of these subjects, they are strongly encouraged to choose the subject designed for their year level. If, through exceptional circumstances, a student

wishes to choose a subject from the alternate year level, they should speak with Ms Neill or Mr Cronin who will work with the student and family to determine if this is appropriate. For all other subjects which are not part of a two-year sequence, these may be chosen by Year 9 or Year 10 students.

Year 10 students interested in completing a VCE or VET subject will need to submit an application and demonstrate high level competency in the relevant subjects as well as a strong GPA. Application forms are available from Mr Wilson or Ms Coleman and must be signed by the current relevant subject teacher, as well as parents.

Every current Year 9 student will be required to have a 15 minute course counselling interview on **Friday 2<sup>nd</sup> September 2022 between 8.30am and 4.00pm** to discuss and approve their course selection for Year 10 2023. These interviews will be held online via TEAMS for students and their parent/s.

Every current Year 8 student will be provided with details regarding subject selection through their ACE classes. Their subject selection form will be due in on **Friday 2<sup>nd</sup> September**.

Students choose six subjects from the offering in order of preference. Every attempt is made to place students in their first four choices but timetable restrictions do not always allow this to occur. Subjects will run if there are enough students selecting the subject.

## **Subject Changes**

It is important for students to choose subjects carefully. Year 9 and 10 students may make changes at the start of each semester to their elective program. After the 3<sup>rd</sup> week of semester, changes will only be made in exceptional circumstances.

## **Curriculum**

### **Workload**

To ensure you reach your potential at school, all students are encouraged to –

- Manage your time. (Balance study and recreational commitments).
- Set clear and attainable goals.
- Promptly seek assistance from your teachers to address any concerns.
- In Year 9 and 10 set aside 1 to 1.5 hours per night to revise and complete homework.
- In Year 11 approximately 2 hours per night is recommended.
- In Year 12 approximately 3 hours per night is recommended.
- Be well organised and keep up to date.
- Use a diary or electronic organiser and complete homework.

Parents and students are encouraged to refer to the Homework Policy available on the school website.

### **Compulsory Schooling**

It is compulsory for students to remain at school until the age of 17 unless they have satisfactorily completed Year 10 and are leaving to study full time or employment or a combination of study and work. Students who are exiting school are required to attend an interview and complete a Transition from School form. If the student is under the age of 17 the exit must be approved by Regional Office.

### **Attendance Requirements**

Students of Korumburra Secondary College are expected to:

- Attend all classes unless an absence is negotiated with the year level co-ordinator.
- Make arrangements with your teacher to complete work that is missed.
- Provide written explanations for any absence.
- Provide medical certificates if appropriate.

Students on Youth Allowance must remember that more than 5 unexplained absences per term can jeopardise their payments. A student who misses 10 or more classes of a VCE subject without catching up the work will fail the unit.

### Term Dates for 2023

	Commences	Finishes
Term 1	Monday Jan 30	Thursday April 6
Term 2	Monday April 24	Friday June 23
Term 3	Monday July 10	Friday September 15
Term 4	Monday October 2	Wednesday December 20



## Elective Subjects Offered in 2023

DOMAIN	SUBJECT	Material Charges
ARTS	Drama Performance	
ARTS	Music Performance	
ARTS	Music Production	
ARTS	Performing Arts	
ARTS	Visual Communication and Design A	\$20
ARTS	Visual Communication and Design B	\$20
ARTS	Photography B	
ARTS	Art B	\$30
ENGLISH	Literature	
HEALTH & PE	PE +	
HEALTH & PE	Outdoor Education	\$300#
HEALTH & PE	Shape up and Skill Up	
HEALTH & PE	Global Health and Food B	TBC
HEALTH & PE	Outdoor Education VCE Unit 1 & 2 Year 10 only	\$650
HEALTH & PE	Health and PE VCE Unit 1 & 2 Year 10 only	
HUMANITIES	ADVANCE (THIS IS A FULL YEAR PROGRAM)	\$250
HUMANITIES	Passion Projects	\$25
HUMANITIES	Make a Difference – Develop a Social Enterprise	\$25
LOTE	Japanese A	
LOTE	Japanese B	
SCIENCE	MythBusters	
SCIENCE	Enviro Explore	
SCIENCE	Introduction to Psychology	
STEAM	STEAM – Future Builders	
TECHNOLOGY	Foods in the Fast Lane A	\$80
TECHNOLOGY	Multicultural Foods A	\$80
TECHNOLOGY	Food Studies B	\$80
TECHNOLOGY	Special Occasion Cookery B	\$80
TECHNOLOGY	Product Design Textiles	\$75
TECHNOLOGY	Metalwork A	\$80
TECHNOLOGY	Metalwork B	\$80
TECHNOLOGY	Woodwork A	\$80
TECHNOLOGY	Woodwork B	\$80
TECHNOLOGY	ICT – Coding / Gamemaker	

- **Note these charges are a guide only.**
- **New subjects charges will be confirmed at a later date**

## Elective Subjects

### Music Production

Ever wondered how to write, record and produce your own Songs? In Music Production we look at these skills. Students will learn transferrable skills such as listening and interpreting and ICT skills. They will then take these skills and develop them in a practical environment by learning how to

Arrange and Compose songs. Students will have access to software programs to allow them the fundamental skills to produce and manipulate their own original music! This is a great opportunity to explore self-expression and the creative process in Music.

### **Learning Outcomes**

- Ability to develop and complete original composition and arrangement work
- Demonstrate a range of expressive skills in the creation of original music works
- Ability to accurately evaluate and refine music work using appropriate terminology and concepts
- Use numerous musical elements to enhance original material

### **Areas of Study**

- Song Analysis
- Arranging
- Recording
- Composition

### **Key Knowledge and Skills**

- Develop Theory skills around Compositional devices such as; repetition, variation and contrast
- Develop an understanding of notation software programs to develop Composition skills
- Develop an understanding of recording software programs to develop Composition skills
- Develop instrumental skills for the purpose of Songwriting and Composition
- Analyse and show knowledge in how Performers have manipulated Musical Elements to achieve expressive outcomes

### **Common Assessment Tasks**

- Remix Project
- Sweet Disposition Project
- Express Yourself Project

### **Victorian Curriculum Strands:**

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

### **VCE Subject Progression:**

Music Contemporary Performance (subject to student numbers): Units 1-4

Music Composition (subject to student numbers): Units 1-4

### **Career Pathway Link:**

- Composer
- Arranger
- Sound Engineer
- Music Teacher



## Performing Arts

In Performing Arts students learn valuable transferrable skills such as teamwork, confidence and performance. In Drama Performance students will explore Serious Drama/ Comedy or Children's Theatre and learn the necessary skills to develop and perform an engaging theatre piece. During this process students will build dramatic skills through a variety of activities and document and reflect on their practices in a journal. In Music Performance students will develop and refine their skills as musicians and performers by learning an instrument of their choosing. They will participate in a variety of activities to build and apply their theoretical understandings in a practical context. Students will also have the freedom to explore an area of Performance they are passionate about.

### Areas of Study

- Theatre Studies
- Scriptwriting and Rehearsal
- Drama and Music Performance
- Music Rehearsal and Theory
- Project based Learning

### Key Knowledge and Skills

- How to articulate the musical elements/ vocab on a song in a Genre of their choice
- Understand the roles of Scales and Chords in contemporary Music
- How to learn some theory concepts practically
- How to choose and rehearse a piece of music as a group
- How to write and format a script for performance
- Strategies to engage an audience
- Collaborate with peers during scriptwriting process
- Rehearse and Perform in teams using feedback to refine performance work
- Begin to use teacher feedback to make modifications to performance styles and script

### Common Assessment Tasks

- Cast / Crew Performance – Serious Drama/ Comedy/ Children's Theatre
- The Big Gig Performance
- This is Me – Passion Project

### Victorian Curriculum Strands:

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

### VCE Subject Progression:

Music Contemporary Performance (subject to student numbers): Units 1-4

Drama (subject to student numbers): Units 1-4

### Career Pathway Link:

- Music or Drama Teacher
- Performer
- Production Crew
- Film and television
- Screen /Script writing

## **Drama Performance B**

Drama gives students the opportunity to develop the skills introduced in Middle School years focusing on preparing and presenting more complex, meaningful and dramatic art. Students will participate in a variety of activities to develop skills for creating, developing and refining an original work for a live audience. They explore ideas through the use of improvisation and character development. They experience performances through self-devised performances and complete a unit on script development. They refine their use and understanding of dramatic elements including rhythm, timing, symbol, contrast and conflict. Students reflect on the creative processes they use as well as evaluate and suggest improvements for their own and others' works. They complete assignments on different performance styles as well as develop an understanding of the history of children's theatre in various cultural contexts. Students will be introduced to subject specific terminology and will be expected to participate in a major theatrical performance delivered to a community audience. This unit prepares students for the challenges of VCE Drama.

