



# GISBORNE Secondary College

*Respect Achievement Innovation Diversity*

# 2021



## Year 10 Course Selection Handbook

Principal: Jon Morley

**Gisborne Secondary College**

Melton Rd, Gisborne, 3437

Telephone: (03)5428 3691

Fax: (03)5428 4018

website: [www.gisbornesc.vic.edu.au](http://www.gisbornesc.vic.edu.au)

email: [gisborne.sc@education.vic.gov.au](mailto:gisborne.sc@education.vic.gov.au)

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## Year 10 Course Selection Program

Gisborne Secondary College's Year 10 pathways offer flexibility and scope for acceleration and achievement. We aim to motivate and prepare students for the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL), and the diverse range of pathways available to them after school.

Year 10 operates as part of the senior school. The curriculum at the Year 10 level is designed to allow you:

- Breadth and depth of study
- The opportunity to pursue your interests and develop your talents
- Flexibility in your choice of course
- To plan a course that allows you to prepare for the pathway of your choice.

### An overview of Year 10

- The Year 10 program is aligned with VCE subject blocking – students complete 6 subjects per semester, and subjects run for 6 periods per fortnight.
- While Year 10 is timetabled in a similar fashion to VCE, and there are opportunities for students to accelerate their learning, its primary function is to stand as the first year of a 3 year senior school program. No student is disadvantaged from attaining any qualification because they completed Year 10 subjects only during their Year 10 year.
- Outcomes in Year 10 are awarded as S or N, with assessment tasks graded as A-E based on a percentage grade.
- All Year 10 subjects have an end of semester exam, which is designed to assess their knowledge and understanding of the subject content, and to prepare them for the rigours of Year 11 and 12.
- All Year 10's will also be enrolled through their mentor groups in a subject called 4SP (Senior School Study Support Program). Students will complete modules on Health and Wellbeing, Pathway Planning and Work Experience, and academic skills, such as revision strategies and exam preparation. The core of 4SP is to develop 'lifelong learners'. The program aims to engage our students with learning throughout the different stages of their lives. It is about developing the characteristics that will make learning a valued part of their lives when they leave school.



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## Selecting a Program

In Year 10, you will find that you are able to make many more choices about your studies than in previous years. The following information will help you plan your pathway into Year 10 and beyond.

When choosing a program it is important to consider the following factors:

- Your interests and motivation
- Known ability and performance in particular subject areas
- Select a program and is consistent with your future career, whilst keeping all your options open. Research any prerequisites that may be required for a particular course or career.

### Who can assist you in the decision making process?

- Your teachers, mentor, year level co-ordinators, and sub-school leaders – these people know you and your capabilities, and are a wealth of information
- Teachers of subjects you are interested in selecting (listed at the bottom of each subject description in this book).
- The Careers team can help with information regarding careers and pre-requisite subjects.
- Your parents/carers – they know you best!
- Attend a Course Advising session – On the course advising day you have the chance to talk with a trained course advisor who will discuss your plans with you. If you are having difficulty sorting out your course selection and need further assistance, they will arrange another interview for you with a member of the Senior school team.

### Course Selection Checklist

1	Research thoroughly the subjects offered	
2	Know what pre-requisite subjects you need for post-secondary studies.	
3	Discuss your options with your current teachers/coordinators	
4	Discuss your options with your family.	
5	Do your subject selections give you a range of pathway options?	
6	Attend/Access the Virtual Subject Expo through the school website - Tuesday 21st July	
7	The following programs require a completed Hard Copy application form, in addition to your online selections:  - VCE/VET Acceleration (Completing a Year 11 subject in Year 10)  Ensure you download any application forms you may require to take to your Course Advising Session.	
8	Book in for a Course Advising Session through the parent portal (August 6th and 7th)	
9	Double check your choices	
10	Ensure you submit your online subject selections by 4pm Friday August 14th. All hard copy applications must also be submitted to the front office/senior sub-school by 4 pm Friday August 14th.	

## Year 10 Curriculum 2021

In Year 10, students complete 6 subjects per semester. Students must do English and Mathematics each semester, and select 4 other electives each semester from the Key Learning Areas.

### Compulsory Subjects:

All students must undertake compulsory subjects at Year 10: English for 2 semesters, and Mathematics for 2 semesters. Your course advisor will discuss with you which Maths it is recommended that you select for 2021.

### Elective Subjects:

Students will select 4 elective subjects per semester that will interest them and provide them with a pathway. Please see subject table for the full list of electives, and relevant sections of this handbook for a detailed description of each subject.

## VCE/VET Accelerated Learning Program

The Accelerated Learning Program allows students greater flexibility within their senior years of schooling by providing the opportunity for Students to attempt a VCE or VET subject while they are in Year 10. Students who have performed well academically or have an aptitude for a particular subject, shown sound organisational and time management skills, an ability to work independently, and have a good attendance and punctuality record are encouraged to apply.

These accelerated options have benefits for students by providing extra challenges and catering for students already well advanced with studies in a given subject. It also gives students exposure to the demands of studying a Year 11 or 12 subject, and the resulting scores are included in the student's ATAR score at the end of Year 12.

Any student wishing to accelerate in a VCE class, should complete the VCE Acceleration Application form. This involves a written statement, reports and other documentation (depending on faculty) and a teacher recommendation.

Any student wishing to accelerate in a VET program, should complete the VET application form.

Please see the Year 11/12 Handbook for further information about both VET and VCE subjects offered.



## School Based Apprenticeship/Traineeship (SBAT)

Gisborne Secondary College works with a number of providers to provide School Based Apprenticeships/Traineeships (SBATs) to senior students. SBATs may become available through the school in a range of industries, such as: Automotive, Hospitality, Hairdressing, Children's Services, Early Childhood Education, Electrical, Engineering, Horticulture and more.

An SBAT enables students to begin their apprenticeship or traineeship while they are at school, combining paid work, with some TAFE studies and their secondary schooling.

Provided certain conditions are met, it is possible for an SBAT to be regarded as a fifth or sixth VCE subject and students will receive a 10% increment on their ATAR calculation at the end of Year 12.

Successful completion of an SBAT also counts towards the VCAL qualification, complementing the industry specific skills strand and the work related skills strand.

If you are interested in more information about an SBAT, please select your program as normal, but tick the SBAT box on the online preferences form to register your interest in the program.

## HeadStart

Head Start is a new model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCAL at school.

The program helps students to develop skill and experience that employers value. Head Start helps students to get the best start in their career. Students can choose to take an extra year to complete their VCE or VCAL. This means more time spent training on-the-job.

Depending on the requirements of the employer, it is expected that students will undertake:

- one day per week paid employment in year 10
- two days per week paid employment in year 11
- three days per week paid employment in year 12 (which may be undertaken over two years if required).

If you are interested in more information about Headstart, please select your program as normal, but tick the Head Start box on the online preferences form to register your interest in the program.



Year 10 Subjects 2021	
Curriculum Area	Subject Choices
The Arts	Dance, Drama, Visual Communication and Design Media Studies, Studio Arts, Music, Digital Arts
English	English, Literature
Health And Physical Education	Health, Physical Education, Outdoor Education
Humanities	Ancient History, Business Studies, Living and Learning, Modern World History, Geography, Society and the Law, Philosophy
Languages	Indonesian, Japanese <b>Please note: Language subjects run for the full year</b>
Mathematics	Maths A , Maths B Maths C
Science	Forensic Science, Chemistry, Psychology, Biology, Physics, Environmental Science
Technology	Design and Tech – Wood, Design and Tech – Textiles, Engineering (welding & Fabrication), Electronics and Robotics, Automotive Food Tech, Digital Technology (Sem 1) Digital Technology Extension (Sem 2)
Accelerated Studies	Students who wish to accelerate their studies can apply to do a VCE/VET program. See the Year 11/12 Handbook for details on subjects available.

