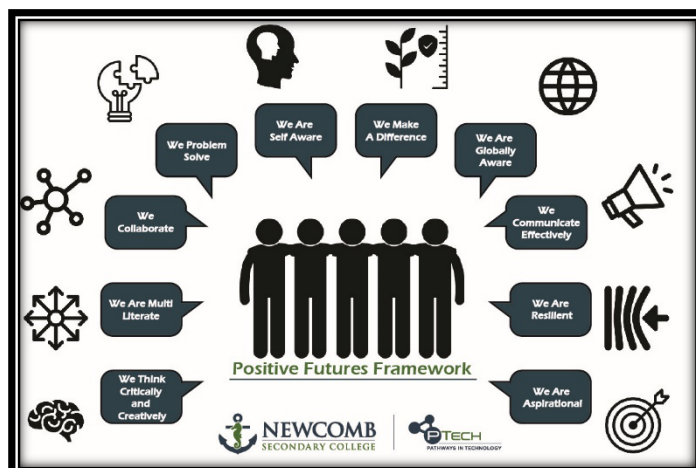




# Year 9 and 10

## PATHWAY PLANNING

# 2024



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# GENERAL INFORMATION

## KEY CONTACT STAFF 2024

### Principal:

Scott McLeod

### Assistant Principals:

James Murphy - Assistant Principal Years 7 to 9

Kel Montano- Assistant Principal Years 10 to 12

### Careers Advisors:

Megan Fell & Jo Spence

### Leading Teacher, Years 7-9 (Junior School):

Eliza Hunt

### Leading Teacher Year 10, 11-12 (Senior School):

Ebony Dedini

### Student Support Person Year 10, 11-12 (Senior School):

Dan Colbert (10), Bianca Angelevski (11), Jeremy Sinclair (12)

### VCE/VM/VPC Leader:

Ebony Dedini

### VET Co-Ordinator:

Chris George

### Learning Area Leaders:

Arts	Ben Davis
Technology	Matt Amer
English	Tracy Allinson
Health & PE	Cameron Goward
LOTE	Sarah Stoneley
GROW	Chris George
Mathematics	Lisa Dyer
Science	Phil Walker
Humanities	Ryan Owens

# GENERAL INFORMATION

## COLLEGE EXPECTATIONS OF SENIOR STUDENTS

The College seeks to provide a positive, friendly atmosphere where people take responsibility for their own actions, respect the rights of others and care for each other.

You come to the College to learn and agree to follow the general school rules. It is your responsibility, as a senior student, to take a leadership role by setting a positive example to junior students.

The College recognises that achievement will be enhanced if a balance between work and recreation is undertaken. We have a policy therefore to encourage senior students to participate in sports at an inter-school and intra-school level as players, coaches and umpires. You will be expected to attend School Swimming and Athletics Carnivals. You will also be encouraged to participate in Senior Years forums and extracurricular activities such as leadership roles.

## THE SENIOR YEARS CHALLENGE

As students enter their Senior Years of schooling an increasing range of education and training options become available. This publication endeavours to provide you with an overview of the options that are available at this College.

The **challenge** is to *understand the expectations and maintain balance* in the Senior Years. As a senior student you have to balance study, family, sport, part-time work and friends. You need to develop a pathway plan and determine what is expected of you by developing the ability to set priorities and organise your time. This information is a good starting point to help you understand the expectations of senior students. It enables you to make informed decisions and, hopefully, enjoy your studies on the way to success.

There are many people in the College who can assist young people to make informed choices at all stages in the decision-making process. Parents and students are encouraged to seek help when they are unsure of how to negotiate through the choices, so that an appropriate pathway can be found.

Remember, there is no one correct pathway – the correct pathway is the one that suits the individual student at one point in time.

# GENERAL INFORMATION

## STUDENT SUPPORT

If students have any problems, they should talk to a staff member who can help – Student Wellbeing Counsellor, subject teacher, Team Leader or Support Person, Assistant Principal or Careers Leader – all are available. Don't hesitate or leave it until it is too late. Ask for help when you need it – that is what the school is for!

The College also assists in other ways:

1. Pathway Planning Workshops – held during the year.

2. Key Personnel with specific responsibilities:

- Senior School Team Leader: all matters relating to VCE and VCE/VM.
- Student Support Person general assistance with learning and personal difficulties.
- Student Wellbeing Co-ordinator: assistance with any areas that affect learning and provision of information on outside agencies offering assistance, both personal and financial.
- Career Pathway Team members: careers direction and information.

## CAREER ADVISORS

The Senior Years represents the final three years in a student's secondary education. This involves a major life decision: What am I going to do when I leave school? A range of resources, activities and opportunities is available to support students and parents in this important process. The Careers Advisors are available for one- to-one support at all times.

# PARENT PAYMENT INFORMATION

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school continues to provide the best possible education and support for students.

There are three categories of Parent Payments:

1. **Curriculum Contributions:** Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.
2. **Other Contributions:** Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives. Newcomb Secondary College has a Building Fund and Library Fund which are both tax deductible contributions. The Building Fund helps support upgrades and maintenance of school infrastructure and the Library Fund supports book purchases and other equipment to help sustain the library as a valuable resource.
3. **Extra-Curricular items and Activities:** Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

## Financial Assistance

Families who would like assistance in paying voluntary fees and charges can arrange a payment plan by contacting the Business Manager, Tansy Young.

Any of the below options may be used to pay voluntary contributions.



Payments can be made from the beginning of 2024 via the school's Compass Portal.



Payment can be made directly to the College Office using cash, cheque or EFTPOS.



By contacting the College Office on 5248 1400 with your payment and card



When making a payment via BPAY please contact the office for your individual reference number and to inform them of what items you wish to make the contribution towards. Telephone 5248 1400 or email the details to: [newcomb.sc@education.vic.gov.au](mailto:newcomb.sc@education.vic.gov.au)



Centrelink can be used to arrange regular deductions from your Centrelink payment. Payments can be arranged individually through Centrelink at: <http://www.humanservices.gov.au/customer/service/Centrelink/centrepay> or the school can submit your application to Centrelink on your behalf. To apply families must hold an eligible concession card.

Please enquire at the College Administration office if you would like to know more.



The following tables are provided to assist families with the voluntary costs of subjects in 2024. **It is based on 2023 charges and is subject to change.** While the charges are voluntary, Newcomb Secondary College would like to invite families to make a financial contribution to support the school, using the following table as a guide for the costs.