### **Areas of Study**

- Ability to develop and sustain a character from a variety of starting points
- Demonstrate a range of expressive skills in the creation and performance of a scripted character
- Ability to accurately evaluate and refine character work using appropriate terminology and concepts
- Use numerous dramatic elements to enhance both improvised and scripted performance
- Use numerous dramatic conventions in the preparation and performance of a scripted play
- Learn how to write a script
- Complete a cast and crew role for performance

### **Key Knowledge and Skills:**

- Recognise and use appropriate terminology accurately and with confidence
- Understand the importance of the rehearsal process to refine and develop a character
- Develop an appreciation of the cultural role of dramatic art throughout history
- Control and manipulate particular elements according to purpose and audience
- Work productively, both individually and in groups
- Accept personal responsibility for allocated tasks
- Listen attentively to others, seeking and accepting constructive feedback and maintaining a safe and supportive learning environment

### **Common Assessment Tasks**

- Theatre Studies – Serious Drama/ Comedy/ Children's Theatre
- Cast Performance – Serious Drama/ Comedy/ Children's Theatre
- Production Role – Lighting, Sound/ Music, Backstage, Set, Prop or Costume Design

### **Victorian Curriculum Strands:**

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

### **VCE Subject Progression:**

Drama (subject to student numbers): Units 1-4

### **Career Pathway Link:**

- Actor
- Film and television
- Screen /Script writing
- Drama Teacher

## **Music Performance B**

Music gives students the opportunity to develop the skills introduced in Middle School years with a focus on developing technical and performance skills on a chosen instrument. Students will participate in a variety of activities to improve their creative skills and refine musical works for live public performances during the semester. They explore and reflect on new ideas through experimentation, collaboration and practical workshops. Students consolidate their understanding of music theory and apply their skills to composition and analysis tasks throughout the course.

### **Areas of Study**

- Develop technical skills on a chosen instrument
- Demonstrate a range of expressive skills in the creation and performance of music
- Analyse and evaluate musical works using appropriate language

### **Key Knowledge and Skills:**

- Recognise and use appropriate musical terms accurately and with confidence
- Develop and commit to rehearsal regime on their chosen instrument
- Develop an understanding of performance conventions
- Compose and analyse music in a variety of styles
- Rehearse effectively, both individually and in groups
- Accept personal responsibility for set tasks
- Listen attentively to others, seek and accept constructive feedback and maintain a safe and supportive learning environment

### **Common Assessment Tasks**

- Flying Solo – Solo Performance
- Like a Version – Group Performance
- Remix Yourself – Composition work

### **Victorian Curriculum Strands:**

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

### **VCE Subject Progression:**

Music Contemporary Performance (subject to student numbers): Units 1-4

### **Career Pathway Link:**

- Musician
- Sound Technician
- Music Teacher
- Music Therapist

## Visual Communication and Design A

This unit aims to introduce creative design and technical drawing techniques. Emphasis is on highly finished, well presented work and the use of the design process to trial and experiment with design. Visual Communication and Design leads to VCE Visual Communication & Design (Years 11 & 12). It is recommended to students wishing to develop their drawing, design and computer aided design skills.

There are three main parts to this subject:

- Graphic Art and Design
- Technical Drawings
- Computer Aided Design

### Areas of Study

There are a range of topics that cover different design fields as stated above. The students will explore a variety of materials and media to develop their design problem solving skills. They will have the opportunity to produce a range of drawing types, a digital illustration piece, photography and a 3D work.

### Learning Tasks

Students are expected to fulfil the assessment requirements by producing:

- Technical drawing
- Computer Editing
- Graphic Design
- Observational Drawing

## Visual Communication and Design B

This subject leads to Visual Communication Design in Years 11 and 12 and it is recommended to anyone who is looking to further their drawing and design application skills. There will be a focus on design elements and principles, design process and development on a range of computer based design skills.

### Learning Outcomes

- Instrumental drawing
- Design elements and principles
- Observational drawing
- Computer generated design work
- Design process

### Key Knowledge and Skills

*Key Knowledge:*

- Design elements and principles
- Design process
- Range of uses in materials, media and methods.

*Key Skills:*

- Observational drawing
- Freehand and Instrumental drawing
- Design elements and principles.

### Common Assessment Tasks

- Instrumental Drawing
- Product Design
- Computer generated design
- 3D modelling (3D printing)

### VCE Subject Progression

- Units 1 – 4 Visual Communication Design

### Career Pathway Link

- Animation, Multimedia, Illustrator, Graphic Designer, Advertisement, Product Design, Fashion Design, Packaging and Architecture.

## Digital Photography B

This subject is aimed at students who have completed the year 9 Art program. Digital Photography gives students the opportunity to learn how to take quality digital photographs and create original digital images. Students gain an understanding of a range of art and design computer programs and how they can be applied to plan, construct and take digital images. This subject relies on students having access to a working computer each lesson and there are tasks and CATs where it is expected that students will need to print their own work for assessment.

### Learning Outcomes

- On completion of this class students should be able to work with selected computer programs to download, edit and refine digital images
- Students should be able to respond to information about artists and their artwork
- Students should be able to demonstrate technical and artistic development in the presentation of their digital work

### Key Knowledge and Skills

#### *Key Knowledge:*

- Use of computer editing programs to adjust and manipulate digital images
- Appropriate artistic language

#### *Key Skills:*

- Independently use digital technology to create original images
- Use a digital camera to take a range of creative images on set topics
- Respond to photographers and their art work using the art elements

### Common Assessment Tasks

- Information on a range of photographic artists
- Photographic trial and development process

### VCE Subject Progression

- Art
- Visual Communication Design

### Career Pathway Link

- Creative arts professions
- Photography
- Graphic Design
- Advertising

## Art B

This subject is aimed at students who have completed the year 9 Art program. Studio Art gives the student the opportunity to continue to experiment with a variety of art media, techniques and art styles. Students independently refine their technical and aesthetic skills when planning and creating artworks. Students will develop an understanding and appreciation of a range of art periods and artists in their work.

### Learning Outcomes

- On completion of this subject students should be able to present visual creative responses that demonstrate their personal interest and ideas through trialling techniques and materials
- Students should be able to interpret and respond to a variety of artworks using the art elements and artists intentions

### Key Knowledge and Skills

Key Knowledge:

- Methods for trialling materials, techniques and processes
- Understanding of the use of selected art materials and techniques
- Identifying the formal elements and principles of artworks
- Use of appropriate art language

Key Skills:

- Use Formal Elements to produce creative response that show personal interest
- Use the Formal Elements to respond to information about artists and their artwork

### Common Assessment Tasks

- Folio of selected artworks
- Research into artists and art styles
- Visual diary planning, trials, annotation and evaluations

### VCE Subject Progression

- Art
- Studio Art
- Visual Communication Design

### Career Pathway Link

- Creative Arts Professionals
- Art Teaching
- Professional Artist

## Literature

This unit offers language enrichment for students who enjoy and appreciate reading and the study of texts. The unit will involve an analytical study of texts, and texts will be selected based on student interest and through teacher guidance. Comparisons will also be made with more contemporary writers and playwrights, and deal with historical concepts and the impact of particular social structures. Students may also explore the transformation of a novel to film, poetry into performance, or create their own adaptations. There will be one component of this course that will focus on a creative response. This course will prepare students for the demands of senior Literature study.

*It is highly recommended that students who wish to enrol in this elective are proficient users of the language and enjoy reading for pleasure. An interest in literature and a desire to continue such studies at senior level would also be beneficial.*

### Learning Outcomes

- Discuss, both verbally and in writing, how personal responses to literature are developed
- Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society
- Analyse the construction of a film and comment on the ways it represents an interpretation of ideas and experiences
- Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context

### Key Knowledge and Skills

#### *Key Knowledge:*

- Recognise and use appropriate terminology accurately and with confidence
- Understand the impact of imagery, analogy, metaphor, tone and atmosphere
- Develop an appreciation of the cultural impact of texts throughout history
- Recognise rhythm and the importance of rhythmic emphasis.

#### *Key Skills:*

- Develop analytical and evaluative skills in exploring the language of text
- Improve text response essay writing
- Develop appropriate terminology and metalanguage when discussing text
- Comment orally on particular textual elements which create meaning.

### Common Assessment Tasks

- Text response - an in-depth study and analysis of selected novels/plays
- Creative Response - A negotiated response to a selected text featuring a creative element
- Poetry Analysis

### Victorian Curriculum Capabilities Assessed

- Critical and creative thinking

### VCE Subject Progression

- Literature (subject to student numbers): Units 1-4

### Career Pathway Link

- Writer/Editor/Commentator
- Media presenter
- Educator

## **PE +**

PE+ is a practical based elective where students participate in weekly physical activities that relate to key theory concepts. Students will gain skills for personal enjoyment and skill improvement. These skills could be used in the wider community to assist with coaching and supporting young athletes. This subject aims to provide students with a strong foundation of knowledge for VCE Physical Education.

### **Learning Outcomes:**

- To prepare foundation knowledge for VCE Physical Education
- To develop an understanding of how the body's systems work together to maximise human performance and reduce the risk of injury
- Understand psychological methods used to enhance sports performance
- Develop knowledge of biomechanical principles used to improve sporting techniques

### **Common Assessment Tasks:**

- Participation in weekly practical activities
- Sports injury Research
- Human anatomy (bones/muscles/joints)
- Laboratory report on energy systems associated with fitness
- Video Analysis of a Biomechanical Principle

### **VCE Subject Progression:**

- Physical Education Units 1-4
- VCE Health and Human Development Units 1-4

## **Outdoor Education**

### **Aim**

- To develop skills and knowledge that enhance the safe participation in a variety of outdoor recreational activities.
- Improve individual ability to work in teams to achieve personal and team goals.
- To gain awareness of natural environments and impacts of human interactions.

### **Areas of Study**

Students explore nature forest, coastal and aquatic environments. Emphasis will be placed on analysing human interactions through developing awareness of how our behaviour can have an environmental impact. Practical skills will be developed in navigation, first aid, bushwalking and canoeing. Students will examine the concept of adventure in their outdoor activities as well as analyse the perceived and actual risks in different environments.

### **Learning Tasks**

- Sailing
- Coastal Walks
- Stand up Paddling
- Complete class theory tasks and research tasks
- Maintain an organised and complete student workbook.