**Please note:**

\*Subjects will run depending on availability of teachers, facilities, class sizes and timetabling.

\*Some subjects will have a materials fee, and other costs such as excursions. This information will be available later in the year along with all Essential Educational item Costs.



## Sample Year 10 Programs

<b>Standard Year 10 Program</b> C – Compulsory subject E – Elective subject	
<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
Maths B (C)	Maths B (C)
Health (E)	Psychology (E)
Forensic Science (E)	Society and the Law (E)
Digital Arts (E)	Physical Education (E)
Food Tech (E)	Design Tech – Textiles (E)

<b>Year 10 Program—With Language elective</b> C – Compulsory subject E – Elective subject	
<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
Maths A (C)	Maths A (C)
Japanese(E)	Japanese (E)
Literature (E)	Society and the Law (E)
Digital Arts (E)	Electronics and Robotics (E)
Food Tech (E)	Design Tech – Textiles (E)

<b>Year 10 Program—Accelerated VET</b> C – Compulsory subject E – Elective subject	
<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
Maths B (C)	Maths B (C)
VET Automotive (E)	VET Automotive(E)
Biology (E)	Ancient History (E)
Digital Technology (E)	Studio Ten (E)
Outdoor Education (E)	Design Tech – Wood(E)

<b>Year 10 Program—Accelerated VCE</b> C – Compulsory subject E – Elective subject	
<b>Semester 1</b>	<b>Semester 2</b>
English (C)	English (C)
Maths B (C)	Maths B (C)
Unit 1 Biology (E)	Unit 2 Biology (E)
Environmental Science (E)	Geography (E)
Engineering (E)	Physical Education (E)
Business Studies (E)	Visual Communication and Design (E)



# The Arts

The following subjects are those offered by the Arts faculty in 2021 at Gisborne Secondary College.

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Digital Arts .....	9
Drama .....	10
Media Studies .....	11
Music .....	12
Studio Arts .....	13
Visual Communication and Design .....	14



# DANCE

Curriculum Area: Arts

## Unit Description

This unit is about creating complex choreography that communicates a theme, story or idea. In this class the focus is separated into learning choreography from teachers; choreographing small group dances; and analysing a professional dance routine.

## What skills and knowledge will you learn?

1. Movements from a range of dance styles.
2. A full length dance routine.
3. You will learn the physical and technical skills needed for dancing and how to improve your technique.
4. You will learn about how the elements of dance can be manipulated to create meaningful choreography.

## Assessment

- Analysis of professional dance routine
- Students' performance of the dance routines they learn in class
- Students' performance of the dance routines they choreographed in class

## Additional Information

## Who do I contact about this?

Ms Narelle Cocks

# DIGITAL ARTS

Curriculum Area: Arts

## Unit Description

The use of digital media in the Visual Arts is a powerful and popular means of modern communication. In Digital Arts, students will build their knowledge in traditional and digital based media to enhance and develop artistic abilities. This subject contains both practical and theory components. Students explore a range of digital art forms using a variety of software, including Photoshop and Illustrator and use input devices such as digital SLR cameras, pen tablets and flatbed scanners as well as traditional media. Inspiration for artworks will be taken from a range of art styles and artists, both past and present, working in digital and traditional media.

## What skills and knowledge will you learn?

Students describe, interpret, evaluate, respond to and reflect on others' artworks, using the vocabulary and concepts associated with various art forms. The knowledge and skills gained will support VCE Studio Arts.

## Assessment

- Practical work in a variety of mediums and styles in response to selected themes and topics.
- Maintenance of a visual art diary which records and annotates student experiences and evaluations of practical work
- Research/Presentation and class discussion on selected Artworks and Artists

## Additional Information

## Who do I contact about this?

Mr Gavin Watt

# DRAMA

Curriculum Area: Arts

## Unit Description

This unit involves learning about the expressive and performance skills required to create and present dramatic work. Students create an ensemble drama work based on stimulus material and given themes and complete class workshops using various theatrical techniques. Students will research, improvise, script, edit and refine to create their performances. Students will need to present a range of different characters in their ensemble performance using an assortment of theatrical techniques. Students will study a variety of theatre makers and apply the theatre maker's techniques to their ensemble performances.

## What skills and knowledge will you learn?

Students will learn new theatre styles and how to make a complex and highly enjoyable performance. Students will learn how to perform entertaining characterisations using their body and voice. You will learn how professional theatre makers create unique plays.

## Assessment

- Performance skills
- Performance of a range of different characters
- Play making journal and reflective report on performance
- Assignment on a professional theatre maker

## Additional Information

## Who do I contact about this?

Ms Elyse Zahra

# MEDIA STUDIES

Curriculum Area: Arts

## Unit Description

Media will comprise two areas of study to be completed across the semester. These units will investigate the basic construction of narrative texts and then use this knowledge to plan and create short film productions.

## What skills and knowledge will you learn?

### 1. Cinema Studies/Understanding Narrative

Students will investigate and analyse various narrative genres to develop an understanding of how meaning is constructed and conveyed to an audience. They will seek to develop an understanding of the use of story and production elements in the creation of narratives. Students are intended to develop evidence based, critical thinking skills to be used in engaging with and writing about the cinema, which hopefully transfer to wider topics.

### 2. Short Film Production

This unit aims to have students apply the theory of narrative from the previous unit to the planning and production of short films in a specified genre. Students will seek to develop production skills required for VCE Media Studies. Students will investigate how to generate ideas and develop approaches that allow these to be turned into finished productions.

## Assessment

- A range of written tasks dealing with the investigation of narrative film texts.
- Planning and production of media products across the semester.

## Additional Information

### Who do I contact about this?

Mr Nick Mortenson, Mr John Woodlock

# MUSIC

Curriculum Area: Arts

## Unit Description

Music provides students with a preparatory course to enable them to feel ready for VCE Music Performance Unit 1. Students will learn group and solo pieces to perform in a public concert, and will prepare for performance through analysis of performance pieces and present a multi-media presentation. Students study music theory and develop aural skills.

Students taking this course must have at least 1 year instrumental experience. It is assumed that students will be continuing with instrumental studies throughout the course.

## What skills and knowledge will you learn?

### Area of Study One – Music practices

Students develop skills in performing solo and ensemble works which demonstrates refinement of their use of instrumental techniques and skills.

### Area of Study Two – Respond and Interpret

Students build on their understanding of musical elements through systematic study of music theory and aural skills. They experiment with rhythm, melody, and chord structures to advance their skills and technique in music.

## Assessment

- Working collaboratively to plan, create and present set works
- Able to work independently on solo works
- Create and present a multimedia analysis of works for performance
- Record and present works, both solo and group
- Demonstrate music theory and aural skills in an examination.

## Additional Information

## Who do I contact about this?

Mr Alex Vincent

# STUDIO ARTS (STUDIO 10)

Curriculum Area: Arts

## Unit Description

The Visual Arts are a powerful and pervasive means of communication. In Studio 10 you will build upon your knowledge and experiences in order to enhance and develop your own artistic abilities. This subject contains both practical and theory components.

## What skills and knowledge will you learn?

You will be exploring an exciting and diverse range of two and three dimensional art forms using a variety of mediums including selected three dimensional materials, print-making, drawing, painting, mixed media and technology in art. Inspiration for artworks will be taken from the arts of Asia and the Pacific region both past and present.

You will also learn to describe, interpret, evaluate, respond to and reflect on other people's artworks, using the vocabulary and concepts associated with various types of art forms.

The knowledge and skills gained during this course will provide an invaluable pathway into VCE Studio Arts.

## Assessment

- Practical work in a variety of mediums and styles in response to selected themes and topics
- Maintenance of a visual art diary which records and annotates your experiences and evaluations of your practical work.
- Research/presentation and class discussion on selected Asian/Pacific region art/artists.