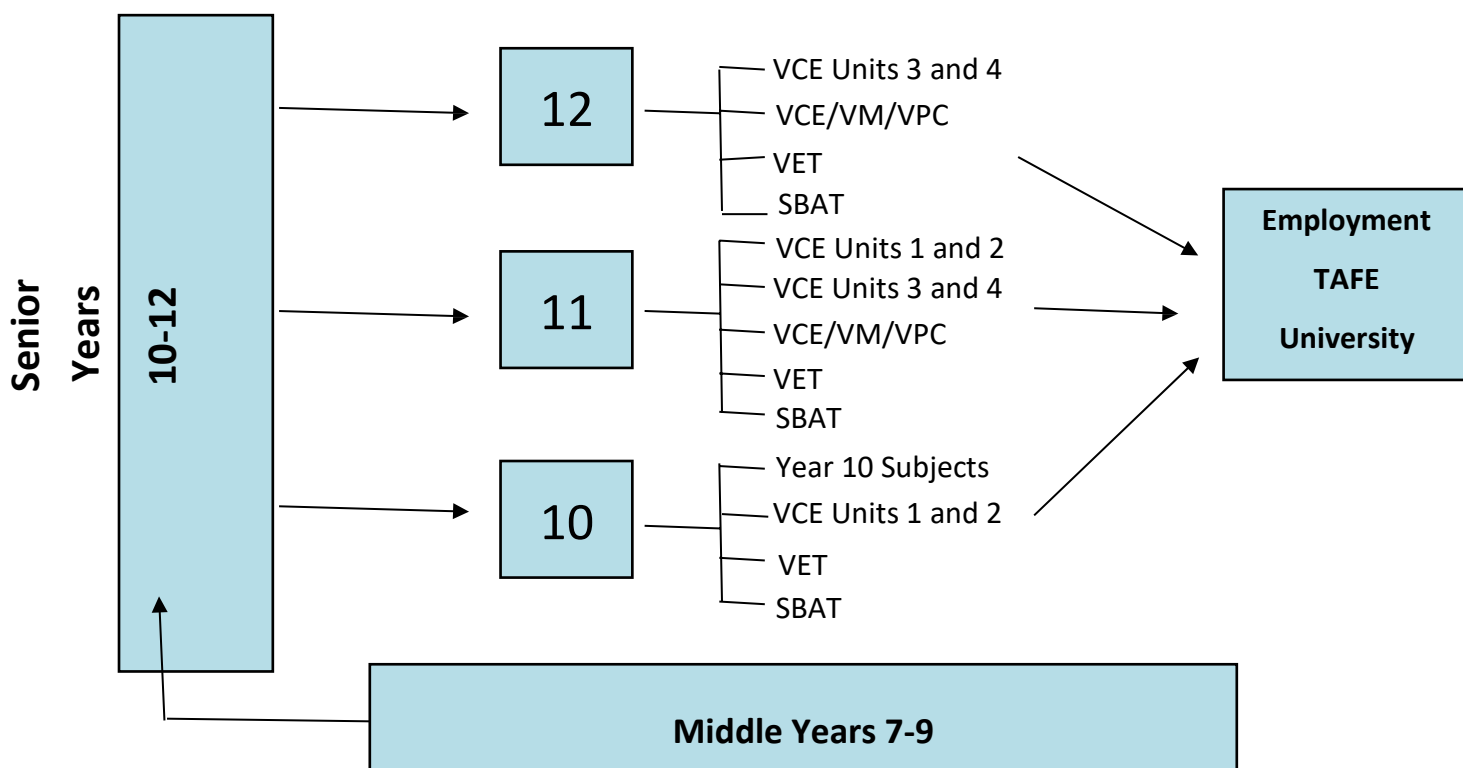
Year 9 Subject Costs in 2024	Amount
Year 9 Student Organiser Diary	\$14
Combination lock (if not retained from previous year)	\$10
English – Literacy Planet & Renaissance On-line Resource	\$5
Mathematics - Mathletics On-line Resource	\$30
GROW - CURA On-line Resource	\$20
Science for Life - Photocopying and printing of class workbook Compulsory for one semester	\$15
<b>ELECTIVE SUBJECTS</b>	
<b>THE ARTS (per semester)</b>	
• <b>Ceramics and Glass</b> - glass, wood, clay, drawing materials and kiln firing	\$100
• <b>Art Making &amp; Exhibiting</b> - craft paper, paints and clay	\$60
• <b>Media</b> - paper, card, paints and modelling materials	\$40
• <b>Visual Communication and Design</b> - paper, ink and illustration boards	\$40
• <b>Drama</b> - photocopying of scripts, props, costumes and sets	\$40
• <b>Music</b> - sheet music, photocopying and Soundtrap online resource	\$40
<b>HAPE (per Semester)</b>	
• <b>Outdoor Education</b>	\$125
• <b>Cycling Academy</b>	\$50
• <b>On Two Wheels</b>	\$50
<b>TECHNOLOGY (per semester)</b>	
• <b>Wood</b> - Timber, plywood, particle board, glue, nails screws, dowel & paint	\$60
• <b>Textiles</b> – materials	\$60
• <b>Metal</b> -	\$60
• <b>Food Studies</b> - Ingredients such as flour, eggs, sugar, fruit/veg, etc	\$110
• <b>Café Skills</b> - Flour, eggs, sugar, fruit/veg, coffee, range of milks, etc	\$110
• <b>Systems Engineering</b> - 3D printing, 3D modelling and CNC materials	\$40
• <b>Digital Technologies</b> - 3D printing, laser cutting and vinyl cutting materials	\$40
<i>*OPTIONAL Instrumental Music Program</i>	\$80 (\$20 per term)
<i>*OPTIONAL Musical Instrument Hire</i>	\$80 (\$20 per term)

Year 10 Subject Costs in 2024	Amount
Year 10 Student Organiser Diary	\$14
Combination lock (if not retained from previous year)	\$10
English – Literacy Planet & Renaissance On-line Resource	\$5
General Mathematics – Mathletics On-line Resource	\$30
Advanced Mathematics – Essential Mathematics On-line Resource	\$60
GROW – Kits, craft paper, glue etc	\$20
<b>ELECTIVE SUBJECTS</b>	
<b>THE ARTS (per semester)</b>	
• <b>Ceramics and Glass</b> - glass, wood, clay, drawing materials and kiln firing	\$100
• <b>Art Making &amp; Exhibiting</b> - craft paper, paints and clay	\$60
• <b>Media</b> - paper, card, paints and modelling materials	\$40
• <b>Visual Communication and Design</b> – paper, ink and illustration boards	\$40
• <b>Drama</b> - photocopying of scripts, props, costumes and sets	\$40
• <b>Music</b> – sheet music, photocopying and Soundtrap online resource	\$40
<b>SCIENCE (per semester)</b>	
• <b>Sunshine Fire &amp; Rockets</b> – Photocopying and printing of class workbooks	\$25
• <b>Blood Guts &amp; Brains</b> – Photocopying and printing of class workbooks	\$25
• <b>Human Insights</b> – Photocopying and printing of class workbooks	\$25
<b>HAPE (per Semester)</b>	
• <b>Outdoor Education</b>	\$125
• <b>Cycling Academy</b>	\$50
• <b>On Two Wheels</b>	\$50
<b>TECHNOLOGY (per semester)</b>	
• <b>Wood</b> - Timber, plywood, particle board, glue, nails screws, dowel & paint	\$60
• <b>Textiles</b> – materials	\$60
• <b>Metal</b> -	\$60
• <b>Food Studies</b> - Ingredients such as flour, eggs, sugar, fruit/veg, etc	\$110
• <b>Café Skills</b> - Flour, eggs, sugar, fruit/veg, coffee, range of milks, etc	\$100
• <b>Systems Engineering</b> - 3D printing, 3D modelling and CNC materials	\$40
• <b>Digital Technologies</b> - 3D printing, laser cutting and vinyl cutting materials	\$40
<i>*OPTIONAL Instrumental Music Program</i>	\$80 (\$20 per term)
<i>*OPTIONAL Musical Instrument Hire</i>	\$80 (\$20 per term)

## **NOTE**

Many subjects have additional excursions during the year, such as Scienceworks, IMAX Theatre, Playhouse, Museums etc. These fall under the category of Extra-curricular items and activities and are provided on user-pays basis.

# THE SENIOR YEARS AT NEWCOMB SECONDARY COLLEGE



## GLOSSARY

VCE:	Victorian Certificate of Education
VCE/VM:	Victorian Certificate of Education/Vocational Major
VPC:	Victorian Pathways Certificate
VET:	Vocational Education and Training.
VET in Schools:	Combines specific VCE Units, TAFE study and a work component. At the end of the two-year program students will have a full VCE, VET Certificates and workplace training.
S-BAT:	School Based Apprenticeship and Traineeship.
ATAR:	Australian Tertiary Admission Rank.

## IMPORTANT NOTE

Every effort has been made to ensure the accuracy of information provided in this document. Newcomb Secondary College takes no responsibility for the accuracy of the information or actions, which may be taken as a result of it. This is particularly true of entrance requirements for tertiary courses.

# FLEXIBLE PATHWAYS WITHIN THE SENIOR YEARS

Flexible pathways involve studying VCE Units/VCE/VM/VPC courses at a different year level from your normal year level. For example:

- Year 10 students studying VCE Units 1 and/or Unit 2.
- Year 11 students studying a Unit 3/4 sequence.
- Year 12 students studying a Unit 1 and/or Unit 2 sequence.

# ACCELERATED STUDIES IN THE SENIOR YEARS POLICY

## **RATIONALE:**

Each course of study should reflect the personal capabilities, strengths and career aspirations of the individual. Advantages of, or reasons for students choosing this flexible approach, include:

- A more personalised and appropriate program for each student.
- Extension and development of an area of interest.
- Exposure to a VCE subject that may not otherwise be attempted.
- Facilitate the school offering subjects that may not run due to shortfalls of numbers.
- Experience of VCE requirements and processes.
- An enhanced ATAR in the case of a Unit 3/4 sequence.