**NB: This elective incurs costs of approximately \$300 with a deposit of \$100, which must be paid before the Semester begins to ensure a place in this class.**



## Shape Up and Skill Up

Through participation in class work and physical activities students will develop the knowledge, skills and attitudes necessary to understand, value and lead a healthy lifestyle, enabling them to be an advocate for health and physical activity. This subject will encourage students to observe their overall health and gain knowledge on how to improve and maintain their health. Students will also have the opportunity to become more involved with their community while undertaking activities outside of the traditional HPE environment.

### Learning Outcomes:

#### Health –

- Explain the relationship between health and wellbeing and physical activity
- Analyse the impact of self-care activities, such as nutritious foods, meditations and positive self-talk on overall health and wellbeing
- Justify the value of personal goal setting with regard to promoting individual health and wellbeing

#### Physical Education –

- Identify and evaluate enablers and barriers of meaningful participation in physical activity
- Analyse the role of community organisations in promoting and maintaining physical activity
- Participate in a range of activities designed to promote self-esteem and self-efficacy, as well as gross and fine motor skills.

### Learning Tasks

- Individual assessment sheets
- Log book
- Written reports
- Tests
- Workbook and class task completion
- Participation in physical education sessions

## Global Health and Food B

This subject acts as preparation for VCE Health and Human Development and Food Studies. Students will investigate health on a global scale, with a focus on poverty, the United Nations and the Sustainable Development Goals. They will analyse the role of nutrition in promoting health in Australia and abroad, sustainable food systems, the role of local food networks, the concept of fair trade as well as explore a variety of cultural foods.

### Learning Outcomes:

Students will be able to:

- Analyse the factors that contribute to variations on health status between Australia and developing countries.
- Describe eight of the 17 Sustainable Development Goals and evaluate the progress of these goals.
- Describe and evaluate programs that have been implemented by Government and Non-Government organisations in promoting health, human development and sustainability.
- Have a practical understanding of the role of nutrition in promoting health in Australia and abroad.

### Assessment Tasks:

CAT 1: Global Health Case Study Analysis

CAT 2: Sustainable Development Goals Activity

CAT 3: Game creation on NGOs and GOs.

CAT 4: Food Practical Task.

## Advance

Advance aims to help students to develop leadership and teamwork skills through practical activities related to the individual achievement of the Bronze Duke of Edinburgh Award. Advance also allows students to explore an area of personal interest through their passion project.

### Areas of Study

Students use the Design Thinking process to identify a Passion Project they would like to undertake. This project is any meaningful learning that is student driven that can be undertaken at school. Examples in the past have included; mixing music, creating a film or documentary, recording a weekly podcast, writing a book or creating a complex art piece. Students are expected to be self-driven and manage their own timelines and outcomes to define the completion of the project. The project meets the requirements of the Skills section of the Duke of Edinburgh Award (below).

#### The Duke of Edinburgh Award:

The award has four components as outlined below. Students are expected to complete at least one hour a week of each component for a minimum of twelve weeks to meet the requirements of the award. One component is identified as a 'major' component, and is undertaken for an hour a week for six months. For Advance, the major component is the Skill section.

**Physical Recreation** – Students undertake a 12-week personal training program which aims to improve their physical capabilities. Students choose a key area in which they wish to show improvement. Activities involve personal training, benchmark setting, yoga and relaxation skills, boxing, weights, circuit and team building activities and can include team sports students usually participate in, such as football, netball or soccer.

**Skills** – Students select a skill in any area that they wish to develop over a 12 week period. The list is endless and provides freedom for students to do something that they have always wanted to do. Some past examples include playing piano, cake decorating, coastal navigation, knitting, mechanical repairs and gardening.

**Community Service** – Students work with a community organisation for 12 weeks. This is an organisation of their choice and they attend this location to contribute in a positive way to the general community. Some past examples include reading and playing games at Carinya Lodge, assisting at Milpara House or Vinnies op-shop, helping in the KSC tuckshop, working in the local library, and volunteering at the pound.

**Adventurous Journey** – Students must undertake a minimum 2 night camp with the class during which they display their developed skills in team work, communication and problem solving. Students will work in class to plan their journey and the focus of their journey. Past journeys have included navigating Melbourne using public transport, and a tourism evaluation of Phillip Island.

### Learning Tasks

- Three projects reflecting the design thinking process utilised to complete a Passion Project. The tasks require students to complete certain components relating to their personal project, such as brainstorming, reflecting, evaluating and research.
- Completion of work units including:
  - Physical recreation
  - Community Service
  - Personal skills
  - Recognised training (first aid)
  - Reflection and celebration

The course involves school based activities and excursions. It is an individualised program which allows students to develop in areas of their own personal choice. Students need to display a positive attitude towards community involvement and voluntary work to fulfil the aims of Advance.

**NB: There will be a cost of approximately \$250 per student to participate in this subject. This covers all camps, excursions and Awards Australia fees. Consistent attendance is a non-negotiable requirement of this subject.**

**It is HIGHLY RECOMMENDED that students who wish to complete the Duke of Edinburgh Award enrol in Advance for the whole year. Students who wish only to complete a Passion Project may enrol for second semester.**

## **Passion Projects**

Students will start by identifying a “big idea” which they are passionate about. They will engage in learning on this and design an action, presentation, product or other output to demonstrate this. Students will use the design thinking process to identify, develop, deliver and review their big idea, learning and final output and will have the opportunity to share their ideas and work through opportunities such as TED-ED talks as well as an Expo at the end of the Semester.

### **Areas of Study**

Technology Learning Area/Creating Designed Solutions Strand

- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.
- Apply design thinking, creativity, and innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.
- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.
- Other depending on focus of individual project.

### **Learning Tasks**

- Design brief
- Personal learning log, budget, prototypes portfolio, final design
- Delivery of output/product
- Formal review of output/product

## **Make a Difference – Develop a Social Enterprise**

This semester based elective gives students who have engaged with Social Entrepreneur Programs, through Like Minds or Broadening Horizons, an opportunity to develop their experiences further by creating (or continuing) a social enterprise as a group.

Students will use the design process to

- Enquire into social enterprises that would benefit our community
- Define the type of enterprises that would be achievable and what problems they would address in the community
- Ideate by brainstorming possible enterprises to develop and select one or two that the group will attempt
- Investigate who the social enterprise will benefit, develop a business plan and roles within the group, identify sources of seed funding and develop prototypes
- Test solutions and gain feedback from stakeholders
- Launch their enterprise to the community and funding agents
- Review their product and seek feedback from stakeholders
- Reflect on the process and identify improvements or things they would change if doing it again

## Japanese A

Immerse yourself in The Land of the Rising Sun and learn Japanese! Students will use both new and existing knowledge of the Japanese language to engage in more complex, interesting communication. Students will learn explicit language elements, cultural practices and beliefs, and metacognitive skills for cross-cultural communication. Students will use anime, music, art, games, sports, and history to learn how to speak, read, and even write Japanese. Students will have the opportunity for authentic communication driven by their own interests, and will gain the skills, knowledge, and dispositions required for communicating in another language.

***NOTE:** This subject will run in Semester 1. Japanese B will run in Semester 2. Students who wish to complete Japanese B may do so in the same year, or may split it over two years. Students must complete Japanese A before progressing to Japanese B.*

### **Learning Outcomes:**

- Discuss everyday topics like school, family life, routines, weather, travel, and food.
- Speak with authentic sentence patterns and rhythms.
- Read the most frequently occurring written Japanese items, such as those that would be found in restaurants, on public transport, in schools, and in shops.
- Understand the ways culture can shape identity and communication, and how Japanese cultural norms influence the Japanese language.

### **Common Assessment Tasks:**

- Dialogues
- Special interest cultural research
- Real-world scenarios
- Reading and listening comprehension

### **VCE Subject Progression:**

- LOTE Japanese Units 1-4

## Japanese B

Continue your studies of the language and culture of Japan! Students will use both new and existing knowledge of the Japanese language to engage in more complex, interesting communication. Students will learn explicit language elements, cultural practices and beliefs, and metacognitive skills for cross-cultural communication. Students will use anime, music, art, games, sports, and history to learn how to speak, read, and even write Japanese. Students will have the opportunity for authentic communication driven by their own interests, and will gain the skills, knowledge, and dispositions required for communicating in another language.

***NOTE:** This subject will run in Semester 2. Students must have completed Japanese A before progressing to Japanese B, unless a specific exemption is granted.*

### **Learning Outcomes:**

- Discuss everyday topics with depth and nuance, while also discussing past and future events.
- Speak with authentic sentence patterns and rhythms.
- Read the more frequently occurring written Japanese items, such as those that would be found in restaurants, on public transport, in schools, and in shops.
- Understand the ways culture can shape identity and communication, and how Japanese cultural norms influence the Japanese language.

### **Common Assessment Tasks:**

- Dialogues
- Special interest cultural research
- Real-world scenarios
- Reading and listening comprehension

### **VCE Subject Progression:**

- LOTE Japanese Units 1-4

# MythBusters

## Subject Outline:

Step into the world of myth busting. MythBusters will require students to use not only their academic skills, but also their imagination and creativity. Students will acquire science inquiry skills, utilising biology, physics and chemistry. During this class students will learn to use skills and develop processes to solve problems and ultimately, learn to think like a scientist. It should be a fun and challenging class!