## Additional Information

Excursions

## Who do I contact about this?

Ms Glenda Anstey-Sprigg, Mr Gavin Watt

# VISUAL COMMUNICATION AND DESIGN (VCD)

Curriculum Area: Arts

## Unit Description

This course is for students interested in designing products, architecture and graphics for our future and solving problems in the present time.

## What skills and knowledge will you learn?

The subject will prepare you for VCE Visual Communication and Design and/or Design Technology by providing skills such as:

- Learning advanced drawing skills
- Rendering drawings with tone and texture to show surface and form
- Using the Australian Standards for technical drawings
- Using the elements and principles of design during the design process
- Exploring past and contemporary designs to use as research and inspiration
- Using the design process to create your own unique designs.
- Using a wide variety of methods, materials and media (including digital media), to experiment and find the best method of presentation of your design.

## Assessment

Following a folio of skill building exercises, we will:

- Form groups to design large buildings and present our ideas to the class
- Individually design a product for a particular audience
- Use elements and principles to create a graphic design
- Learn the basics of typography

## Additional Information

Excursions

## Who do I contact about this?

Ms Carol Carter



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# English

The following subjects are those offered by the English faculty in 2021 at Gisborne Secondary College.

English ..... 16

Literature..... 17



# English (Compulsory)

Curriculum Area: English

## Unit Description

Year 10 English is a compulsory year-long course which leads into VCE English and Literature courses.

This course builds on the skills that were developed in Year 9 English, and students will study some very interesting and more complex written and film texts – including a Shakespeare play.

The outcomes relate directly to VCE assessment tasks, so they will complete a writing folio of a number of pieces for different audiences and purposes, refine and improve their formal essay writing skills and learn basic analysis of topical issues. They will also participate in speaking and listening activities, and build their confidence to contribute to class discussions and to give well prepared and engaging oral presentations.

## What skills and knowledge will you learn?

### Text Response:

Students will develop an understanding of how to structure an analytical essay responding to a given topic.

### Comparative response to texts

Students produce a written analysis comparing texts on the same theme.

### Creative response to texts

Students will present a creative response to a text.

### Argument Analysis

Students will read, view and discuss a range of persuasive texts such as ads, photographs, letters to the editor, opinion pieces and cartoons.

### Oral Presentation

Students will develop an understanding of what makes an effective visual and oral presentation.

## Assessment

- An analytical essays on chosen Texts. Suggested length: 700-1000 words
- Language Analysis Essay. Suggested length: 700-1000 words
- Point of View Oral Presentation

## Additional Information

## Who do I contact about this?

Ms Alice Gibney

# Literature

Curriculum Area: English

## Unit Description

This course is for students who enjoy reading, thinking, talking and writing. It has a special focus on poetry, plays, novels, short stories and film. The classes will enable you to share your thoughts about great literature with a group of like-minded students who want to explore texts that are a little more challenging, but very rewarding. You will learn more about the nature of VCE assessment tasks, build confidence to participate in extensive classroom discussions and identify, explore and reflect on ideas and viewpoints about events, issues and characters portrayed in the texts.

## What skills and knowledge will you learn?

- Students critically analyse features of a text, relating them to an interpretation of the text as a whole. Students will study the work of famous poets.
- Students analyse how meaning changes when the form of a text changes. Students will learn how to discuss texts using the correct literary and cinematic terminology.
- Students respond imaginatively to a text. Students will read a collection of short stories by an author, paying particular attention to the themes, characterisation and style of the stories.

## Assessment

- Analytical Essays
- Creative Response

## Additional Information

## Who do I contact about this?

Ms Jill Magee

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# Health and Physical Education

The following subjects are those offered by the Health and Physical Education faculty in 2021 at Gisborne Secondary College.

Health .....	19
Physical Education .....	20
Outdoor Education .....	21



# HEALTH

Curriculum Area: Health & Physical Education

## Unit Description

In this unit students will develop an understanding in:

- Concepts of Health and Wellbeing
- Health across the life span (conception – death)
- Physical, intellectual, emotional and social development and developmental milestones
- Youth health issues in:
  - ◇ Harm minimisation, risk management, health and the law (drugs, alcohol and sex education)
  - ◇ Community attitudes, religious beliefs, culture and community resources.

## What skills and knowledge will you learn?

- Students will learn the physical, mental and social dimensions of health.
- Students will learn about the factors that determine health outcomes
- Students will look at and learn about the different levels of development across the lifespan.
- Students will explore ranging youth health issues and look at ways of coping with these issues.

## Assessment

- Multi-media presentations
- Research project
- Oral presentation
- Involvement and participation in class activities.

## Additional Information

## Who do I contact about this?

Ms Laura O'Meara

# PHYSICAL EDUCATION (P.E.)

Curriculum Area: Health & Physical Education

## Unit Description

Students will participate in sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. They discuss sporting conduct, and implement fair play and good sporting behaviours.

## What skills and knowledge will you learn?

- Students will develop proficiency in a range of high-level movement and manipulative skills.
- Students will learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success.
- Students will undertake a variety of roles in team games (for example – player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition.

## Assessment

- Fitness testing
- Training program
- Peer assessments
- Self-assessments
- Informal observation

## Additional Information

## Who do I contact about this?

Ms Tenielle Brown, Ms Laura O'Meara

# OUTDOOR EDUCATION

Curriculum Area: Health & Physical Education

## Unit Description

Outdoor Education is a year 10 subject aimed at providing students with opportunities for personal growth through outdoor activities. Students work to gain the knowledge, skills and motivation to pursue outdoor activities in a safe and responsible manner. The program aims to increase the numbers of responsible users of the natural environment through awareness of minimum impact skills with a strong focus on sustainable practices.

Group work, team building and problem solving activities allow individuals and the group to develop interpersonal relations, leadership and opportunities to promote positive self concept.

The benefits of an active lifestyle are emphasised through the development of knowledge and skills that enable students to use the natural environment for activities that provide enjoyment, socialisation and recreation throughout their lives.

Personal safety in the natural environment is emphasised to promote a cautious and educated approach to potential risks associated with outdoor pursuits.

Camps and excursions are key to the course, students will enjoy one major camp and smaller outdoor opportunities throughout the semester.

## What skills and knowledge will you learn?

Students undertaking Gisborne Secondary College's year 10 Outdoor Education program move towards VCE Outdoor and Environmental Studies with a concrete understanding of Leadership Styles, Group Dynamics, Outdoor Safety, Risk management, Outdoor Adventure Planning, Sustainable Practices, Australian Environment types, Weather and Natural Cycles, Navigation and Camp craft and Potential Career Opportunities.

Students are prepared for outdoor activity and develop an understanding of nutrition, hydration and lightweight camping practices, students are also encouraged to select an outdoor recreation pursuit to involve themselves in externally to the class (rock climbing, canoeing, cycling, bushwalking etc.)

## Assessment

Students are assessed on a portfolio of work. Tasks included in this portfolio include various worksheets, an activity logbook, camp reflection and small topic based projects and tests. Student participation in all camps and excursions is a required element of the subject.

## Additional Information

Students who undertake this course have further opportunities in subject area as they move through the senior school and can continue into the VCE/VET course for Certificate II Outdoor Recreation with Unit 1 and 2 and/or a VCE pathway in Units 1 -4 of Outdoor and Environmental Studies.

Students will be required to source their own personal equipment for the course, However larger group equipment such as tents and cooking stoves are provided by the college.

## Who do I contact about this?

Mr Tim Howells

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# Humanities

The following subjects are those offered by the Humanities faculty in 2021 at Gisborne Secondary College.