## **AIMS:**

To enable Senior Years students to access subjects at a higher year level than their normal year level. For example:

- Year 10 students studying VCE Units 1 and/or Unit 2.
- Year 11 students studying a Unit 3/4 sequence.

## **BROAD GUIDELINES:**

Students applying to study a VCE Unit/Course above their year level will meet all of the following criteria:

- A willingness to manage with a higher workload than normal.
- A mature approach to work, a positive attitude, independent study habits and a proven ability to meet deadlines.
- A recognised ability and enthusiasm in the chosen area of study and overall ability in the previous level of study.
- Students should attempt accelerated studies in only one subject.
- Students will submit expressions of interest for accelerated studies as part of the course selection process during Term 3.
- Students applying for Accelerated Studies are required to have approval from the Learning Area Leader/Teacher of the Accelerated Study area, the Careers Counsellor and the VCE Co-ordinator.
- Restrictions to access may apply in terms of class size limits, availability of units and entry requirements.
- It is expected that students will meet the requirements of their overall program and not place undue emphasis on a study which has been undertaken above their year level.

Final confirmation of places may not be possible until the start of the actual year of study.

The final decision as to whether a student will be permitted to follow a course of study rests with the Senior Years Team Leader.



# YEAR 9 & 10 CURRICULUM

# YEAR 9 & 10 CURRICULUM

## YEARS 9 & 10 CURRICULUM

Students will select units across the various Learning Areas according to the guidelines below. They should read the unit descriptions in this handbook to get an understanding of the unit focus. As well as possible pathways into the future.

Students will be helped and advised in their choices by teachers, the GROW team, Pathways Staff and Student Support Person as part of a counselling process. Additional information and the selection form will be provided during that time.

Students must select semester (half year) units for the two years according to this formula:

### Compulsory selections (number of semester units)

● English	4
● Maths	4
● GROW	4
● Science	2
● Humanities	2
● Arts	2
● Technology	2
● HAPE	2
● Student Choice	2
<b>TOTAL</b>	<b>24</b>

The 'student choice' will encompass units including Indonesian, On Two Wheels and additional units from the Learning Areas listed above.

# YEARS 9 & 10 CURRICULUM GUIDE

## ENGLISH

Students must take four units across 9/10, one per semester.

In Year 9, all students must take 2 units:

- Year 9 English

In Year 10, all students must take 2 units:

- Year 10 English

In Year 9 & 10, students may select one unit (semester 1 only):

- Year 9 & 10 Creative Writing

## MATHEMATICS

Students must take four units across 9/10, one per semester.

In Year 9, all students must take 2 units:

- Year 9 Mathematics

In Year 10, all students will take two units, selecting from:

- Year 10 General Maths
- Year 10 Advanced Mathematics

## GROW

Students must take four units across 9/10, one per semester.

In Year 9, all students must take 2 units:

- Year 9 GROW and Geelong Tertiary Futures Program.

In Year 10, all students must take 2 units:

- Year 10 GROW and Work Education.

## SCIENCE

Students must take a minimum of two units across 9/10, one per year, but others may be selected as well.

In Year 9, all students must take a minimum of 1 unit:

- Science for Life
- Year 9 students may accelerate into a year 10 science elective in semester 2.

In year 10, all students must take a minimum of one unit, but others may be selected as well:

- Year 10 Human Insights (Psychology)
- Year 10 Blood, Guts and Brains (Biology)
- Year 10 Sunshine, Fire & Rockets (Biology, Chemistry, Physics)



## **HUMANITIES**

Students must take a minimum of two units across 9/10, one per year, but others may be selected as well.

In year 9 & 10, students may select from:

- History: Introduction to History
- World Changers
- World of Money
- Kids, Cops and Cars

## **HEALTH AND PHYSICAL EDUCATION**

Students must take a minimum of two units across 9/10, one per year, but others may be selected as well.

In year 9 & 10, students may select from:

- Physical Education.
- Outdoor Education.
- Cycling Academy
- Men in Sport.
- Women in Sport.

## **TECHNOLOGY**

Students must take a minimum of two units across 9/10, one per year, but others may be selected as well.

In year 9 & 10, students may select from:

- Wood
- Textiles
- Metal.
- Food Studies
- Café Skills
- Systems Engineering
- Digital technologies

## **ARTS**

Students must take a minimum of two units across 9/10, one per year, but others may be selected as well.

In year 9 & 10, students may select from:

- Ceramics and Glass
- Art Making and Exhibiting (Art ME)
- Media
- Visual Communication and Design
- Drama
- Music

## **ELECTIVE UNITS**

In year 9 & 10, students may choose up to two units of these:

- Indonesian – Cook, Chat and Create (two units covering both semesters each year)
- On Two Wheels.

**ACCELERATION INTO VCE UNITS 1 AND 2** is available to approved Year 10 students

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# Year 9 English

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## Year 9 English

### AIMS

This unit aims to build knowledge and understanding of language usage for different purposes and audiences. To continue to develop reading skills and the ability to respond to what has been read.

To develop viewing skills and the ability to discuss and respond to what has been presented. To listen to, read and discuss current media articles and issues and present responses in both oral and written forms. To develop strategies for continued independent learning and success.



**ENGLISH**

### CONTENT/SKILLS

- Reading and studying a class novel and responding in written and oral forms.
- Reading and responding to texts, including film, which explore issues of significance to students' own lives.
- Producing a variety of different kinds of written pieces.
- Writing accurately punctuated, grammatically sound and complex sentences.
- Planning and editing our own writing.
- Speaking to an audience in an interesting and imaginative manner.
- Listening and responding thoughtfully to speakers.
- Working effectively in small groups.

### ASSESSMENT TASKS

- Develop writing pieces and present the drafts and the finished pieces.
- Read and study a class novel responding in written and oral forms.
- Prepare an oral presentation and present it to an audience.
- View a film and complete the film project.
- Complete self-evaluation.

**COST \$5**

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# Year 10 English

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## Year 10 English

### AIMS

This unit aims to build knowledge and understanding of language usage for different purposes and audiences. To continue reading skills and the ability to respond to what has been read. To develop viewing skills and the ability to discuss and respond to what has been presented. To listen to, read and discuss current media articles and issues and present responses in both oral and written forms. To develop strategies for continued independent learning and success.



**ENGLISH**

### CONTENT/SKILLS

- Reading and studying a class novel and responding in written and oral forms.
- Reading and responding to texts and film, to explore issues of significance to own lives.
- Producing a variety of different kinds of written pieces.
- Writing accurately punctuated, grammatically sound and complex sentences.
- Planning and editing our own writing.
- Speaking to an audience in an interesting and imaginative manner.
- Listening and responding thoughtfully to speakers.
- Working effectively in small groups.

### ASSESSMENT TASKS

- Develop writing pieces and present the drafts and the finished pieces.
- Read and study a class novel responding in written and oral forms.
- Prepare an oral presentation and present it to an audience.
- View a film and complete the film project.
- Complete media discussion and analysis project.
- Complete self-evaluation.

### COST \$5

# Year 9 & 10 Creative Writing



## PROFESSIONAL & CREATIVE WRITING

## Professional & Creative Writing

### AIMS

This unit aims to develop the skills needed for creating writing to be at a publishable standard. Students will develop explicit skills and strategies in writing. A compilation of student work will be published as an anthology so participants become published authors.

### CONTENT/SKILLS

- Students will develop the skills needed to write for an audience. They will have choice in the writing tasks but will be supported to extend their knowledge in the following areas.
- **Module 1** – Ideas. Prompts. Genres. Structure.
- **Module 2** – Description. Non-Fiction. Action. Traits of Writing.
- **Module 3** – Peer Feedback. Character Development. Dialogue. Evocative Language.
- **Module 4** – Vivid Vocabulary. Editing. Taboo subjects. Book Awards.

### ASSESSMENT TASKS

- Weekly personal reflection/journal around the path to publication. Reflection is focused on the weekly modules explored.
- Summative Task: 4 x completed writing pieces for publication in school anthology. Assessed against criteria linked to modules.