The Mythbusters Method starts here:

**WONDER:** What crazy questions can we ask?

**RESEARCH:** What is already known about those questions?

**GUESS:** What do you think the answers are?

**TEST:** Design experiments to answer the questions.

**DISCOVER:** Test and test again... and break some stuff too.

**RESULTS:** What did your experiments tell you?

**SHARE:** Shout it from the rooftops. Make a TV show about it!

## Learning Outcomes:

Students will be able to;

- Demonstrate capabilities in the collection, processing, analyses, and evaluation of experimental results.
- Demonstrate capabilities in the principles of myth busting, including the recognition, collection, identification, preservation, and documentation of evidence.
- Demonstrate an understanding of the scientific method and the use of problem-solving within a myth scenario.
- Identify the role of scientist and evidence within the confirmation, plausibility or busting of a myth.
- Demonstrate the ability to document and orally describe myths, physical evidence, and scientific processes.
- Identify and examine current and emerging concepts and practices within the science field.

## Key Knowledge and Skills:

In addition to scientific knowledge, students utilise a variety of skills to conduct thorough investigations, these include:

- identifying and collecting evidence linked to myths
- analyzing the evidence in the laboratory
- using evidence to determine the plausibility of a myth and communicate this information.

## Pathway Outcomes:

VCE biology, chemistry, physics and psychology

Degree in science, biological science, chemistry, physics, medical science, data and analytics, earth and environmental science, health sciences and psychological sciences.

## Assessment Requirements and Tasks (Formative and Summative):

### Outline of CATS

- Topic tests
- Research Assignments
- Investigation/research reports

## Interdisciplinary Learning:

Critical and Creative thinking

# Enviro Explore

## Subject Outline:

If you have a passion for wildlife and conservation and are keen to learn more about outdoor, Enviro Explore will see you playing an active part in caring for the environment now and into the future. This elective lets students explore a wide variety of areas including but not limited to: applied ecology, ecological conservation, vegetation and wildlife management, reserve management, coastal marine science, sustainability, land care and land management.

Students will study the relationship between earth's major systems. They will examine the impact of human populations on the environment, including pollution and climate change, and will practice scientific skills including data collections, measurement and monitoring.

Students will then complete an inquiry project into an issue of their choice that affects our local environment; demonstrating their skills in science inquiry and the scientific method.

## Learning Outcomes:

Students will be able to;

- Outline the key characteristics of each of earth's major systems, and describe the interrelationships between them.
- Investigate and explain the impact of human populations on the environment.
- Select and utilize appropriate data collection and monitoring techniques, and use data to form and test hypotheses.
- Use the scientific method to conduct and present a science inquiry.

## Key Knowledge and Skills:

This study enables students to:

- Describe the relationships between Earth's major systems.
- Explain the impact of humans on Earth's major systems, with a focus on local environments.
- Utilise the scientific inquiry process to conduct an investigation into the impacts of humans on the local environment.

## Pathway Outcomes:

- Environmental Science
- Climate scientist
- Weather scientist
- VCE Environmental Science / Geography / Outdoor Education / Biology

## Assessment Requirements and Tasks (Formative and Summative):

### Outline of CATS

- Topic Tests
- Lab reports on scientific exploration
- Scientific investigation / inquiry task; presented as a scientific poster

## Interdisciplinary Learning:

- Humanities (geography)
- Health and Human Development (Unit 4 – Understanding impact of global factors, such as Climate Change, on the health of populations)
- Connections with local community groups – Bass Coast Landcare, West Gippsland Catchment Management Authority

# Introduction to Psychology

## Subject Outline:

Psychology is the scientific study of human thoughts, feelings and behavior. The aim of this subject is to give students an overview of what psychology is, how we study the brain, possible career paths and a taste of the topics covered in Units 1-4. This subject aims to develop student skills in understanding key concepts and language as well as presenting the topics in an interactive, engaging and fun way.

## Learning Outcomes:

- **Science inquiry skills:** Explores the history of Psychology as a science and introduces students to experimentation in psychology. Students will learn about scientific skills and the importance of conducting ethical research.
- **Research methods (digging deeper):** students will take an in-depth look into one area of psychology through a guided self-designed practical component. Students can choose a topic of interest such as Phobia's, visual or taste perception, personality or undertake an investigation proposed by the teacher such as, 'How can we use advertising and persuasion to change the mind of people on important global issues'.

## Key Knowledge and Skills:

Six of the key knowledge and skill areas will be completed and the additional six are taught in the subsequent year. This study enables students to explore the following subtopics within Psychology:

- **Developmental psychology:** Focus will be on psychological development during childhood and adolescence. Factors such as problem solving, moral understanding, emotions, personality, self-concept, and identity formation will be addressed.
- **Neuropsychology:** Focus on Adolescent brains. Will look at ways to look after and boost your brain by understanding the impact that lifestyle factors such as sleep, diet, exercise and technology have on the brain.
- **Behavioural psychology:** Behaviourism emphasises the role of environmental factors in influencing behaviour, to the near exclusion of innate or inherited factors.
- **Cognitive psychology:** Investigates internal mental processes, such as problem solving, memory, learning, and language.
- **Clinical Psychology:** Focus will be on the assessment, diagnosis and treatment of individuals suffering from psychological distress and Mental illness.
- **Forensic psychology:** Explores the understanding of criminal behaviour and the roles of a forensic psychologist.
- **Sports psychology:** Looks at ways to improve performance not only on the sporting field. Investigates strategies for reducing stress, the importance of team work, motivations for success and why we set goals.
- **Positive psychology:** The cultural exploration of what makes people happy. Explores concepts such as optimism, growth mindset and mindfulness in ones pursuit of happiness.
- **Social Psychology:** This topic will explore human behaviour in groups, social cohesion and leadership styles. It seeks to explain how feelings, behaviour, and thoughts are influenced by the actual, imagined or implied presence of other people.
- **Health Psychology:** Observes how behaviour, biology, and social context influence illness and health.
- **Evolutionary Psychology:** Evolutionary psychology looks at how human behaviour, for example language, has been affected by psychological adjustments during evolution.
- **Abnormal psychology:** Abnormal psychology is a division of psychology that studies people who are "abnormal" or "atypical" compared to the members of a given society.

## Pathway Outcomes:

- Units 1-4 Psychology
- Units 1 -4 Health and Human Development

## Assessment Requirements and Tasks (Formative and Summative):

- Logbook of practical activities
- Tests
- Structured questions
- Media Analysis

# STEAM – Future Builders

## Subject Outline:

Innovators and entrepreneurs WANTED!!!

In this elective, students explore the design thinking process and how to use technology to develop solutions and products. You will learn a range of STEAM skills like how to develop code, 3D print, create animations, learn using Virtual Reality, prototype with a laser cutter and develop games.

You will learn about some of the ways that STEAM interacts with the natural world, particularly in relation to health and wearable technologies, and the use of technology in environmental conservation and land care.

You will work both independently and collaboratively to solve problem tasks, design solutions and develop products of your choosing for yourselves and a client.

## Learning Outcomes:

Students will be able to;

- Think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, maths, the arts, and technology work together
- become increasingly curious about the world around them and feel empowered to change it for the better.
- use technology confidently, creatively and critically

## Key Knowledge and Skills:

- Problem solving - STEAM problems require you to quickly work to make sense of problems as they are presented, and work productively to propose real and appropriate solutions.
- Critical Thinking - Effective STEAM learning requires you to analyze information, evaluate designs, reflect on your thinking, synthesize new ideas, and propose creative solutions. All of these skills are vital to becoming an independent, critical thinker.
- Inquiry Skills - STEAM requires hands-on, active participation to effectively solve problems. Students are the drivers of solutions and should be asking the questions, proposing the ideas, generating and testing solutions, and making decisions based on data to understand how to refine ideas further.
- Collaboration & Creativity - STEAM requires the ability to look at and propose solutions to a problem through multiple approaches, including ones that are highly creative or “out-of-the-box.” In STEAM, mistakes and failed attempts are positive experiences, offering opportunities for deeper learning.
- Maths & Science skills - The mathematics and science skills you are learning in school are the foundation of STEAM and must be applied in pursuit of solutions. The math and science used to solve problems will connect to and extend your coursework, as well as highlight connections between ideas and subject areas.
- Engineering/design thinking - In solving STEAM problems, the use of engineering-design thinking is vital. In this kind of thinking, you must identify the problem at hand, research potential solutions, build prototypes, test, redesign, test again, and iterate further as needed. Each step in the process moves you closer to creating a functional solution.
- Digital Literacy - the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society.



**Pathway Outcomes:**

VCE Science, VCE Technology, VCE ART, VCE Mathematics & VET Engineering Studies

**Assessment Requirements and Tasks (Formative and Summative):****Outline of CATS**

- Topic tests
- Investigation/research reports
- Projects
- Design Briefs
- Experimental Logs

**Interdisciplinary Learning:**

- Science
- Mathematics
- Art
- Digital Technology
- Critical and Creative thinking

## Food in the Fast Lane A

**Aim**

- To further develop knowledge, skills and techniques introduced in Years 7 & 8.
- To discuss health and nutrition in relation to the Healthy Eating Pyramid, Dietary Guidelines and Target for Healthy Eating.
- To look at the function of nutrients in the body and nutritional requirements throughout the lifespan with a particular focus on the teenage years.
- To develop good nutritional habits and cooking skill that students will carry with them into their lives beyond formal education.

**Areas of Study**

- Health and Nutrition
- Lifespan requirements
- Food selection models

**Learning Tasks**

- Diet Analysis Project
- Participation in class
- Designing a menu for a specific age group

**Common Assessment Tasks (CAT's)** will be used throughout the year as a means of assessment which will appear on Semester reports. All results/rubrics will be posted on Compass under learning tasks.