Ancient History .....	23
Business Studies.....	24
Geography.....	25
Living and Learning .....	26
Modern World History .....	27
Philosophy.....	28
Society and the Law.....	29





# ANCIENT HISTORY

Curriculum Area: Humanities

## Unit Description

This unit is aimed at providing students with knowledge of the ancient civilisations that have shaped the world we live in. Students will gain an understanding of how the Chinese, Mesopotamian and Greco Roman civilisation developed.

## What skills and knowledge will you learn?

- The origins of civilisation through detailed study of the Chinese and Mesopotamian civilisations.
- The origins and development of the Greek and Roman Worlds

## Assessment

- Research Assignment
- Written analysis of cultural material from the era
- Essay on an ancient civilization

## Additional Information

## Who do I contact about this?

Mr Greg Savvinos, Ms Frances Hayes

# BUSINESS STUDIES

Curriculum Area: Humanities

## Unit Description

This subject aims to provide students with the knowledge of why and how businesses run in the Australian environment. Key topics covered will include demand and supply, production, characteristics of key Australian industries, globalisation, business ethics, business planning, marketing and entrepreneurship. Students will have the opportunity to visit local businesses and plan for a business of their choice. Completion of this subject will enable students to confidently begin studies in VCE Business Management and VCE Accounting.

## What skills and knowledge will you learn?

- Students will identify the general characteristics of business such as the variation in business structures, types of businesses (for-profit and not-for-profit), production processes and the principles of demand and supply. The role of stakeholders in the economy including producers, consumers and the government will be explored.
- Students will explore the key factors that can help to create a successful business. These will include entrepreneurial skills such as business planning, marketing, accounting and human resource management. Case studies of Australian businesses will be used to highlight the importance of business ethics.

## Assessment

- Research Assignment—small business marketing
- Tests
- Business Plan—development of a business product

## Additional Information

## Who do I contact about this?

Mr Adrian Pang, Ms Frances Hayes

# GEOGRAPHY

Curriculum Area: Humanities

## Unit Description

This unit develops students' understanding of the earth's physical environment and the global, regional and local human settlement patterns related to it. It contrasts patterns of human wellbeing between Australia and an Asian nation (India) exploring the issue of sustainable land use and sustainable fresh water sources in two countries.

## What skills and knowledge will you learn?

- Interpretation of maps and spatial visual media
- Making connections between facts, observations and patterns
- Understanding processes, cause and effect relationships, predictions
- Knowledge of the global, physical, social and political matters

### Areas of Study

- Maps, patterns, geomorphology of local and regional areas
- Natural environment, global atmospheric circulation, weather patterns
- The Australian situation, water resources, problems and management
- The sub-continent of India, water resources, problems and management.

## Assessment

- Mapping exercises and written interpretation
- Research tasks
- Powerpoint presentation,
- Written responses to questions,
- Excursion report.

## Additional Information

### Who do I contact about this?

Mr John McLaren, Ms Frances Hayes

# LIVING and LEARNING

Curriculum Area: Humanities

## Unit Description

Living and Learning: The Modern World 1750-1850. This unit deals with the origin of discoveries in learning of the past. There will be an investigation into the most prominent minds of the nineteenth century and how their work has built a basis for the learning of today.

## What skills and knowledge will you learn?

Knowledge of the social structure and how people establish a functional society. How art, literature, mathematics, philosophy, science, technology, music and architecture reflect cultural values.

## Assessment

- Projects and research
- Problem solving and modelling
- Preliminary research planning
- Oral presentation
- Essay (800-1000 words)

## Additional Information

## Who do I contact about this?

Ms Frances Hayes

# MODERN WORLD HISTORY

Curriculum Area: Humanities

## Unit Description

This unit is aimed at providing an overview of key historical events from 1918-present and taking an in-depth focus on World War Two. Students will briefly explore the inter-war years, post-World War Two, movements for rights and freedoms, and Cold War, and developments that have shaped the modern world. The focus on World War Two will provide insight into the effects and significance of World War Two for Australians at home and abroad. Students will learn about the struggle for rights and freedoms around the world including the civil rights movements in the USA and Australia. They will also examine cultural changes in the post-war world.

## Assessment

- Historical inquiry on Cold War event
- Essay on new cultural movements
- Source analysis on the causes and effects of WWII

## Additional Information

### Who do I contact about this?

Ms Angela Robinson, Ms Frances Hayes

# PHILOSOPHY

Curriculum Area: Humanities

## Unit Description

Philosophy involves studying the ways in which we understand the world. This unit looks at Cosmology (the study of how the cosmos is set up) and Epistemology (study of what can be known). Philosophy is fascinating in its own right but will support and provide depth to learning in Humanities subjects and give perspective to Science and Economics subjects. In this unit, students will complete a comparative analysis of classical beliefs, religions and scientific theories, about how the earth/universe became, and what this means for individuals and society. Students will also study empiricism and rationalism and what degree of 'truth' we can achieve. Students will examine scientific method, fake news, and the search for truth in the modern world.

## Major Assessment/Outcomes

- Course work (workbook and contribution to class activity including formal discussion)
- Presentation style project
- Essay (500-800 words)
- End of Semester exam.

## Additional Information

## Who do I contact about this?

Ms Frances Hayes

# SOCIETY and the LAW

Curriculum Area: Humanities

## Unit Description

This subject provides students with valuable knowledge and skills for participation in everyday life. It encourages students to broaden their understanding of how societies are organised, develop and change, through investigation and analysis of both sociological and legal ideals. Students will have the ability to focus on a number of theories and frameworks that assist us to deepen our understanding of human society. Students are encouraged to question their assumptions and to reflect on their understandings and ideas about human interaction. This unit takes an enquiry based approach; students gather and use various sources of evidence, explore and apply a range of sociological theories and apply them to a range of current issues and case studies. Students investigate the law-making processes, dispute resolution and justice in Australia. Students develop an awareness of their civil and criminal legal rights and responsibilities as a member of Australian society that cultivates an appreciation of the impact of current issues on human rights in our society.

This unit is specifically designed to prepare students for future studies in VCE Sociology and Legal Studies. These subjects support the following fields of employment: Human Services, Criminal Justice, Government Agencies, Education and Social Science Research, among others.

## Major Assessment/Outcomes

- Media and case study analysis
- Oral Presentations
- Self/peer survey
- Field work
- Research Projects and investigations
- Debates and role-plays

## Additional Information

## Who do I contact about this?

Ms Frances Hayes

# Languages

The following subjects are those offered by the Language faculty in 2021 at Gisborne Secondary College.

Indonesian Semester 1 .....	31
Indonesian Semester 2.....	32
Japanese Semester 1 .....	33
Japanese Semester .....	34





# INDONESIAN – Semester 1

Curriculum Area: Languages

## Unit Description

This unit is for Year 9 students who are capable of being accelerated into Year 10 level and year 10 Indonesian students. They may be able to finish the year 12 VCE course in year 11. Please note: Indonesian at Year 10 must be taken for the full year.

## Area of Study

This year is all about topics that are interesting and relevant to teenagers. They include describing personalities, discussing career aspirations, being a good host or guest, plus cooking and food tasting. Students reflect on their learning styles and strategies, grammar rules, and the similarities and differences between languages in order to maximise and enhance their language skills. Students will extend their cultural understanding of Indonesian weddings, Yogyakarta, appropriate body language and gestures, eating etiquette and religious food requirements. Students will find this work useful if they hope to go on the Bali trip.

## Assessment

- End of topic tests
- Weekly vocabulary tests
- Oral tests and role plays
- Writing, listening and reading comprehension tests

## Additional Information

## Who do I contact about this?

Ms Emily Ezzy

# INDONESIAN – Semester 2

Curriculum Area: Languages

## Unit Description

This unit is for Year 9 students who are capable of being accelerated into Year 10 level and year 10 Indonesian students. They may be able to finish the year 12 VCE course in year 11. Please note: Indonesian at Year 10 must be taken for the full year.