### PATHWAYS

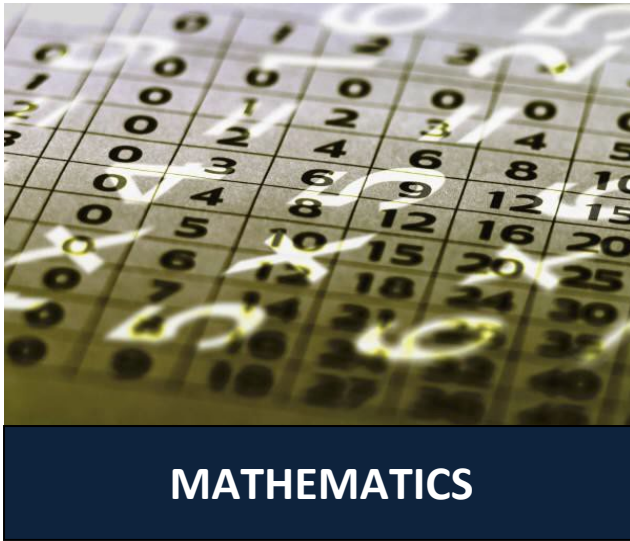
- VCE English
- Writing, publishing, journalism, teaching.

**COST – N/A (copy of anthology provided. Additional copies can be purchased \$10)**

---

# Year 9 Mathematics

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## AIMS

This units of work in year 9 mathematics will build proficiency in areas including:

- Computational skills
- Measurement
- Algebra
- Pythagoras' Theorem
- Trigonometry and Bearings
- Graphs and Statistics
- Geometry
- Solving and plotting linear equations
- Consumer mathematics

## CONTENT/SKILLS

- Content Strands
  - Number and algebra.
  - Measurement and geometry.
  - Statistics and probability.
- Proficiency Strands
  - Understanding.
  - Fluency.
  - Problem solving.
  - Reasoning.

## ASSESSMENT TASKS

- The keeping of an organised workbook.
- Problem solving exercises.
- Completion of Mathletics skills, questions and activities.
- Projects.
- Tests.

## PATHWAYS

- 10 Advanced Mathematics
- Possible acceleration into VCE general maths.

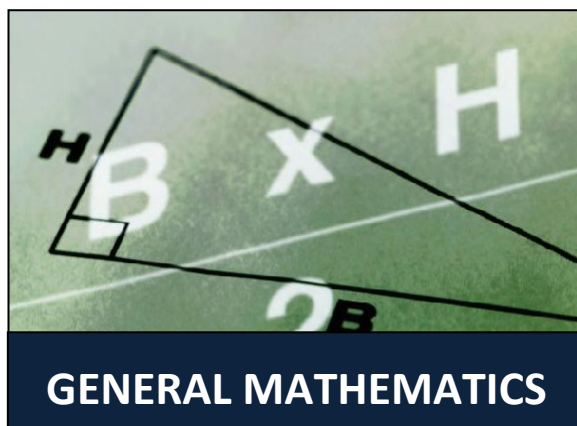
## COST

- Scientific Calculator required (these calculators are available from school at a cost of \$20).
- Levy which includes a full subscription to the online program, Mathletics.
-

---

# Year 10 General Mathematics

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## General Mathematics

### AIMS

This unit aims to develop mathematical routines and procedures. Appropriate technology will be used to support and develop mathematics throughout the course.

### CONTENT/SKILLS

- **Algebra:** Formulae and Substitution.
- **Expansion:** Using the Distributive Law: numeral, algebraic and binomial initial factors.
- **Statistics:** Univariate data – mean, quartiles, standard deviation and plots. Bivariate data – plots, relationships.
- **Linear Equations:** Solutions of linear equations. Transposition of formulae.
- **Straight Line Graphs:** Gradient, intercepts, sketch graphs.
- **Trigonometry:** Trigonometric ratios, applications to right-angled triangles in two and three dimensions.
- **Surface Area:** of rectangular and triangular prisms and pyramids, cone, sphere.
- **Financial Arithmetic:** Borrowing money, managing money, depreciation.
- **Statistics:** Bivariate data – plots, correlation, computer application and probability.
- **Volume of Solids:** Rectangular and triangular-based prisms and pyramids, cone, sphere.
- **Geometry:** Review angle properties, scale drawings, similarity.
- **Interpreting Graphs:** Applications involving linear and non-linear graphs.

### ASSESSMENT TASKS

- Skills practice and standard applications will be assessed by one or more of: topic tests, assignments, work folios.
- Completion of Mathematics skills, questions and activities.
- Tasks applying and/or analysing mathematics will be assessed by one or more of: projects, problem-solving tasks, modelling tasks.

### PATHWAYS

- VCE General Mathematics (Units 1 and 2).

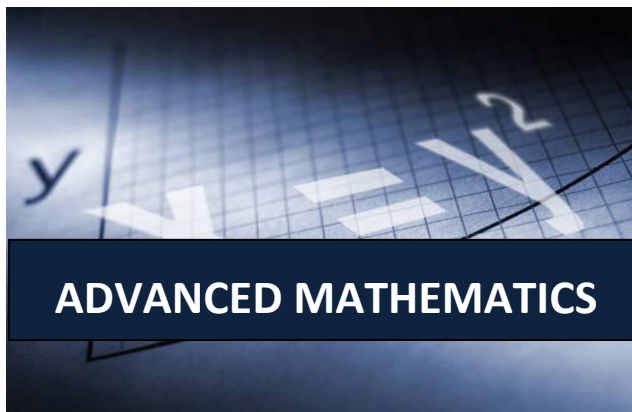
### COST

- Cambridge Online Subscription

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# Year 10 Advanced Mathematics

---



## AIMS

This unit aims to develop mathematical routines and procedures. Appropriate technology will be used to support and develop mathematics throughout the course.

## CONTENT/SKILLS

- **Algebra:** Formulae and Substitution.
- **Statistics:** Univariate data e.g mean, quartiles, standard deviation. Bivariate data – plots, relationships.
- **Linear Equations:** Solutions of linear equations. Transposition of formulae.
- **Trigonometry:** Trigonometric ratios, applications to right-angled triangles in two and three dimensions.
- **Simultaneous Equations:** Graphical and algebraic solution of two linear functions
- **Surface Area:** of rectangular and triangular prisms and pyramids, cone, sphere.
- **Indices and Surds:** E.g Indices: Standard form, index laws. Surds: Irrational numbers, surd operations,
- **Quadratic Functions:** Graphing, quadratic equations, intercepts and turning points, quadratic formula.
- **Circle Geometry:** Angle properties in circles, radians, arc length.
- **Trigonometry:** Unit circle basis. Graphs of trigonometric functions, Pythagorean identity.