Food for the Fast Lane attracts a compulsory levy per semester. This levy covers the purchase of food consumables used as class materials. The levy must be paid prior to the student commencing the subject. Without prior payment, students will be required to select another subject.

# Multicultural Australian Foods A

## Aim

To increase student awareness of the different nationalities present in Australia and which have impacted on the variety of multicultural foods available in the country.

## Areas of Study

- How the multicultural population has influenced food habits and food trends
- Menu planning
- Meal preparation and presentation

## Learning Tasks

- Practical classroom work
- An up to date, organised workbook containing relevant theory notes.
- A range of assignments including I.T presentations, posters and group work.

Multicultural Australian Foods attracts a compulsory levy per semester. This levy covers the purchase of food consumables used as class materials. The levy must be paid prior to the student commencing the subject. Without prior payment, students will be required to select another subject.

# Food Studies B

Students will be given the opportunity to investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They will have the opportunity to plan, design, implement and produce foods that may enhance their health, safety and wellbeing. Students will critically look at processed foods and how they influence their health and wellbeing. Students will apply design thinking, creativity, innovation and enterprise skills to develop, modify and create design solutions then evaluate those design ideas, processes and solutions against comprehensive criteria for success. During the course, students will continuously integrate the ideas of sustainability and ethical farming practices.

## Key Knowledge and Skills

### *Key Knowledge:*

- Design process and design brief
- Safe use of equipment and ingredients
- Food properties
- Food safety
- Sustainability & Ethical Farming Practices
- Healthy Eating.

### *Key Skills:*

- Planning, preparation and evaluation of food products.

## Common Assessment Tasks

- Designing.
- Producing.
- Evaluations.
- Theory and assignments

## VCE Subject Progression

- Food Studies Units 1 - 4

## Career Pathway Link

- Apprenticeships
- Hospitality
- Education

## Special Occasion Cookery B

Students will learn new skills and enhance others in the food and technology area. It particularly focuses on religious, social and cultural factors influencing food choices for special occasions, meal planning and presentation.

### Learning Outcomes

- Design process
- Safe work practice
- Evaluation and theory relating to materials and techniques

### Key Knowledge and Skills

#### *Key Knowledge:*

- Design process and design brief
- Safe use of equipment and ingredients
- Food properties
- Food presentation
- Factors influencing food choices

#### *Key Skills:*

- Planning, preparation, presentation and evaluation of food products.

### Common Assessment Tasks

- Designing
- Producing
- Evaluations
- Theory and assignments
- Client Cookery

### VCE Subject Progression

- Food Studies Units 1 - 4

### Career Pathway Link

- Apprenticeships
- Hospitality
- Education

## Product Design Textiles

Product Design Textiles provides students the opportunity to develop their interest and skill in some of the textile art and garment construction areas.

### Areas of Study

- Tie-Dye
- Patch work / quilting
- Hand stitching and embroidery
- Appliqué
- Bag making
- Garment Embellishment
- Pattern use
- Material choices
- Clothes for specific use e.g.: sleep, casual, sports wear
- Zip and buttonhole applications.

### Learning Tasks

- Finished practical projects: design, construction and quality of stitching.
- Evaluation of completed projects.
- Workbook: theory completed
- Sustainability Project
- Garment Project
- Knitted Project

## Metal Work A

Technology Metal Work students will design and construct projects from metal using traditional hand and power tool processes in a safe cooperative workshop environment. Projects undertaken will reflect the ability and background understanding of each student. The course includes creative design, construction and joining processes, oxy and mig welding and finishing techniques. Students will pay for all construction materials. Students wishing to study Design & Technology in VCE are advised to take Metal work during Year 9 and 10.

Students must pay for all materials required for projects.

### Prerequisite:

*To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your ELB results. Students outside of these requirements will result in an individual review to enrol into the subject.*

### Learning Tasks

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using pictorial and orthogonal drawing.
- Production of various projects made from metal
- Evaluation of completed works
- Workbook to include design briefs, drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products.

### Areas of Study

- Metal process such as welding, brazing & soldering
- Metal joining & finishing
- Design Process
- Creative and Critical thinking and designing

## Metal Work B

Students will design and construct projects from metal using traditional hand and power tool processes in a safe cooperative workshop environment. Students improve their design and construction skills based on specific design briefs. They develop competence and understanding of the design process, technical drawing, various construction techniques and the use of hand tools and machinery. The course includes creative design, construction and joining processes, oxy and mig welding and finishing techniques. Students will pay for all construction materials. Students wishing to study Design & Technology in VCE are advised to take Metal work during Year 9 and 10. Students must pay for all materials required for projects.

### Prerequisite:

*To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your ELB results. Students outside of these requirements will result in an individual review to enrol into the subject.*

### Learning Outcomes

- Design processes
- Safe work practice
- Construction and welding techniques
- Creative and Critical thinking and designing
- Evaluation and theory relating to materials and techniques

### Key Knowledge and Skills

#### Key Knowledge:

- Design process and design brief
- Safe use of hand tools and machinery
- Specific processes of working with metal
- Types of metals and appropriate uses
- Finishing techniques.

### **Key Skills:**

- Instrumental and freehand drawing
- Metal joining and finishing techniques
- Accurate construction and finishing of practical projects.

### **Common Assessment Tasks**

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using pictorial and orthogonal drawing.
- Production of various projects made from metal
- Design Briefs based on the Design Process
- Evaluation of completed works
- Workbook to include design briefs, drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products.

### **VCE Subject Progression**

Product Design and Technology Units 1 - 4

### **Career Pathway Link**

- Apprenticeships
- Industrial Design, Exhibition Design, Interior Design and Product Design

## **Woodwork A**

Building on the skills developed in previously technology classes, this course investigates in more detail various methods of shaping and joining timber to create personal furniture pieces. The focus of this course is to encourage students to research alternatives and use their initiative in the development of individually designed projects. They will also be introduced to a range of different timber finishes that can be applied to produce quality items of furniture. This subject provides a valuable foundation for students considering pursuing a career in this field. Students wishing to study Design and Technology - Wood in VCE would be well advised to complete Wood in Year 9 or 10. Students must pay for all materials required for projects.

### **Prerequisite:**

*To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your ELB results. Students outside of these requirements will result in an individual review to enrol into the subject.*

### **Areas of Study**

- Cabinet making
- Wood turning
- Timber joining & finishing
- Costing of materials
- Design Process

### **Learning Tasks**

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using pictorial and orthogonal drawing.
- Production of various projects made from metal
- Evaluation of completed works
- Workbook to include design briefs, drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products.

## Woodwork B

Building on the skills developed in previously technology classes, this course investigates in more detail various methods of shaping and joining timber to create personal furniture pieces. The focus of this course is to encourage students to research alternatives and use their initiative in the development of individually designed projects. They will also be introduced to a range of different timber finishes that can be applied to produce quality items of furniture. Students improve their design and construction skills based on specific design briefs. They develop competence and understanding of the design process, technical drawing, various construction techniques and the use of hand tools and machinery.

This subject provides a valuable foundation for students considering pursuing a career in this field. Students wishing to study Design and Technology - Wood in VCE would be well advised to complete Wood in Year 9 or 10.

Students must pay for all materials required for projects.

### Prerequisite:

*To enrol into this subject, you must have displayed previously a high level of maturity, safe work habits and positive behaviour as per reflected in your ELB results. Students outside of these requirements will result in an individual review to enrol into the subject.*

### Learning Outcomes

- Design process
- Safe work practice
- Construction and joining techniques
- Evaluation and theory relating to materials and techniques

### Key Knowledge and Skills

#### Key Knowledge:

- Design process and design brief
- Safe use of hand tools and machinery
- Specific methods of joining timber
- Finishing techniques.

#### Key Skills:

- Instrumental and freehand drawing
- Accurate construction and finishing of practical projects.
- Cabinet making
- Wood turning
- Timber joining & finishing
- Design Process

### Common Assessment Tasks

- Investigating practical and theoretical areas of manufacturing and industry knowledge
- Designing projects using pictorial and orthogonal drawing.
- Production of various projects made from metal
- Evaluation of completed works
- Workbook to include design briefs, drawings of projects, costing list, sequence of operations, and an evaluation of the constructed products.

### VCE Subject Progression

- Product Design and Technology Units 1 - 4

### Career Pathway Link

- Apprenticeships
- Industrial Design, Exhibition Design, Interior Design and Product Design

# ICT – Computer Science Principles

## Aim

This unit introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students will explore how computers store complex information, how the Internet works and design and app. This will be done while looking at the broader impacts on politics, culture, and the economy.

## Areas of Study

- Digital Information
- The Internet
- Intro to App Design

## Learning Tasks

- Completion of set tasks
- Completion of assignment/project



# Core Subjects – Year 9

## ACE

The ACE program provides students with a mentor teacher to support them throughout the year in their academic and social learning. ACE mentors conduct Student 360 mentor meetings each term to help students reflect on their learning.

ACE learning provides an opportunity for students to develop the positive Personal, Social and Emotional learning dispositions of lifelong learning, respect, resilience, excellence and productive communities. It allows students to develop the knowledge and skills necessary to support learning during domain learning as well as the disposition sought by contemporary employers.

### Key Knowledge and Skills

#### *Key Knowledge:*

- Social Awareness
- Self-awareness
- Self-management

#### Social Management

#### *Key Skills:*

- Ability to apply for jobs, including writing an application, preparing a resume and attending a job interview
- Ability to investigate various career pathways
- Ability to recognise and manage emotions
- Recognition of their place in society and ability to plan and manage work, school and life.