## Area of Study

This year is all about topics that are interesting and relevant to teenagers. They include discussing the visual and performing arts (including famous musicians and artists), re-viewing films and forming an opinion on an environmental issue. Students reflect on their learning styles and strategies, grammar rules, and the similarities and differences between languages in order to maximise and enhance their language skills. Students will extend their cultural understanding of Indonesian artistic souvenirs, Syarief Hidayat (a modern Indonesian artist), Indonesian film and television and censorship, plus Indonesian national parks and wildlife rehabilitation projects. Students will find this work useful if they hope to go on the Bali Trip.

## Assessment

- End of topic tests
- Weekly vocabulary tests
- Oral test and role plays
- Writing, listening and reading comprehension tests

## Additional Information

Bali Trip (depending on student numbers and Covid-19 Pandemic situation)

## Who do I contact about this?

Ms Emily Ezzy

# JAPANESE – Getting around in Japan Semester 1

Curriculum Area: Languages

## Unit Description

Building on the Hiragana and Katakana they have learned in previous years, students will develop their reading and writing skills by learning more Kanji. This will prepare them for VCE Japanese. They will be able to recall main ideas and details from spoken texts through oral responses to questions, building their fluency on specific topic areas. They will develop their skills in using correct grammar, pronunciation, tone and intonation, and in writing short passages on specific topics.

## Area of Study

Topics covered: getting around in Japan, asking for directions, and expressions about your feelings and health. This work will be very helpful for students wanting to visit Japan. Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their learning styles/strategies.

## Assessment

- Outcome 1 Writing (Clothing)
- Outcome 2 Reading, Listening (Homestay)
- Outcome 3 Speaking (Direction)

## Additional Information

## Who do I contact about this?

Ms Noriko Ikaga

# JAPANESE – Getting around in Japan Semester 1

Curriculum Area: Languages

## Unit Description

Building on the Hiragana and Katakana they have learned in previous years, students will develop their reading and writing skills by learning more Kanji. This will prepare them for VCE Japanese. They will be able to recall main ideas and details from spoken texts through oral responses to questions, building their fluency on specific topic areas. They will develop their skills in using correct grammar, pronunciation, tone and intonation, and in writing short passages on specific topics.

## Area of Study

Topics covered: Seasons, fashion and counting objects. They will participate in exchanging simple information on both familiar and new topics. This work will be very helpful for those students wanting to visit Japan. Students learn to recognise the extent and limitations of their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their learning styles/strategies.

## Assessment

- Outcome1 Writing (Sports Hero)
- Outcome2 Reading Listening (Part-time job)
- Outcome3 Speaking (Cool Japan)

## Additional Information

Japan Trip – Two weeks in September, every second year, depending on student numbers and Covid-19 Pandemic Situation

## Who do I contact about this?

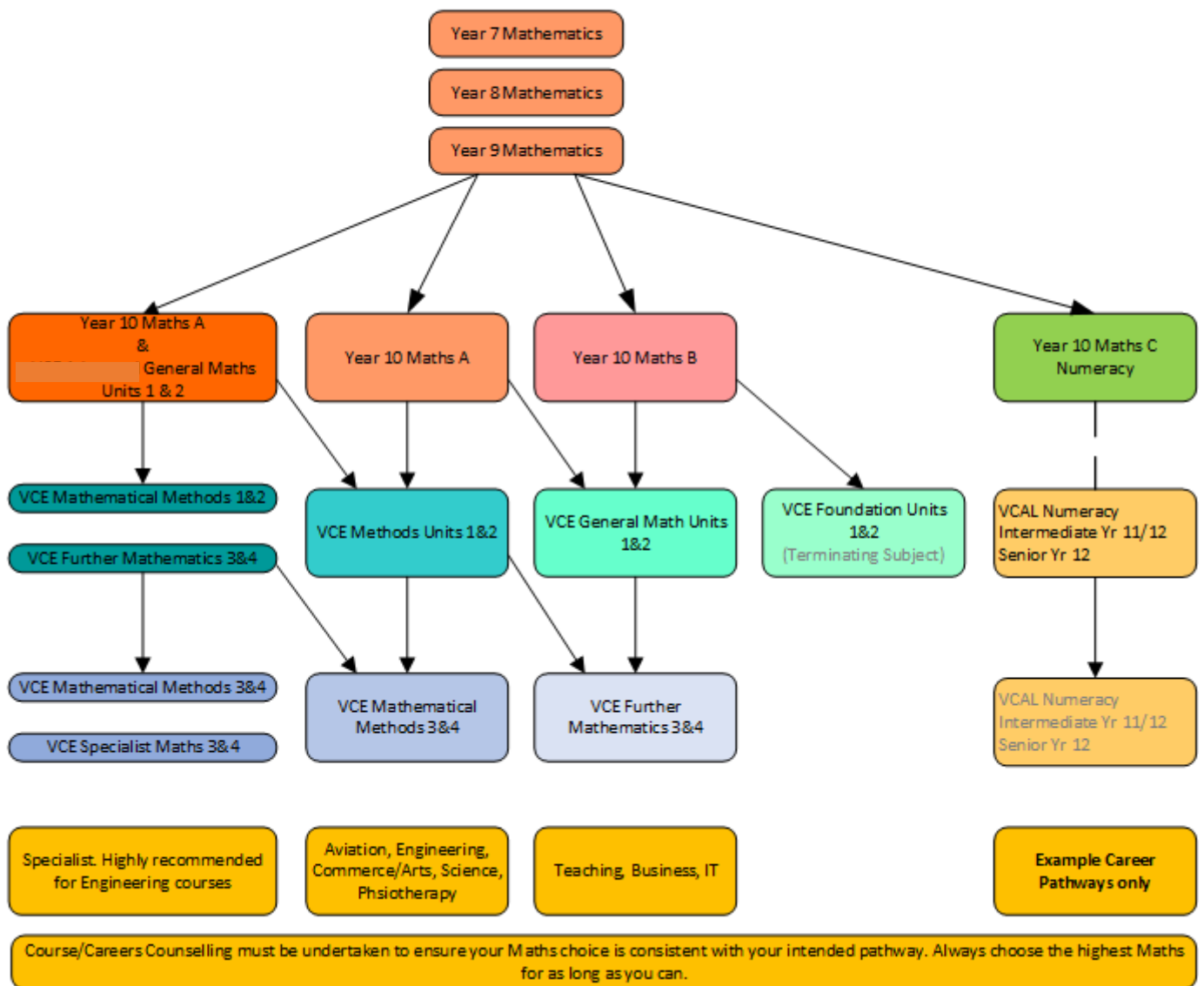
Ms Noriko Ikaga

# Mathematics

The following subjects are those offered by the Mathematics faculty in 2021 at Gisborne Secondary College.

Mathematics A .....36  
 Mathematics B .....37  
 Mathematics C .....38

## Math Subject Pathways



# MATHEMATICS A (Year long)

Curriculum Area: Mathematics

## Unit Description

This is the standard Year 10 course, and is designed for students who wish to pursue VCE General maths or Maths Methods in Year 11.

This unit aims to enhance mathematical skills and techniques and contains varied approaches to problem solving.

There will be an emphasis on algebraic manipulations and graphing techniques – essential skills leading into VCE Maths Methods or building a strong foundation for VCE General Maths. Core topics include measurement, linear equations and graphs, surds, indices, factorising, circle geometry, probability, trigonometry and parabolas.

Knowledge covers all three Victorian Curriculum dimensions at level 10 leading to level 10A. Skills include methodical setting out of work, accurate graphing and structured problem solving.

## Assessment

- Projects
- Achievement Tests
- Problem Solving and Mathematical modelling
- End of Semester exam.