## ASSESSMENT TASKS

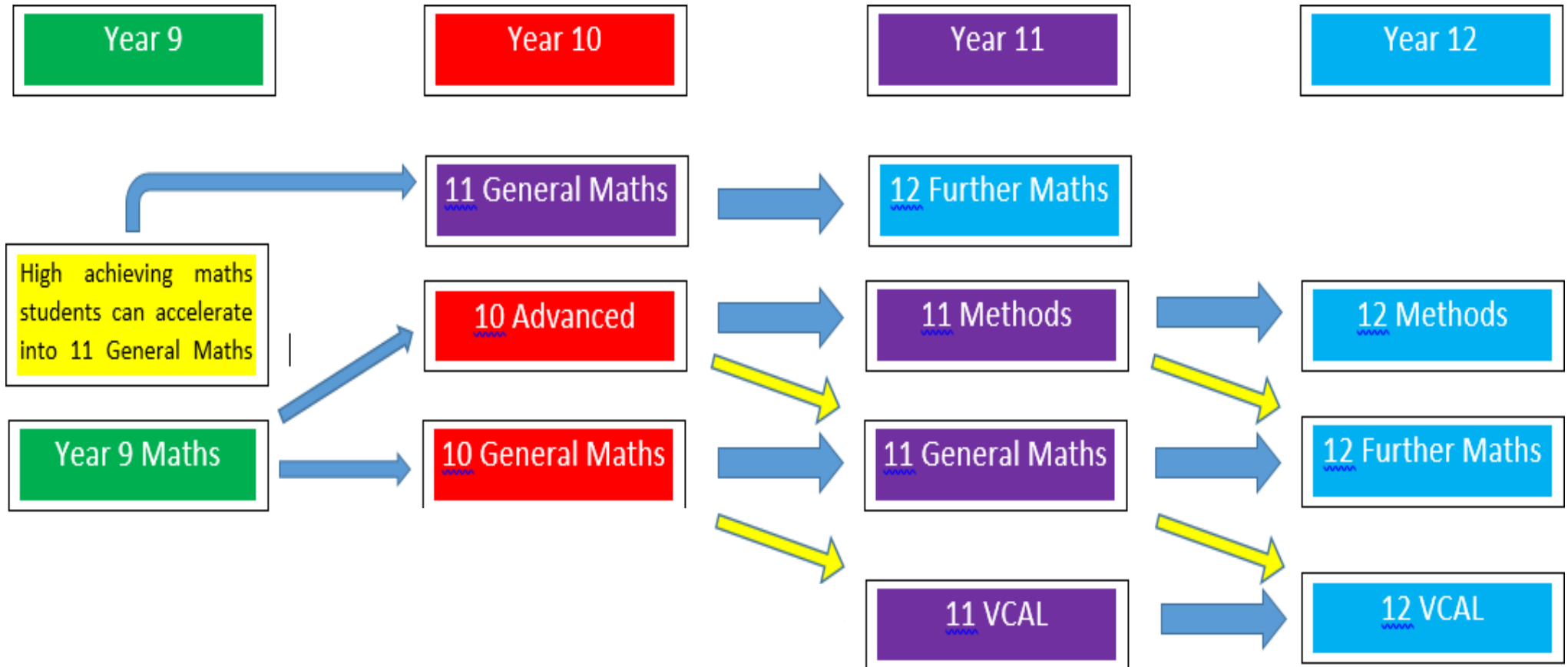
- Skills practice and standard applications will be assessed by one or more of: topic tests, assignments, work folios.
- Tasks applying and/or analysing mathematics will be assessed by one or more of: projects, problem-solving tasks, modelling tasks.

## PATHWAYS

- VCE Mathematical Methods (Units 1 and 2).

## COST Essential Mathematics On-line resource \$60

# Mathematics Pathways – Year 10 to VCE





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# Year 9 GROW

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## GROW

### AIMS

This unit aims to introduce students to the concept of employability skills. To develop student's workplace skills and confidence inside the workplace. To help students develop a better understanding of careers that might be best suited to them. To give students a 'real world' experience of the workplace and various career paths on offer in the future. To help students develop their financial literacy skills.

### CONTENT/SKILLS

- Skillsbuilder - Developing digital literacy for the modern workplace
- The Tertiary Taster program – 8-week course that is run through the Gordon Institute of TAFE where students visit the TAFE campuses once a week. Students are introduced to different trades/careers and then given the opportunity to use the tools of that trade.
- Getting ready for the workplace – Students learn how to best prepare for the application process and various requirements of specific career opportunities.
- A financial literacy program which works as an introduction to the world of personal finance. An intranet rewards system is also incorporated into the program and rewards are earned through positive behaviour and regular attendance in the subject.

### ASSESSMENT TASKS

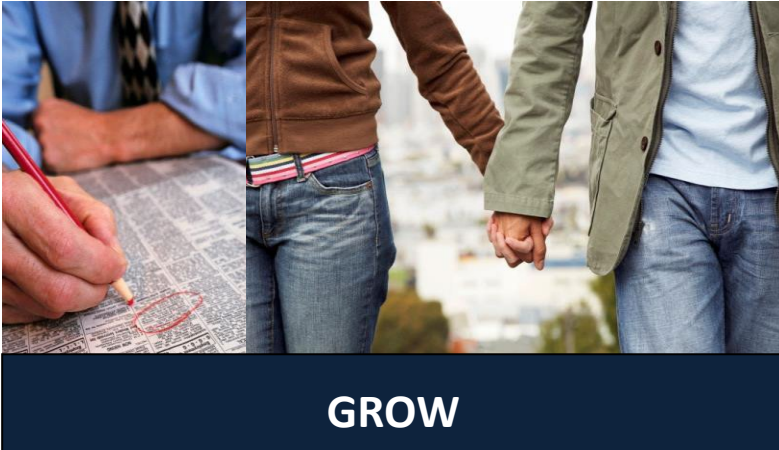
- Employability skills poster – a graphic representation of the employability skills.
- Pamphlet design – based on the skills required to obtain a job.
- Tertiary Taster Logbook – a journal documenting the weekly Tertiary Taster Program.
- Career Report – an in-depth study into a career of choice.
- Job advertisement – the creation of a realistic job advertisement for a chosen career.

**COST N/A**

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# Year 10 GROW

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## GROW

### AIMS

This unit aims to develop decision making skills in the areas of health and future pathways.

### CONTENT/SKILLS

#### Pathways:

- Examine work and how it changes over time.
- Learn of the options available after Year 10.
- Develop interview and job seeking skills.
- Update a resume and employment folder.
- Develop a personal career plan.
- Complete work experience.

#### Health:

- The development of relationships.
- Sexuality.
- Human reproduction.
- Sexually transmitted diseases.
- Sexual health.

### ASSESSMENT

- Written and oral tasks.
- Research and present findings.
- Work experience report.

### PATHWAYS

- Year 10 Work Experience week will be introduced and facilitated through 10 GROW.

### COST N/A

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# Year 9 Science

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## Science For Life

### AIMS

This unit aims to provide the student with a general understanding about the biological, physical and chemical aspects of life and typical life experiences. Students will gain scientific knowledge across the Victorian Curriculum disciplines of Biological sciences, Chemical sciences, Earth & Space science, Physical sciences and to use science and technology to find solutions to a range of contemporary issues. They will develop science inquiry and communication skills. Students will build a solid foundation in all areas of science.

### COURSE CONTENT

- Biology (Ecology): The study of evolution and its importance to environmental conservation including, vulnerable species, climate change and habitat destruction.
- Chemistry: The investigation of atoms and their structure, radioactivity, elements, the Periodic table and chemical reactions.
- Earth Science: Plate tectonics, continental drift, water and carbon cycles and global warming.
- Physics: The design and construction of electric circuits, concepts of voltage, current and power, the use of magnetic fields to generate electricity and the transformation of energy.

### ASSESSMENT

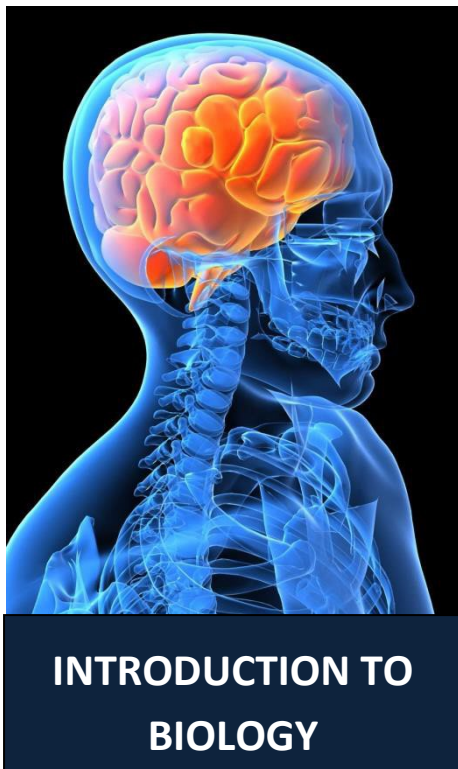
- Presentation of a work portfolio of class notes and worksheets;
- Competency and participation in completing laboratory-based experiments and activities;
- Scientific and communication skill sets demonstrated from independent research investigations;
- Performance on a written test comprising of multiple choice and short answer questions; and
- Collaboration with peers and reflection to enhance and further develop skills and knowledge.