### Common Assessment Tasks

- Assignments
- Careers Action Plan
- Presentations
- Self-reflections

### Victorian Curriculum Capabilities Assessed

- Physical
- Personal and Social domain
- Interdisciplinary learning

## Art

### Aim:

The art activities are designed to continue and extend the student's experimentation and discovery of art materials, whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists from a range of cultures.

### Areas of Study

#### **Creating and Making:**

- Focuses on ideas, skills and techniques involved in creating and making a variety of personal artworks.

#### **Exploring and Responding:**

- Focuses on developing an understanding of artworks and different cultures, personal and informed judgements.

### Learning Tasks

- Folio of final artworks
- Research into artworks and artists
- Visual diary



# English

## Aim

The Year 9 English course at Korumburra Secondary College establishes the necessary grounding for students preparing for senior level study of the language and is organised around competency based or 'Likeability' groups. A student's placement is based on their demonstrated level of skill, the results of testing in key areas and teacher judgement in consultation with parents as required.

The content aims to enable students to speak, listen, read, view and write with purpose, enjoyment and confidence. Students are provided with further opportunities to become effective communicators through their control of language and understanding how it varies according to purpose, audience and context. Students gain broad knowledge of a variety of texts, developing a critical appreciation of their various codes and conventions, relating them to their own experiences and society as a whole. Students are expected to become independent and active learners, willing to explore more challenging themes and ideas and work effectively with the whole class, both individually and in groups.

## Areas of Study

The curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

*Language:* knowing about the English language

*Literature:* understanding, appreciating, responding to, analysing and creating literature

*Literacy:* expanding the repertoire of English usage.

Students will study a range of topics and thematic units including:

- **Language and literacy-** continued emphasis on improving students' use and control of the mechanics of language including spelling, punctuation features and more complex sentences structures using the course text Macmillan English Workbook 3.
- **Creating and Presenting** – numerous text types - both visual and print, focused on a selected genre, resulting in various written and oral responses.
- **Writing Folio and ACER E Write** - On-going activities throughout the year which encourage students to experiment with language and form by writing in a variety of styles for different purposes.
- **Text studies-** over the course of the year, students will study a range of different novels and films as a class or in small (literacy) groups, endeavouring to develop their comprehension skills and ability to respond to different characters, themes and issues in both a creative and more analytical manner.

## Learning Tasks

- **Responses to texts:** A personal and an analytical response to two selected texts for study.
- **Crafting texts:** Students develop creative responses to a mentor text or texts.
- **Writing:** Students submit at least two finished pieces of writing in different forms and styles.
- **Speaking and Listening:** Students participate in group work, practicing effective listening skills and present oral responses in both small group and whole class contexts.
- **Creating and Presenting:** Students submit at least two responses (one may be in oral format) in response to a theme study.
- **Language and Grammar:** Students complete a systematic study of language and grammar, using a core text and participating in numerous activities assessing their cumulative knowledge.

HOURS PER WEEK 4

## Health Education

### Aim

Students will expand on their knowledge of how they are changing and developing into young adults, and the associated responsibility that comes from making informed choices at this important time in their life. Emphasis is placed on giving students the tools to develop strategies to minimise harm and to protect their own and others' health with the overall aim to provide young people with the skills to lead a healthy and fulfilling life.

### Areas of Study

- Social and cultural factors that influence personal identity including family, peers, media, community roles, and the law
- Strategies for being assertive in protecting their own and others' health
- How the different roles, rights and responsibilities of relationships can affect their health and well-being
- Strategies for supporting themselves and others when experiencing difficulties or health issues
- The concept of risk, challenge and safety and how informed choices can balance these through harm minimization strategies

### Learning Tasks

- Values Analysis
- Respectful Relationships
- Party Pack
- Mental Health

HOURS PER WEEK: 1.5

## Humanities

Humanities is a core subject for Year 9 students. It is a combination of Geography, History, Economics and Civics & Citizenship. Students analyse significant events, the actions of individuals and groups and their beliefs and values, in order to identify and evaluate patterns of change and continuity over time. In particular, Year 9 History focuses on the making of the modern world through the Agricultural & Industrial Revolution and early Modern Australia. When studying Geography, students use alternative strategies to address geographical challenges, using environmental, social and economic criteria. They explain and predict outcomes and to draw reasoned conclusions to geographical challenges.

### Areas of Study

Students will study five topics. They are:

- **The Industrial Revolution** – understanding key inventions & the lives of workers
- **Discovery of Australia** – Imperialism, the British Empire and the First Fleet
- **Federation to WW1** – Australia's involvement in WW1
- **Geography**- Biomes, environmental change & management
- **Civics and Economics**- student political issues, decision making & participation

### Learning Tasks

- **Research Projects:** including the inclusion of evidence-based research skills, comparing and analysing sources and developing accurate bibliographies
- **Geography skills-based activities:** evaluation of geographical data, maps and information using digital and spatial technologies
- **Workbook activities / note-taking:** neatly presented class notes and responses to tasks as well as structured note-taking skills assessment
- **Common Assessment Tasks: (CATs)** will be used throughout the year as a means of assessment which will appear on Semester reports. All results / rubrics will be posted on Compass

HOURS PER WEEK: 2

# Mathematics – Year 9

## Aim

Students will further develop their understanding of mathematics and associated applications with respect to the real world. They will be introduced to new topics that extend their thinking and problem-solving skills within Like Ability classes to support their individual learning needs.

## Topics include:

Statistics	Financial Maths
Pythagoras	Algebra
Measurement	Linear Equations and Graphs
Trigonometry	Probability

## Work Requirements

- To maintain an up to date Reference Book containing all set class notes and examples (for use in revision and tests).
- To complete regular set Mathspace tasks and worksheets.
- To undertake any extension work when directed.
- Common Assessment Tasks (CATs) per topic for students to show their understanding and knowledge of the topics covered.

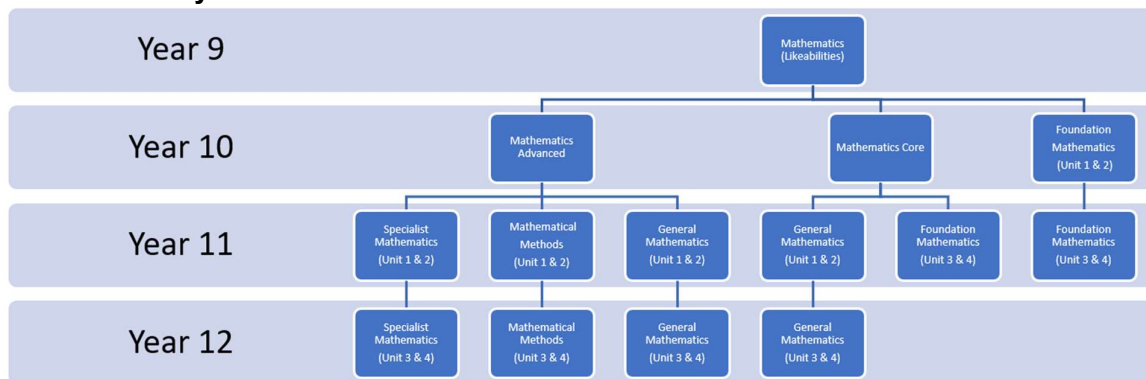
## Learning Tasks

- Common Assessments Tasks (Tests and/or Assignments).
- Problem solving work, homework tasks (sQuizya), skills assignments.

## Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking - Meta-cognition - Questions and Possibilities

## Future Pathways in Mathematics



\*\*VM students can select any Mathematics pathway at year 10-12.

# Physical Education

## Aim

Physical Education aims to enable students to:

- Enjoy physical activity
- Be introduced to a wide variety of sports and activities
- Develop their knowledge and practice of safety in sport and recreational activities
- Improve their physical fitness and social efficiency
- Develop their initiative, self-confidence, cooperation, responsibility, leadership and sportsmanship

## Areas of Study

PE explores a variety of physical activities through instruction and practice which involves

- Learning new skills
- Developing existing skills
- Discussions about physical activities
- Exploring the links between physical activity and health and the barriers that need to be overcome to ensure a healthy lifestyle is achieved.
- Learning the rules of the games being played, being prepared to take on roles such as coach, umpire, team manager, organiser, scoring

## Learning Tasks

- Athletics
- International Sports
- Target sports
- Fitness

HOURS PER WEEK: 2.5

Physical Education and Health Education curriculum is integrated in a 4 hour per week block.

# Science

Science aims to teach students how to investigate aspects of science which occur in everyday situations in order to help students to better understand their environment and themselves.

## Topics

- Co-ordination of Living Systems
- Ecosystems
- Atomic Structure & Radioactivity
- Chemical Reactions & Acids and Bases
- Plate Tectonics
- Energy Transfers

## Learning Tasks

- Tests - one per topic (where appropriate)
- Selected exercises from Workbook
- Common Assignments

HOURS PER WEEK: 2

# Core Subjects – Year 10

## **ACE**

The ACE program provides students with a mentor teacher to support them throughout the year in their academic and social learning. ACE mentors conduct Student 360 mentor meetings each term to help students reflect on their learning.

ACE learning provides an opportunity for students to develop the positive Personal, Social and Emotional learning dispositions of lifelong learning, respect, resilience, excellence and productive communities. It allows students to develop the knowledge and skills necessary to support learning during domain learning as well as the disposition sought by contemporary employers.

### **Key Knowledge and Skills**

#### *Key Knowledge:*

- Social Awareness
- Self-awareness
- Self-management
- Social Management

#### *Key Skills:*

- Ability to apply for jobs, including writing an application, preparing a resume and attending a job interview
- Ability to investigate various career pathways
- Ability to recognise and manage emotions
- Recognition of their place in society and ability to plan and manage work, school and life.