## Additional Information

## Who do I contact about this?

Ms Helen Trickey, Mr Aaron Freeman

# MATHEMATICS B (Year long)

Curriculum Area: Mathematics

## Unit Description

This unit aims to enhance mathematical skills and techniques and contains varied approaches to problem solving. It is suitable for those students struggling with Year 9 Mathematics who need to build stronger foundation skills to allow entry into VCE Foundation Mathematics, or VCE General Mathematics. It has less emphasis on algebraic techniques.

This unit aims to enhance mathematical skills and techniques and contains varied approaches to problem solving.

This is a continuation of a pathway towards VCE Foundation Mathematics in year 11 (terminating subject) or VCE General Mathematics in year 11 and Further Mathematics in Year 12.

There will be an emphasis on statistics, measurement, geometry, linear graphing and financial arithmetic.

Knowledge covers the Victoria Curriculum dimensions at level 9 leading to level 10. Skills include proper setting out of work, development of problem solving techniques and appropriate use of technology.

## Assessment

- Projects
- Achievement Tests
- Problem Solving and Mathematical modelling
- End of Semester exam.

## Additional Information

## Who do I contact about this?

Mr Aaron Freeman

# MATHEMATICS C (Year long)

Curriculum Area: Mathematics

## Unit Description

This unit is designed for students planning on a VCAL pathway in year 11 and 12, or intending on pursuing further training and employment after Year 10. It is not intended for students planning on completing Mathematics at a Year 12 level.

The units of study are selected from

- Building, Technology and Design
- Time, Travel and Food
- Budget, Finance and Data
- Measure, Maps and Triangles

In Workplace Maths there is a strong emphasis on using mathematics in practical contexts. The unit is designed using a theme based approach that relates mathematics to everyday situations. The mathematics that most people need to know and use in their daily life is developed and practised. This unit is suitable for apprenticeship, TAFE, VCAL Numeracy and VCE Foundation Mathematics preparation.

Knowledge covers Victorian Curriculum dimensions at level 7 that will lead to level 8.

Skills will include an understanding of the terms and definitions, skills development and practice, setting up of and structuring problem solving. Students will also develop the appropriate use of technology.

## Assessment

- Assignments
- Research projects
- Investigations
- Practical work and constructions
- Extended tasks
- Tests
- Self-assessment.

## Additional Information

### Who do I contact about this?

Mr Aaron Freeman ,



# Science

The following subjects are those offered by the Science faculty in 2021 at Gisborne Secondary College.

Biology .....	40
Chemistry .....	41
Forensic Science .....	42
Environmental Science .....	43
Physics .....	44
Psychology .....	45



# BIOLOGY

Curriculum Area: Science

## Unit Description

This unit is recommended for students who wish to study VCE biology.

Students study the inheritance of characteristics from one generation to the next and the role of DNA and RNA during this process. Students explore evolution and the process of natural selection, which leads to diversity of living things.

On completion of this unit, students will be able to:

- Describe the role of DNA and how living things inherit traits from the previous generations
- Explain the theory of evolution, with reference to evidence and the importance of biodiversity
- Design and undertake a practical or research investigation related to any biological understandings and present methodologies, findings and conclusions in a scientific poster.

## What skills and knowledge will I learn?

- Cells as the basic unit of life
- Structure and function of DNA and RNA
- Transcription and translation of DNA
- Extracting DNA
- Mendelian Genetics
- Evolution through natural selection
- Biotechnology
- Scientific Method

## Assessment

SACs may be one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster

## Who do I contact about this?

Ms Marnie Sparrow, Ms Tracy Lee,

# CHEMISTRY

Curriculum Area: Science

## Unit Description

This unit is recommended for students who wish to study VCE chemistry.

Atoms are mainly empty space. Matter is composed chiefly of nothing! Chemistry is the study of substances – how they can be made, how they behave, how they can be detected and measured, and most importantly, what causes their behaviour.

On completion of this unit, students will be able to:

- describe how atomic structure and the properties of elements are used to organise them in the Periodic Table. They will be able to use it to make predictions about the properties of elements.
- explain the bonding of atoms. They will investigate how different types of chemical reactions are used to produce a range of products.
- design and undertake a practical investigation related to any chemistry understandings and present methodologies

## What skills and knowledge will I learn?

- The structure of the atom including how atoms combine to form new substances
- An understanding of the patterns in the Periodic Table and why they occur
- To explain the different types bonding in atoms
- Writing and balancing chemical reactions
- Classifying different types of chemical reactions
- Scientific Method

## Major Assessment/Outcomes

SACs may be one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster

## Who do I contact about this?

Ms Andy Flouris, Ms Tracey Eagle, Mr Dale Barry

# FORENSIC SCIENCE

Curriculum Area: Science

## Unit Description

This unit is not recommended for students who may consider doing a VCE science, unless they can demonstrate a very high level of achievement. This subject may be taken in conjunction with Year 10 Biology, Chemistry, Physics and/or Psychology, and will serve as complimentary knowledge, rather than repetition.

This unit explores Biology, Chemistry, Physics and Psychology through a forensic lens:

**Biology** — Students explore how genes and characteristics (including blood type) are inherited from generation to generation. They examine DNA and how it can be used as evidence from crime scenes. Students use microscopes to examine “evidence” from crime scenes.

**Chemistry**—Students explore ways to test items and chemicals that may be found at crime scenes. This includes ink analysis through chromatography, soil tests, and chemical reactions.

**Psychology**—Students investigate how the brain and nervous system function. Through forensic psychology they examine the difference between psychopaths and sociopaths, and investigate differences between criminals and lawful citizens.

**Physics**—Students explore motion in relation to car crashes and speeding.

## What skills and knowledge will I learn?

- DNA and genetics
- Blood types and blood grouping
- Chemical reactions
- Chromatography
- pH tests
- Flame tests
- Soil sample analysis
- Nervous system and brain function
- The fallibility of eyewitness testimonies
- Forensic psychology
- Motion and car crashes
- The speed of vehicles

## Who do I contact about this?

Mr Arjan Singh, Ms Tracey Lee

# ENVIRONMENTAL SCIENCE

Curriculum Area: Science

## Unit Description

This unit is recommended for students who wish to study VCE Environmental Science. Environmental science is an interdisciplinary science that explores the interactions between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth's systems.

On completion of this unit, students will be able to:

- describe how Earth's systems function and the factors that lead to Climate Change. Students will gain an understanding on how current and emerging technologies can help to reduce human impacts.
- explain the importance of biodiversity in the productivity of ecosystems. They will gain an understanding of how environments are sampled, tested and improved through first hand experiences.
- design and undertake a practical or research investigation related to sustainable practices and will be able to present conclusions in a scientific poster.

## What skills and knowledge will I learn?

- Earth's Systems – how they connect and support life
- Climate change in the past and current climate crisis
- Environmental management now and for the future
- How Carbon capture technologies work
- How to carry out sampling of ecosystems
- How to carry out sampling and testing of water ways
- The methods used to sample and improve biodiversity
- Scientific Method

## Major Assessment/Outcomes

Assessment may be one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster
- End-of-semester exam

## Who do I contact about this?

Ms Marnie Sparrow

# PHYSICS

Curriculum Area: Science

## Unit Description

Physics is the study of natural phenomena such as electricity, heat, sound, light, forces, motion, magnetism, the nucleus of the atom and radioactivity.

This subject will cover the topics of Motion, Electromagnetisms, and the Origins of the Universe. It will have a focus on investigating concepts through practical experiments and investigations.