**COST \$25**

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# Year 10 Science

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## Blood, Guts and Brains

### Introduction to Biology

#### AIMS

This unit aims to provide a tour through the various systems of the human body, with comparisons being made with other animals and plants to highlight similarities and differences. Students will develop valuable knowledge and understanding about the human body essential to supporting good health decisions

#### CONTENT/SKILLS

- Cells & cell functions including respiration and photosynthesis.
- Body systems including: skeletal (bones and muscles), digestive (stomach and intestines), circulatory (heart, arteries and veins), reproductive (differences between males and females).
- Heredity, genetics and hormones
- Diseases and their effect on the body.
- Accurate use of microscopes.
- Perform dissections (heart, lungs and rat).and digestive system.
- Take a scientific look at exercise.

#### ASSESSMENT TASKS

- Work portfolio of class notes and worksheets;
- Laboratory-based experiments and activities;
- Scientific and communication skill sets demonstrated from independent research investigations;
- Written test comprising of multiple choice and short answer questions; and
- Collaboration with peers and reflection to enhance and further develop skills and knowledge.

#### PATHWAYS

- VCE Biology

#### COST \$25

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# Year 10 Science

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## Sunshine, Fire and Rockets

### Introduction to Biology, Chemistry, Physics

#### AIMS

This unit aims to spark interest in the pursuit of knowledge and understanding in biology, chemistry and physics through fun hands-on activities that are tied to the lived experience of the student and theoretical models, setting a strong foundation for further study at any level of education including VCE.

#### CONTENT/SKILLS

- **Sunshine:** Explores electromagnetic radiation and how plants utilise specific wavelengths of this energy to convert it into chemical energy and in turn how organisms convert this energy into heat, kinetic energy and further chemical energy that fuels growth and reproduction. Students also explore the genetics and chemical reactions of life and how this phenomenon is utilised to produce fuels for renewable energy. Students plant gardens and test the impact of wavelengths of light on growth and reproductive capacity.
- **Fire:** Students explore the atomic and molecular structure of fuels and the chemical reaction that is fire. They learn to write balanced chemical equations that represent this reaction to predict the energy released. They measure the energy content of fuels and manipulate conditions to maximise rates of reaction.
- **Rockets:** Students utilise their knowledge of fire and fuels to construct and propel rockets to study the physics of force acceleration, and velocity.

#### ASSESSMENT TASKS

- Work portfolio of class notes and worksheets;
- Laboratory-based experiments and activities;
- Scientific and communication skill sets demonstrated from independent research investigations;
- Written test comprising of multiple choice and short answer questions; and
- Collaboration with peers and reflection to enhance and further develop skills and knowledge.

#### PATHWAYS

- VCE Biology, VCE Chemistry, VCE Physics

#### COST \$25

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# Year 10 Science

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## HUMAN INSIGHTS

### Human Insights

#### Introduction to Psychology

##### AIMS

To unit aims to spark interest in the pursuit of knowledge and understanding in psychology through fun hands-on activities that are tied to theoretical models, and life experience setting a strong foundation for further study at VCE.

##### CONTENT/SKILLS

Students are introduced to multiple fields of psychology that provides insight into human behaviour.

Students investigate through research, observation and experimentation:

- The adolescent brain.
- Development of social behavior,
- Communication and emotion.
- Forensic.
- Sports and positive psychology.
- Students also utilize aspects of psychological methods of analysis to investigate telling truth, memory, happiness and the association of criminality with mental health.

##### ASSESSMENT TASKS

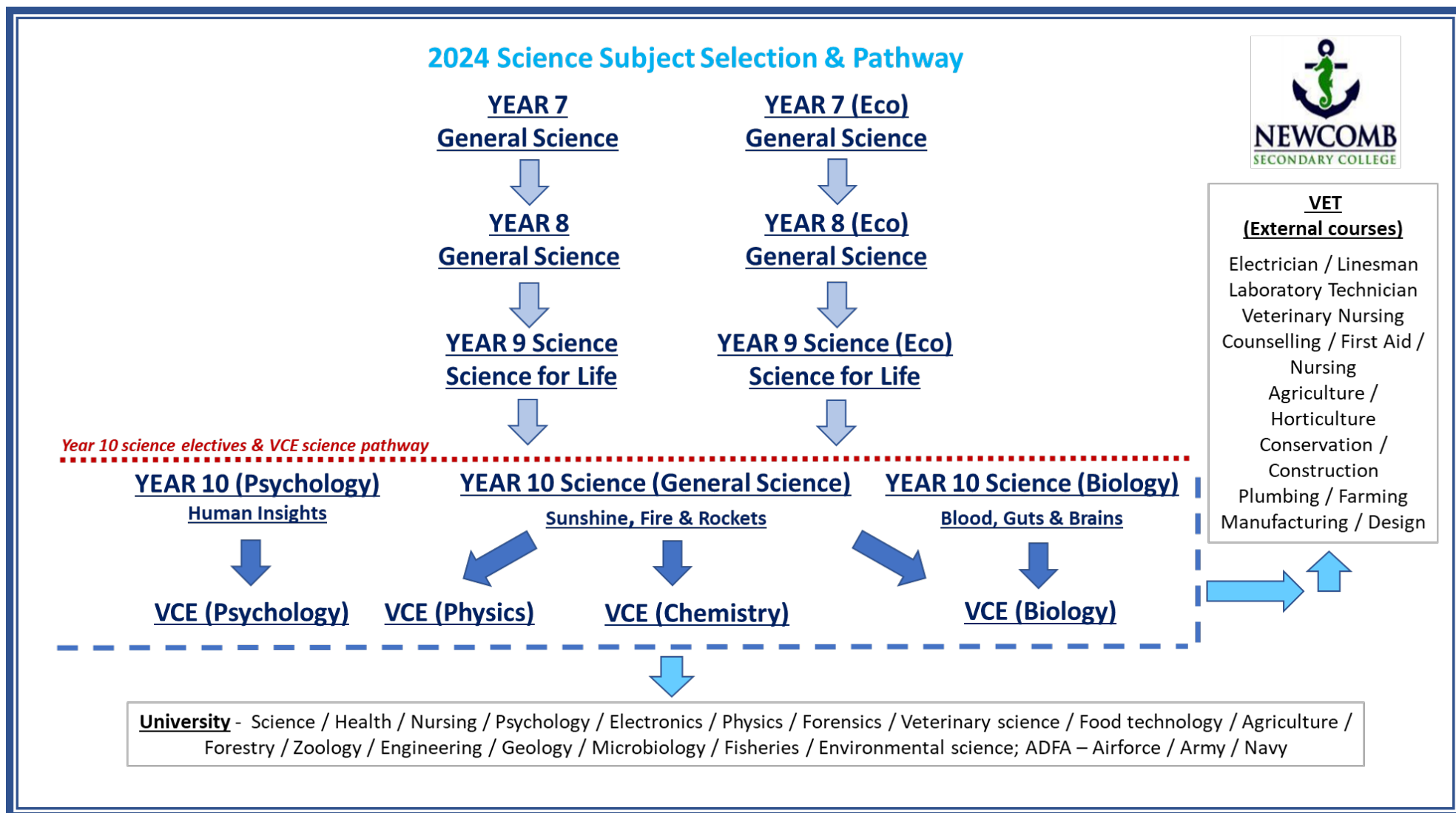
- Topic Test
- Project Work
- Learning Task Book
- Laboratory Work