### **Common Assessment Tasks**

- Assignments
- Careers Portfolio
- Presentations
- Self-reflections
- Work Experience

### **Victorian Curriculum Capabilities Assessed**

- Physical
- Personal and Social domain
- Interdisciplinary learning



# English

Year 10 Core English is organised around competency based or 'Likeability' groups. A student's placement is based on their demonstrated level of skill, the results of testing in key areas and teacher judgement in consultation with parents as required.

Throughout the year, students will improve and refine their skills developed from the Middle School across the dimensions of literacy, language and literature as well as exploring the function and purpose of the language in a range of situations. Supported by the study of numerous texts - both electronic and print - students develop the confidence to communicate opinions and ideas and analyse and respond to a variety of fiction and non-fiction texts, including aspects of the mass media. The texts or tasks chosen for assessment may vary from class to class depending on the levels of competency in each group however the key skills will remain the same. In class and group discussions and formal oral presentations, students will be able to explore increasingly complex and challenging ideas and issues.

In addition, to help prepare for a smooth transition to VCE / VM students are guided in developing their research and investigative skills, focusing on both reading and writing through themes and the study of texts, and in taking responsibility and initiative in planning and carrying through individual and group tasks.

## Learning Outcomes

- Reading and viewing
- Writing
- Speaking and Listening

## Key Knowledge and Skills

### *Key Knowledge:*

- Recognise and use of appropriate metalanguage accurately and with confidence.
- Develop an understanding of ideas, characters and themes, constructed by the author.
- Recognise different viewpoints in persuasive texts and language features used to influence the intended audience.
- Recognition of the conventions of public speaking and active listening.
- Understanding of correct usage of Australian Standard English and its conventions.

### *Key Skills:*

- Use the language accurately and fluently both verbally and in writing, to produce texts in different styles and formats.
- Read a variety of media texts and develop effective analytical skills including; presentation of argument, use of language for persuasive effect & how language is used to position an audience.
- Develop the confidence to present text or issue-based responses to specified audiences.

## Common Assessment Tasks

- Responses to texts – A personal and an analytical response to two selected texts for study.
- Crafting Texts – Students develop creative responses to a mentor text or texts.
- Speaking and Listening - the delivery of a formal presentation to the class.
- Issues Analysis - the investigation and analysis of a social issue, analysing the presentation of language features in the mass media.
- Examination - Timed and graded response to both selected text for study and/or media text. Examinations will occur at both mid-year and at the end of the year.

## VCE Subject Progression

- English: Units 1-4
- Literature (subject to student numbers): Units 1-4

## Career Pathway Link

- Key pre-requisite for most Undergraduate courses

## Health and Physical Education

Students will participate in Health and Physical Education for the whole year. This involves practical and theoretical components that allow students to build on their current knowledge and understanding. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. Participation in a range of activities to promote health and wellbeing will provide opportunities for students to make healthy lifestyle choices. Students analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify and describe strategies that address current trends of the nutritional status of Australians.

### Learning Outcomes

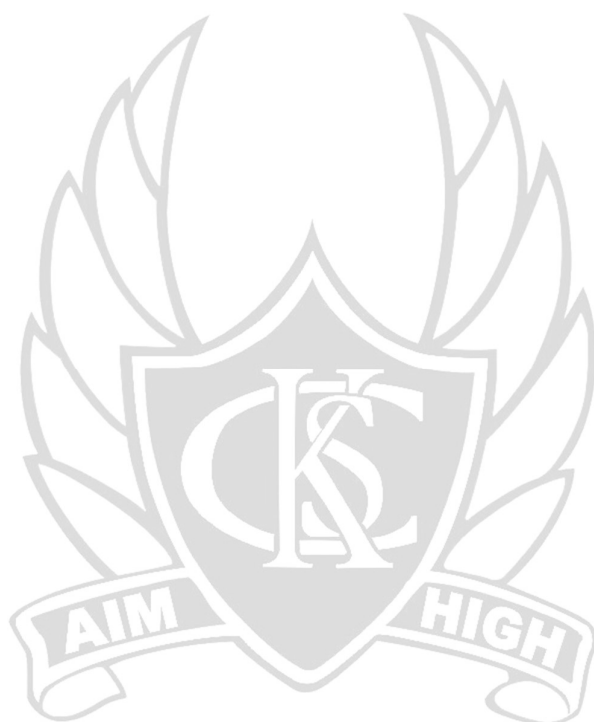
- To develop an understanding of Australia's National Health Priorities and its relationship with health choices including diet and exercise.
- Analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing.
- An introduction to the various health services available to the community including young people.
- Analyse the nutritional requirements needed to maintain a balanced lifestyle at any age.
- Harm minimisation in relation to road safety situations.
- Develop skills in practical activities (on and off the field) whilst demonstrating counter tactical techniques in a game situation.
- The importance of cooperation, leadership and fair play across a range of health and movement contexts.
- Working collaboratively to design and apply solutions to movement challenges.

### Common Assessment Tasks:

- Written Tests
- Written Media Assessments
- Training Program development and participation
- Involvement and skill in Practical tasks
- Peer Teaching/Coaching plan and delivery

### VCE Subject Progression:

- Physical Education Units 1-4
- Health and Human Development Units 1-4



## Humanities

Students will study and develop skills in the areas of History, Geography, Civics and Citizenship and Economics. In preparation for VCE, students will **select 2 options** from the following list:

### History

Students investigate the Roaring 20s, the Great Depression, and World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict, and the nature of Australia's involvement. A depth study on the Holocaust forms part of this humanities elective

#### Learning Outcomes

- The consequences of World War II and how these shaped the modern world and Australia.
- The historical events that lead to WWII.
- Conditions in Germany which lead to the rise of the Nazi party and the Holocaust.
- Understanding of what life was like during WWII in three contexts – in Australia, as a prisoner of war, and in Europe.

#### Key Knowledge and Skills

*Key Knowledge:*

- Chronology, terms and concepts
- Historical questions and research
- Awareness of how needs and wants are met, our roles as producers, workers and consumers and recognition of the impact of market forces
- Basic understanding of money management and the role of banking, budgeting and saving.

*Key Skills:*

- Historical questions and research
- Develop an understanding of basic budgeting and economic principles

#### Victorian Curriculum Links:

History, Civics and Citizenship

#### VCE Subject Progression

History, Sociology

## Geography

Students investigate 2 essential topics – Sustainability, human impacts, climate change, and human wellbeing. Both involve case studies, scientific data and the projection of future implications if we continue on the same path.

#### Learning Outcomes:

- Exploring natural systems such as the hydrologic cycle, plate tectonics or the weather.
- Sustainability, climate change and world views.
- The geography of human wellbeing, how wellbeing is measured and how it changes around the world and in Australia.

#### Key Knowledge and Skills

*Key Knowledge:*

- Operation of a major natural system and its interaction with human activities
- Human wellbeing and its measurement.

*Key Skills:*

- Interpret data from tables and graphs to reach conclusions about human wellbeing
- Investigate wellbeing in the local area and propose solutions to promote wellbeing.

#### Victorian Curriculum Links:

Geography, Personal and Social Capabilities

#### VCE Subject Progression

Geography



## Society and Culture

**Society and Culture:** Students undertake 2 areas of study in Australia's modern history from a sociological framework –

- Post WWII and multicultural Australia, and
- The Changing perception and awareness of Australia's Indigenous Peoples.

Students examines the world from a sociological viewpoint responding to such questions and why do people behave the way they do? Sociology studies the whole society and its beliefs and behaviours. Students will investigate what makes societies harmonious, what creates inclusion and exclusion, stereotypes, values and norms, and will investigate the foundations of the theories of social and cultural studies through the above Australian context.

### Learning Outcomes:

- Rights & Freedoms – origins of human rights, indigenous rights
- Australia' Multicultural Society – Populate or Perish, living in harmony with one another

### Key Knowledge:

- Students will understand the meaning of culture and how stereotypes effect our perception of ourselves.
- Students will relate this to the experience of being Australian both as Indigenous, or from a background other than the majority
- Students examine and understand how past and present actions continue to perpetuate inequality and stereotyping in Australia, and what we can do to overcome this.
- Students will understand a range of terms and concepts related to VCE Sociology studies
- They will undertake activities that demonstrate cause and effect and analyse historical inquiry from different perspectives

### Key Skills:

- Chronological sequencing
- Identify and evaluate Primary and Secondary Sources
- Use key concepts and terminology
- Construct and research an historical inquiry using ethical methodology
- Identify key questions and source responses
- Summarise and synthesise sources of information
- Write an essay
- Source and evaluate relevant evidence
- Use a range of relevant evidence to support.

### Common Assessment Tasks

- Research Assignment
- Case Study
- Essay
- Topic tests
- Film

### Victorian Curriculum Links:

History, Civics and Citizenship, Cultural Identity.

### VCE Subject Progression

Sociology, Media

## Commerce and Law

**Commerce and Law:** Students look at the Australian government, its economy and legal system. The impact of each of these areas and their ability to influence global arenas is explored. Key areas of focus include sustainable practices, creating a business from scratch and the ability of individuals and business to influence change.

### Learning Outcomes

Economics – Resource Allocation, Supply and Demand

Business – Competitive Markets and Entrepreneurialism

Law – Australia’s Roles and Responsibilities

### Key Knowledge

- Students are able to discuss measures of economic performance, resources, their allocation and distribution throughout Australia.
- Students are able to discuss how a business can create competitive advantage, enterprising behaviours and the changing environment for individuals, businesses and the economy.
- Students are able to make predictions based on economic and business trends, through considered analysis of complex problems and multi layered perspectives.
- Students develop key understanding of the electoral system.
- Students can identify key systems of government, and Australia’s key government policy obligations.
- Students can identify the role of Australia and its international sphere of influence.
- Students explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system
- Students are able to define their own impact on the Australian legal system.