On completion of this unit, students will be able to:

- Describe the relationship between forces, mass, velocity and acceleration will also be investigated as well as how objects can undergo the transformation between kinetic and gravitational potential energy and how to calculate the efficiency (%) of this transformation.
- explain the bonding of atoms. They will investigate how different types of chemical reactions are used to produce a range of products.
- extend their knowledge about the electromagnetic spectrum and properties of waves as they learn about the two models of light. Practical experiments will be used to discover the behaviour of light through lenses and mirrors to learn about the basic models of optical and radio telescopes.
- extend their knowledge about the electromagnetic spectrum and properties of waves as they learn about the two models of light. Practical experiments will be used to discover the behaviour of light through lenses and mirrors to learn about the basic models of optical and radio telescopes.

## What skills and knowledge will I learn?

- How to plan and conduct a practical investigation to collect and record data
- How to analyse and evaluate data and present in a scientific report
- Use Newton's Laws of Motion to predict the motion of objects
- The different energy transformations used in power generation
- How telescopes work, including how to use the College's telescope
- The origins of the Universe, and the Big Bang theory

## Major Assessment/Outcomes

SACs may be one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster

## Who do I contact about this?

Ms Tracey Eagle, Mr Dale Barry

# PSYCHOLOGY

Curriculum Area: Science

## Unit Description

This unit is recommended for students who wish to study VCE Environmental Science. Psychology is the study of human thoughts, feelings and behaviour. The discipline of psychology embraces all aspects of the human experience – from the functions of the brain to the environments in which humans and other animals develop: from child development to ageing. In this unit you will also learn what psychologists do and all the different fields that psychologists work in including health, sports, forensic and clinical. You will also learn about the nervous system, and the processes of memory and sleep, as well as strategies to improve memory.

Students explore the foundation of psychology and types of psychology. They learn about the role of the nervous system and the brain in determining our thoughts, feelings and behaviours. Students will also explore the importance of sleep, and the effects of sleep deprivation, with a focus on the sleep patterns and requirements of teenagers.

## What skills and knowledge will I learn?

Psychology is a highly involved study that require maturity, empathy and understanding for our fellow human beings. Some skills that you will develop that are highly transferable to the workplace include:

- Social skills - working as part of a team, effective communication and conflict resolution
- Personal skills - initiative, the importance of being ethical and open minded
- Communication skills - active listening, speaking, writing skills
- Environment awareness – understanding the impact that our environment has on our development

In this unit you will be exposed to a wide range of psychology fields and begin to explore some of the intriguing and very enlightening theories on human behaviour.

## Major Assessment/Outcomes

Assessment may be one or more of the following tasks:

- Practical Experiment
- Tests
- Projects/Assignments
- Scientific Poster
- End-of-semester exam

## Who do I contact about this?

Ms Tori Eley, Ms Megan Hughes

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# Technology

The following subjects are those offered by the Science faculty in 2020 at Gisborne Secondary College.

Automotive.....	47
Design & Technology: Food.....	48
Design & Technology: Textiles.....	49
Design & Technology: Wood .....	50
Digital Technologies .....	51
Digital Technologies Extension.....	52
Engineering: Welding and Fabrication .....	53
Electronics and Robotics .....	54





# AUTOMOTIVE

Curriculum Area: Technology

## Unit Description

In this course, students have the opportunity to work on their own projects: learning hands on skills by dismantling and assembling motors. In this process they will identify components and learn their functions and also gain valuable diagnostic skills. Students learn to work safely in a workshop environment, using the wide range of tools and equipment required to service and repair a variety of motor-powered vehicles and equipment, ranging from brush cutters to cars.

Students will also have the opportunity to service cars, and identify mechanically and legally what to look for when it comes to purchasing their own vehicle. They will acquire a skill set that will be useful in terms of choosing a career in the automotive industry or simply when they own their own vehicle.

Using a variety of resources, students will investigate how different systems utilised in modern motor vehicles aid drivers and their occupants in safety, drivability and comfort.

## Area of Study

- Safe work practices
- Thinking Skills
- Practical skills
- Investigation into the systems of a motor vehicle

## Assessment

- Self-evaluation of a practical component
- Powerpoint presentation
- Completion of workbook
- End of Semester exam.

## Additional Information

Students will need to supply a motor, mower, motorbike, or any materials required to make a project.

## Who do I contact about this?

Mr John McLaren

# Design & Technology: Food

Curriculum Area: Technology

## Unit Description

This unit is recommended for students who wish to study VCE Food Studies.

It covers the skills and sets the expectations for VCE in a fun yet informative manner.

This unit emphasises the importance of the design process and the development of independent thinking skills, by solving individual design problems with food.

## Area of Study

Basic food safety, hygiene skills, knowledge and food science preparation principles required for VCE are investigated and explored in weekly practical classes, which the students help to plan. Students will explore issues relevant to food technology.

Exactly what is a complex process? What is a preservation technique? How is food genetically modified?

Careers in foods are explored. Taking advantage of the current popularity of television food programs, students will investigate the career pathway of a renowned chef, baker, cake decorator, or restaurateur.

## Assessment

- Mini design folio
- Course work
- End of semester exam

## Additional Information

## Who do I contact about this?

Ms Deborah Ellis

# Design & Technology: Textiles

Curriculum Area: Technology

## Unit Description

This semester long course explores creativity through the exciting medium of textiles. Students will learn about the world of fashion, surface decoration and textiles creation. They will have the opportunity to learn new techniques including stencilling, photographic-transfer printing, embroidery and other embellishment techniques. Students will show their flair through designing and creating a garment/textile item using a variety of these decorative features. This elective encourages problem-solving, evaluation and thinking as well as individuality and creativity. This course contains both hands-on and theoretical work which will prepare students for further studies in either Product Design and Technology or Studio Arts at a VCE level.

## Area of Study

This course contains both hands-on and theoretical work which will prepare students for further studies in either Product Design and Technology or Studio Arts at a VCE level.

## Assessment

- Fashion design: students will complete a research assignment on a fashion designer of their choice: Powerpoint/Oral Presentation/Research Report.
- Students will create a garment/textiles product of their own design utilising the techniques that they have learned
- Portfolio of practical work
- Textile creation

## Additional Information

## Who do I contact about this?

Ms Glenda Anstey-Sprigg

# Design & Technology: Wood

Curriculum Area: Technology

## Unit Description

The skills and techniques learnt and developed in this subject relate to the VCE subject Product Design and Technology. The practical skills are a good introduction for trade jobs eg. Measuring, marking, assembling and producing quality work.

## Area of Study

### Leg and Rail Construction

Students are required to produce two practical projects for the semester: The major practical area is leg and rail construction. For this, students will produce a table (coffee, hall, bed-side, small work table etc.). The table must have at least one drawer. The second project generally will be a smaller project. Projects could be small book shelve, storage unit, chest, folding chair etc.

### Investigate and Design

Standard table heights, timber joints, material sizes and types and timber finishes. Students will write design briefs, including constraints and considerations. Students will also complete a major assignment on a furniture designer or a furniture style. Students will learn to use appropriate technical language, correct names of tools, and make decisions about materials and techniques.

### Producing

Students will learn to use complex tools and equipment correctly, competently and safely. They will learn to work in a team environment, construct quality products, and use correct timber joints.

### Analysing and evaluating

Students will develop evaluation criteria and check lists, evaluate their projects and discuss improvements to the projects and construction process and methods.

## Assessment

- Practical projects
- Written design brief
- Written Investigation and evaluation
- End-of-semester exam

## Who do I contact about this?

Mr Darren McRae

# Digital Technologies

Curriculum Area: Technology

## Unit Description

Digital technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

This subject will help students to develop entry level skills to study VCE Applied computing or VET Creative Digital Media (Cert III in Screen in Media). The curriculum is designed to provide practical opportunities for students to explore the capacity of information systems to transform data into digital solutions through the application of computational design and systems

## Area of Study

1. Students will learn to create algorithms as a design tool for coding. Students will use Python Programming language to create digital solution demonstrating skills in computational thinking and systems thinking.