##### PATHWAYS

- VCE Psychology

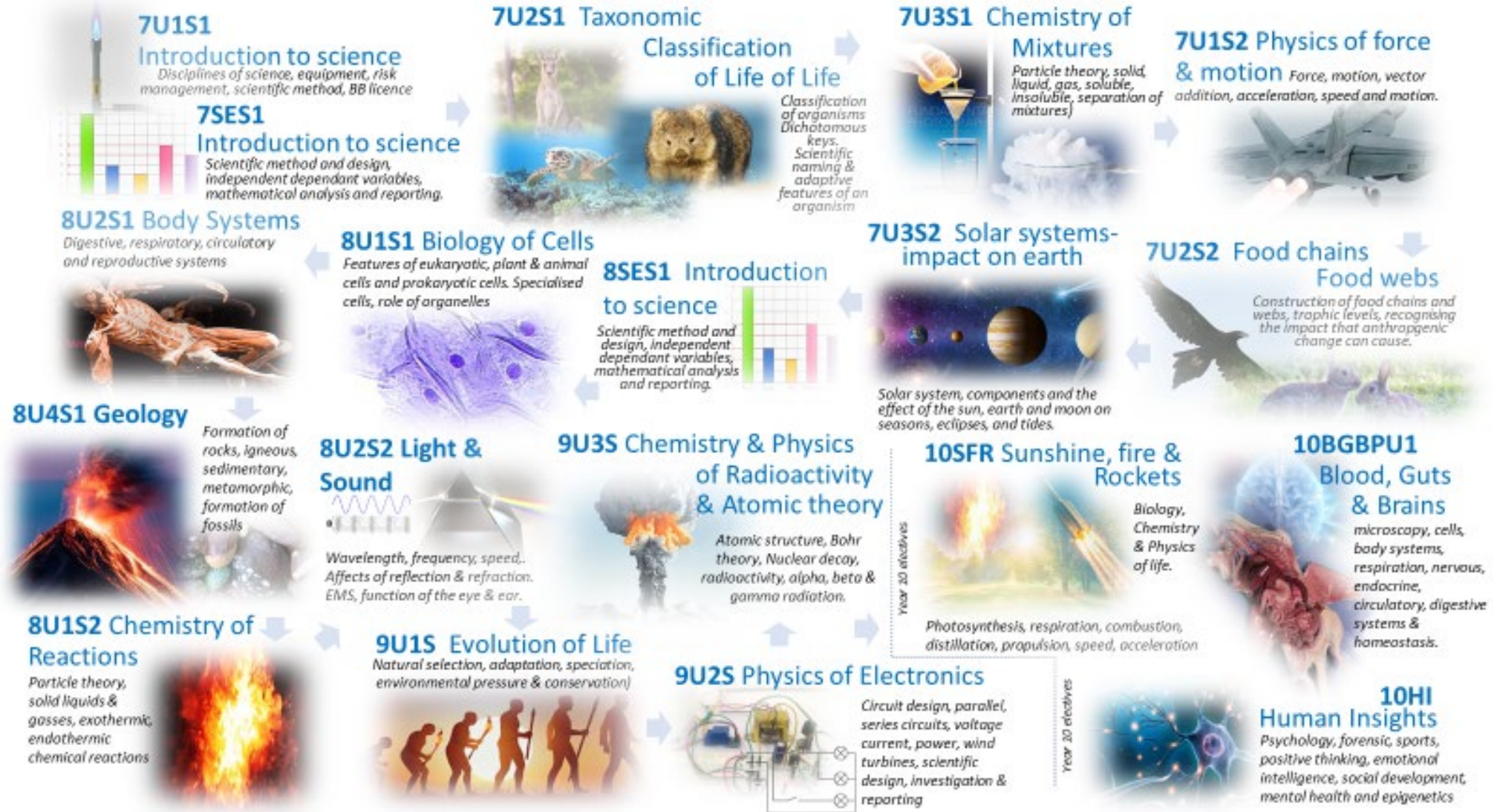
##### COST N/A





- Individual student plans will allow for variations to the above model to accommodate student needs, interests and abilities.
- If a year 10 student accelerates into any VCE Unit 1 and 2 Science subject, it is highly recommended they complete a year 10 Science elective in semester 2 of year 9.

# Science units of work Years 7 to Year 10 electives





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# Year 9 & 10 Humanities

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## HISTORY

## Introduction to History

### AIMS

This unit aims to make students aware of stages in Australia's history beginning with Aboriginal culture (60,000 years) and concluding with Australia's role in WWI.

### CONTENT/SKILLS

Students investigate and analyse Aboriginal culture pre and post 1788, colonisation by the British, gold discovery and WWI. Students will also consider the impact of the industrial revolution and the change this brought about for Australia.

#### Key dates for investigation:

- Making a Nation (1750-1918).
- Industrial Revolution (1750-1914).
- World War 1 (1914-1918).

### ASSESSMENT TASKS

- Historical fiction set in Australia around the time of Federation.
- Comic depicting life on the Gold Fields.
- Research task on an Australian soldier who received a Victoria Cross.
- Investigation of an incident between First Nations' Peoples and British Colonists.

### PATHWAYS

- VCE History
- University to study arts, journalism, creative writing, teaching.
- Careers such as journalism, creative writing, teaching, content creating.

### COST N/A

# Year 9 & 10 Humanities



## World Changers

### AIMS

This unit aims to enable students to delve into key stages of Australia's contemporary history. World Changers begins by looking at the significance of the interwar period between the world wars and concludes with modern day global events that have impacted Australian culture. By looking at how these historical contexts shaped Australia's culture and trajectory on the global stage, students develop the skills needed for critical engagement with information.

### CONTENT/SKILLS

Students investigate and analyse how the end of WWI resulted in the Great Depression and the impact of this event on Australia. This will progress to a study of the global environment that resulted in WWII. From here, students will consider how rights and freedoms have developed in Australia and the changes brought about through popular culture.

### Key dates for investigation:

- World War II (1939-45).
- Rights and Freedoms (1945-present).
- Popular Culture (1945-present).

### ASSESSMENT TASKS

- Collaborative problem-solving activity exploring the historical significance of Operation Dynamo in May 1940.
- An essay addressing the historical contestability surrounding the ethics of bombing of Hiroshima in 1945.
- Research activity investigating significant events in the Aboriginal Land or Civil Rights movements.
- An extended response addressing the merits and costs of the changes brought about by globalisation.

### PATHWAYS

- VCE History
- Professional writing, historian, teaching, journalist, novelist, content creator

### COST N/A

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# Year 9 & 10 Humanities

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## WORLD OF MONEY

## World of Money

### AIMS

This unit aims to build an awareness of the business and economic systems of Australia. Students will consider causes and effects of economic decisions, understand consumer needs and better manage their own financial situation.

### COURSE CONTENT

- The Australian economy and trade with Asia
- Currency, exchange rates and the tax system.
- Investing in the Australian share market.
- Marketing a business concept.
- Investigating ethics in business.

### ASSESSMENT TASKS

- Economic Test.
- Share Market Report.
- Marketing PowerPoint.
- Industry Investigation Report.

### PATHWAYS

- VCE Business Studies
- VCE Accounting

### COST N/A

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# Year 9 & 10 Humanities

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## KIDS, COPS AND CARS

### Kids, Cops and Cars

#### AIM

This unit aims to develop an understanding of youth issues as well as providing students with an understanding of laws that relate to young people and methods of resolving legal disputes. Students also develop a greater understanding and knowledge of traffic safety issues.

#### CONTENT/SKILLS

The content of this course is divided into three sections. While each section is addressed separately, there are linkages between all three.

- **Kids** – Youth issues, support services, rights and responsibilities, self-esteem, child labour. Students cover their rights and responsibilities.
- **Cops** – Introduction to the law, court system, criminal V's civil systems, role of the police. Students will gain an understanding of our legal system.
- **Cars** – Road safety, speeding and fatigue, changes to the law and differences between states, driving tests. Prepares students for life on the road.

#### ASSESSMENT TASKS

- Essays.
- Research investigations and reports.
- Case study.
- Participation in class activities.
- Tests and end of semester exam.

#### PATHWAYS

- VCE Legal Studies.

#### COST N/A

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# Year 9 &10 Health and Physical Education

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## PHYSICAL EDUCATION

## Year 9/10 Health & Physical Education

### AIM

This unit aims to engage students in a wide variety of physical activities, focusing on developing skills and games strategies, and adopting positive attitudes to personal fitness and sports etiquette. The week is broken into 4 periods of activities and 1 period of theory.

### CONTENT/SKILLS

Students can expect to participate in activities including:

- Weight Training, Volleyball, Football codes
- Netball, Basketball, Cricket, Tennis
- Soft Crosse, Badminton, Indoor Hockey, Soccer

### Associated theory work on:

- Fitness components
- Training principles
- Energy systems
- Body systems (skeletal, muscular, cardiovascular, respiratory)
- Sports issues.

### ASSESSMENT TASKS

- Participation in at least 80% of practical classes.
- Development of skills and strategies.
- Written reports/assignment.
- Exam.