### Key Skills:

- Investigate Australia as a trading nation and its place within Asia and the global economy
- Identify and explain the indicators of economic performance and examine how Australia’s economy is performing.
- Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market
- Examine the roles and responsibilities of participants in the changing Australian or global workplace
- Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments
- Discuss the role of political parties and independent representatives in Australia’s system of government.
- Explain the Australian government’s roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations
- Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution
- Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal

### Common Assessment Tasks:

- Research Assignment
- Case Study
- Topic and vocabulary tests
- Film analysis

### Victorian Curriculum Links:

**Civics and Citizenship, Economics**

### VCE Subject Progression

**Legal Studies, Business Management, Economics**

# Mathematics - Advanced

Successful completion of this year long subject is recommended for entry into VCE Mathematical Methods (and Specialist Mathematics). A number of the topics covered include, Patterns and Algebra, Geometric Reasoning and Trigonometry will have the content extended in preparation for Mathematical Methods.

## Topics include:

Measurement	Geometry
Algebra	Probability
Surds	Differential Calculus
Linear Equations	Differentiation
Quadratics and Polynomials	Statistics
Non-Linear Relationships	Financial Maths
Trigonometry	

## Learning Outcomes

- Define and explain key concepts and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications
- Use technology to analyse situations requiring problem-solving, modelling or investigative techniques

## Key Knowledge and Skills

- Describing patterns in the uses of indices and applying the four operations to algebraic functions.
- Formulating proofs using congruent triangles and angle properties.
- Factorising and expanding algebraic expressions
- Calculating the surface area and volume of a diverse range of prisms,
- Finding unknown lengths and angles using applications of trigonometry.
- Reasoning includes formulating geometric proofs involving congruence and similarity
- Interpreting and evaluating media statements and interpreting and comparing data sets.

## Work Requirements

- To maintain a Reference Book containing all set class notes and examples.
- To complete regular set Mathspace tasks and worksheets.
- To undertake any extension work when directed.

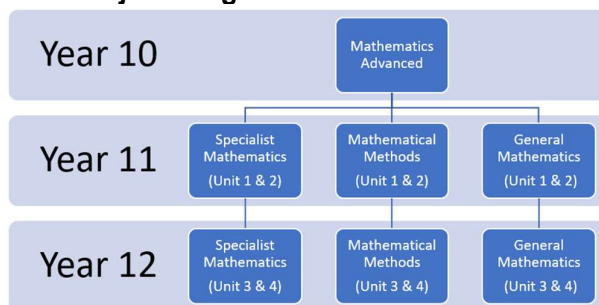
## Common Assessment Tasks

- Topic Tests
- Assignments/Investigations
- Semester 1 & 2 Examination

## Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking, Meta-cognition & Questions and Possibilities

## VCE Subject Progression



\*General Mathematics (Unit 1 & 2) can be undertaken as a year 10 VCE subject.

## Career Pathway Link

- Engineering, Finance, Medical Sciences and Physical Sciences

## Mathematics - Core

Students will continue developing their understanding of mathematics and associated applications with respect to the real world. They will be introduced to new topics that extend their thinking and problem-solving skills within their selected mathematical pathway. Successful completion of this year long subject is recommended for entry into VCE General Mathematics.

### Topics include:

Statistics	Linear Relationships
Algebra	Probability
Surface Area & Volume	Pythagoras & Trigonometry
Financial Mathematics	

### Learning Outcomes

- Define and explain key concepts and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications
- Students should be able to use technology to produce results and carry out analysis

### Key Knowledge and Skills

- Applying the four operations to algebraic functions, finding unknowns in formulas after substitution.
- Connecting simple and compound interest and determining probabilities of multiple experiments.
- Using congruent triangles and angle properties.
- Using a range of strategies to solve equations and using calculations to investigate the data.
- Problem solving includes calculating the surface area and volume range of prisms.
- Using graphical techniques to find solutions to simultaneous equations.
- Investigating independence of events and their probabilities.
- Using Data Analysis to create and interpret a variety of graphs and tables.

### Work Requirements

- To maintain a Reference Book containing all set class notes and examples.
- To complete regular set Mathspace tasks and worksheets.
- To undertake any extension work when directed.

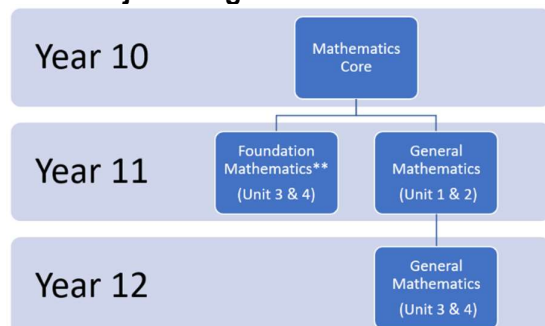
### Common Assessment Tasks

- Topic Tests
- Assignments/Investigations
- Semester 1 & 2 Examination

### Victorian Curriculum Capabilities Assessed

- Critical and Creative Thinking - Meta-cognition - Questions and Possibilities

### VCE Subject Progression



**\*\*Foundation Mathematics Unit 3 & 4 will only be an option for students who have chosen to undertake a Vocational Major (VM) Pathway**

### Career Pathway Link

- Teaching, Bank Office, Accountants and Surveying Technician

## Foundation Mathematics (Units 1 - 2)

Foundation Mathematics Unit 1 and 2 provides students with the mathematical knowledge, skills, and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

### Outcome 1:

On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

### Outcome 2:

On the completion of each unit students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

### Outcome 3

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

### S/N Tasks:

- Set textbook questions
- Tests & Assignments

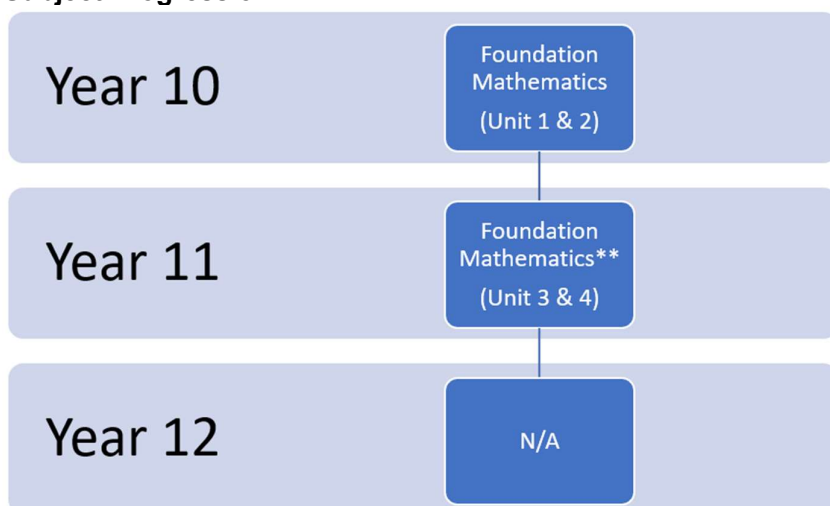
### Assessment Tasks

- SACS (Investigations and Tests)

### Examination (Semester 1 & 2)

- **Examination 1:** 1½ hours Multiple choice
- **Examination 2:** 1½ hours Short Answer

### Subject Progression



**\*\*Foundation Mathematics Unit 3 & 4 will only be an option for students who have chosen to undertake a Vocational Major (VM) Pathway**

### Career Pathway Link

- Bank Officer, Cashier, Newsagent, Laboratory worker, Shop Assistant

## Science

**Students in Year 10 may choose one of the two science subjects on offer depending on their interests and preferred learning style. Each of these subjects is a yearlong course.**

Science aims to teach students how to investigate aspects of science which occur in everyday situations in order to help students to better understand their environment and themselves.

### **Option 1: General Science**

The General Science course is intended for students who are interested in learning about biological, physical, chemical and Earth and space sciences and to enhance their scientific understanding of the world around them. It covers Level 10 Science VIC curriculum outcomes. Students will investigate genetics, inheritance, forces and motion, chemical bonding, rate of chemical reactions and the origin of the universe. This learning will be delivered through theory and practical learning tasks and follows the traditional format of science in earlier years.

#### **Topics**

- Co-ordination of Living Systems
- Ecosystems
- Atomic Structure & Radioactivity
- Chemical Reactions & Acids and Bases
- Plate Tectonics
- Energy Transfers

#### **Learning Tasks**

- Tests - one per topic (where appropriate)
- Selected exercises from Workbook
- Common Assignments
- Examination

HOURS PER WEEK: 2

### **Option 2: Applied Science**

The Applied Science course is intended for students who have an aptitude and interest in industrial applications of science. It covers Level 10 Science VIC curriculum outcomes, with links to agriculture, industry and business, food, manufacturing, hair and beauty and automotive & motorsports. Students will undertake field investigations to local businesses and industry facilities.

#### **Topics**

- Forces and Motion: automotive & motorsports
- Genetics: Agricultural links for selective breeding
- Inheritance: artificial insemination techniques
- Chemistry basics and rate of reactions: chemical processes used in Industries such as hair and beauty and the food industry
- Chemical Reactions & Acids and Bases

#### **Learning Tasks**

- Investigations - one per topic (where appropriate)
- Common Assignments
- Examination

HOURS PER WEEK: 2



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