Students will study Adobe Dreamweaver CC, HTML, and CSS to create a website for a company which includes online ordering form for their product or service. Students will learn responsible web design technology, which will enable the web pages to be viewed on devices with different screen size.

2. Students will study techniques and functions of a database software. MS Access will be used to create tables, reports, queries and forms. Students will learn skills in sorting and filtering of data to maximise efficiencies in a business environment.

3. Students will study cabled and wireless networks, hardware and software, protocols and uses of networks. They will develop a basic understanding of how data packets are transmitted between components within a computer network system, and how the hardware and software interact to form networks.

Students will be taught practical skills in using MS Visio to design a network for an organisation.

## Assessment

- Develop a database system
- Tests
- Design and develop a website
- End-of-semester exam

## Who do I contact about this?

Ms Kushum Rattan

# Digital Technologies Extension

Curriculum Area: Technology

## Unit Description

In this subject, students have the freedom to study any topic in computer studies that they enjoy or would like to build deeper skills in.

This course is suitable for students who wish to advance their skills in Computing. Students choose this subject because it will deepen their computer skills and knowledge of the project chosen. Students negotiate projects to study, depending on their own areas of interest. They may work solo or in groups. Teacher support and guidance is provided on selection of projects. Students should be able to complete one long project on a single topic or they may choose to complete two projects in the semester: one each term.

Please note: Students do NOT have to have undertaken Digital Technologies to select this

## Area of Study

Examples of projects that can be chosen. Students can find other projects besides the ones listed below

- An animated film using Adobe Animate
- A 3D game character and a world using Auto Desk 3DS Max
- Learning a new programming language, or extending knowledge in an existing one eg. Python, JavaScripting, Visual Basic
- Game design and development
- Mobile phone programming
- VEX Robotics
- Film making
- Hardware and networks

## Assessment

- Presentation at the end of each term
- Logbook
- End-of-semester exam

## Who do I contact about this?

Ms Kushum Rattan

# Engineering—Welding and Fabrication

Curriculum Area: Technology

## Unit Description

Students learn to use welding and machining methods to produce a barbecue spit roaster. This can be a standard model or a modified product after consultation with the teacher. A similar product of similar manufacture (Engine stands/motorcycle stands) can also be designed through negotiation with the teacher. Tools such as lathes, drillpress and angle grinder are used in conjunction with MIG/oxy acetylene gas welding.

## Area of Study

Gain insight into a career path in an engineering fabrication trade/occupation  
Safe operation of cut off saws, oxy-acetylene and MIG welding processes, and basic machining operations  
To fabricate useful structures and implements from steel materials  
Application of investigation to assist design

## Assessment

- Presentation at the end of each term
- Logbook
- End-of-semester exam

## Who do I contact about this?

Ms Kushum Rattan

## GSC SUBJECT SELECTION PLANNING SHEET 2021

### YEAR 9 INTO 10

*This is a planning sheet ONLY and subject preference need to be finalised using the online tool and/or handing in the relevant acceleration form to the general office by **Friday 14<sup>th</sup> of August 2020.***

Student Name \_\_\_\_\_

DATE: \_\_/\_\_/\_\_

PREFERRED CAREER/S: \_\_\_\_\_

This is where you will record your subjects for Year 10 in 2020. You must select the subjects in order of preference. An extra FOUR preferences need to be included in case you have a subject clash or a subject does not run in 2021.

**NOTE: please note that students will automatically be placed into English classes and a recommended Maths class for 2021**

#### FIRST PREFERENCES

1	<i>English</i>		
2	<i>Maths A/Maths B/Maths C</i>		
3		7	
4		8	
5		9	
6		10	

#### BACK UP SUBJECTS

*(please choose carefully as you will be given these subjects if your first preferences are unavailable)*

11	
12	
13	
14	

**All students need to be aware that if you wish to do a VCE or VET subject 2021, you will need to complete a VCE Acceleration Application form, or a VET Application form.**

Notes:

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*Student Codes for the online subject selections will be made available during Course Advising Sessions. All online selections must be completed, and hardcopy application forms submitted to the General Office by Friday 14<sup>th</sup> August*





Faculty	Subject	Additional Requirements
Art	Studio Art	Folio Presentation and interview (You will be contacted by the Curriculum Area Leader/subject teacher to arrange this)
	Visual Communication	
	Drama	Interview (You will be contacted by Curriculum Area Leader/subject teacher)
	Dance	
	Music	
English	All subjects	Please include a sample Analytical writing piece (text response or comparative essay) and a sample Creative piece. Please attach to this application.
Health and PE	All subjects	Interview (You will be contacted by Curriculum Area Leader/subject teacher)
Humanities	All subjects	No extra requirements. (You must still attach your report to this form)
Languages	Indonesian	You must see your teacher to collect 'NAILA competition' information. You must enter the competition and submit your oral response to the competition prompt. Please attach response to this application.
	Japanese	You must achieve 80% or above (test results) on Quizlet for Topics 7-12
Mathematics	All subjects	No extra requirements. (You must still attach your report to this form)
Science	All subjects	No extra requirements. (You must still attach your report to this form)
Technology	All subjects	No extra requirements. (You must still attach your report to this form)
VET	All Subjects	You do not need to fill this form in. Instead you must complete the VET application form.
<b>Student Signature:</b>		<b>Date:</b>
<b>Parent Signature:</b>		<b>Date:</b>

**College report of recommendation (to be completed by school only)**





All VET programs take TWO years to complete. This means students will not be allowed to drop their VET course at the end of the first year and compulsory enrolment will be required in the second-year program. (Any course change MUST be made by mid-April of the first year).

STUDENT NAME: \_\_\_\_\_ YEAR LEVEL IN 2020: \_\_\_\_\_

In 2021 I will be completing: (please tick)	Year 10:		VCE		VCAL	
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All sections MUST be completed below before an application can be processed

Student Name:	Mentor:
Address:	
Parent/Guardian Phone:	Student Phone:
Parent / Guardian Email Address:	
Student Email Address: (to be used for VET correspondence)	
Unique Student Identifier (USI) Number: _____ (You must have a USI number to be enrolled in a VET course. Please ensure you have completed this before handing your form in. To create a USI, go to <a href="http://www.usi.gov.au">www.usi.gov.au</a> )	

1. Explain why you want to study the VET program you have selected. What educational and career pathways will the VET program you have selected give you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe any work experience that you have completed that could be relevant to the VET program you have selected. Include dates, type of business and jobs undertaken.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What skills do you have that could help you complete your chosen VET program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Which subjects have you studied that will assist with suitable skills for the VET program?

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5. All student undertaking a VET subject are required to do 10 days of work placement over the 2 years (excluding VET equine, which requires 40hrs in the first year) please indicate if you have an idea of where you would complete your placement and how you will go about organising this placement.

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**Students who complete VET programs outside of timetabled classes must make sure that they satisfactorily complete all work requirements and assessments for classes they have missed due to TAFE. Completing an external VET subject will require you to do EXTRA work because you will be absent from scheduled classes at GSC.**

6. How will you catch up on classwork missed when you attend TAFE?

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**Students doing a VET Subject will need to get a recommendation from the subject teacher:**

Name of the recommending teacher: \_\_\_\_\_

Signature of the Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**There are compulsory fees associated with all VET programs which pay for the material costs for the certificate. Please check the Year 11/12 Handbook.**

**ALL students doing VET Programs will be required to complete at least 2 weeks of Structured Work Placement Learning (Work Placement) during term holidays.**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian name: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Enquiries: Ms Kushum Rattan (VET Coordinator)

Phone: 5428 3691

Email: kushum.rattan@education.vic.gov.au

**All Students applying for a VET subject must complete all the sections of this form and hand it in to the General office before the Friday 14<sup>th</sup> August. Any concerns need to be directed to Mrs K Rattan: VET Co-ordinator in E5 office**