### PATHWAYS

- VCE Physical Education, VET based sport and recreation programs.

### COST N/A

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# Year 9 &10 Health and Physical Education

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## Cycling Academy

### AIM

This unit aims to expose students to a program that facilitates high levels of sport performance and training in either Mountain Biking or Road Cycling. This opportunity provides students with the tools and knowledge to compete as an athlete in cycling based events in and out of school around Victoria. At times the program will continue into after school hours to gain access to cycling locations around greater Geelong.

### CONTENT/SKILLS

- To expose students to an athlete-based program that facilitates high levels of sport performance, both skills and fitness.
- To strengthen links with VCE PE content based around units of fitness, training and sports psychology.
- To expose students to pursuits and opportunities available in the cycling industry.
- To build off the current cycling programs we run at our school.
- To challenge students mentally, physically and emotionally.

### ASSESSMENT TASKS

- Individual training program - Establishment, application, recording
- Cycling fitness & training principles - Topic test/assignment
- Regular testing - Key Fitness components, specific cycling skills, sport performance
- Sports Psychology - cycling focus - topic test/assignment
- Bike maintenance - practical assessment
- An end of unit theory exam

### PREREQUISITE

- Interview process - to establish motivations, intent and commitment to the program.
- An understanding that some equipment such attire will be required to be purchased.
- A genuine interest in cycling and ability to commit to after hours involvement.

### PATHWAYS:

- VCE Physical Education, VET based sport and recreation programs.

**COST: \$50**

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# Year 9 &10 Health and Physical Education

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## OUTDOOR EDUCATION

## Outdoor Education

### AIM

This unit aims to safely experience outdoor pursuits. To appreciate and understand the environment. To work as a part of a team. To challenge ourselves mentally, physically and emotionally. Associated theory.

### CONTENT/SKILLS

- Canoeing
- Swimming and lifesaving
- Snorkelling
- Sailing
- Surfing
- Mountain bike riding
- Bushwalking
- Rock Climbing

### ASSESSMENT TASKS

- Practical participation in all activities.
- Workbook and Worksheets.
- Excursion log.
- One minor and one major research assignment.
- Examination.

### PREREQUISITE

- Ability to swim 100 metres – no time limit and can be completed with a PFD.
- Sufficient fitness to complete activities.

### PATHWAYS:

- VCE Outdoor and VET Outdoor Rec.

**COST: \$125**



# Year 9 &10 Health and Physical Education



## MEN IN SPORT

## Men in Sport

### AIMS:

This unit aims to improve fitness and skills. To learn about tactics and strategies in games. Develop sportsmanship.

### CONTENTS/SKILLS

- A variety of individual and team sports for example: cricket, football codes, baseball, racquet sports, golf, volleyball.
- Theory related to these activities – rules of the sports.
- Improve fitness via weights training.
- Develop an understanding of fitness and the science of sport in the activities covered.
- Variety of physical challenges.
- Visit sporting facilities, eg. gym.
- Health for boys – drug education.

### ASSESSMENT TASKS

- Participation and effort in practical classes.
- Classwork.
- Observation of improvement in fitness, skills and use of tactics.
- Completion of weights room program.

### PATHWAYS

- VCE Physical Education

### COST N/A



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# Year 9 &10 Health and Physical Education

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## WOMEN IN SPORT

## Women in Sport

### AIMS

This unit aims to develop skills in a variety of team and individual sports, eg softball, volleyball, netball/basketball, football codes, racquet sports, badminton, circuit training. Theory related to these activities. Improve fitness via a weights training program. for girls.

### CONTENT/SKILLS

- To improve fitness and skills.
- To learn about tactics and strategies in games.
- To know how to conduct sporting competitions.
- To gain an understanding of the importance of physical activity specifically for females.

### ASSESSMENT TASKS

- Participation and effort.
- Observation of improvement in fitness, skills and use of tactics.
- Classwork.
- Completion of fitness program including weights room activities.

### PATHWAYS

- VCE Physical Education

### COST N/A

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# Year 9 &10 Technology

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## TEXTILES

## Textiles

### AIMS

This unit aims to develop understanding of the material of TEXTILES through exploration of a variety of fibres, fabrics and techniques. Students will be encouraged to design creatively and produce fashion items for both themselves and others. Students will extend their technical skills and learn new processes in the world of textiles design and production. They will be encouraged to work independently, co-operatively and safely in the classroom.

### CONTENT/SKILLS

- Students will work with a range of fibres, fabrics and techniques.
- They will make experimental embellishments to enhance simple garments, accessories and/or décor items including beading, dying, quilting, applique, embroidery and screen printing.
- Students will produce a personalised product using bought and individually designed patterns
- Investigation of an aspect of the fashion industry and evaluation of production items will be undertaken.
- 

### ASSESSMENT TASKS

- A collection of designed and produced items.
- A folio illustrating the development of ideas, designs, trials, and samples of skill development, with class notes.
- Investigation into an aspect of the fashion industry.
- Evaluation of planning, costing, work methods and production of major collection pieces.

### PATHWAYS

- VCE Design & Technology - Fabric

### COST \$60

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# Year 9 &10 Technology

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## Digital Technologies

### AIMS

This unit aims to further develop students' understanding of digital technologies used in emerging careers. Working through a series of hands-on tasks gives students a chance to work in more detail in an area of interest to demonstrate required technical skills.

### CONTENT/SKILLS

- Decision making, Problem solving, Operating computer equipment effectively.
- To encourage students to present and share their software ideas and thoughts to others.
- To develop an understanding of the complexity of developing software and using various Hardware.
- Use available software to create digital animations and presentations such as Web Pages
- Learn the fundamentals of computer programming to control robotic devices and simulations.
- Create simple 2D computer games using available software.
- Learn to use design tools to create files for 3D printing, Laser Cutting and Etching and Vinyl Cutting

### ASSESSMENT TASKS

- Digital Work Folio
- Short topic test
- Online Learning Modules
- App development project

### PATHWAYS

- VCE Computing
- VCE Product Design Technology

### COST \$40

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# Year 9 &10 Technology

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## Systems Engineering

### AIMS

This unit aims to promote innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro-technological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.



### CONTENT/SKILLS

- **Mechanical System:**  
focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems.
- **Electro-technological systems :**  
The term 'electro-technological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro-technological systems
- **Integrated and controlled systems:**  
This focuses on engineering knowledge associated with the integration, calibration and control of mechanical and electro-technological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms.

### ASSESSMENT TASKS

- Practical Projects.
- Design Folio.
- Product Development
- Product Evaluation.

### PATHWAYS

- VCE Systems Engineering
- VCE Product Design and Technology

### COST \$40

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# Year 9 &10 Technology

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## Wood

### AIMS

This unit aims to develop student's ability to solve design related problems and develop safe and competent use of portable power tools.

## WOOD

### CONTENT/SKILLS

- **Investigating and Designing:**  
To investigate a variety of design options and construction process associated with the construction of a practical project.  
Investigating the properties of timber and specific species.
- **Producing:**  
Students to produce timber projects using a variety of tools, materials and techniques.
- **Analysing and Evaluating:**  
Students to carry out analysis and evaluation of completed projects.

### ASSESSMENT TASKS

- Practical projects.
- Presentation of a design folio.
- Product evaluation.
- Timber species report.

### PATHWAYS

- VCE Product Design & Technology.

### COST \$60

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# Year 9 &10 Technology

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## Metal

### AIMS

This unit aims to develop an understanding of METAL through an exploration of a variety of materials and techniques. Students will be encouraged to explore creative design options, production and evaluation techniques. Students will be introduced to a range of equipment enabling investigations to be carried out into a variety of fabrication and joining techniques, including silver soldering and electric welding. Additionally, students will carry out a number of simple and complex turning exercises on the metal lathe. Set projects, which may also include the use of resin, acrylic and timber in their construction, will be backed up by a simple folio documenting the planning, construction and evaluation processes.

### CONTENT/SKILLS

- Knowledge of tools.
- Appropriate selection of tools.
- Health and safety procedures.
- Processes and techniques.
- Working in groups.

### ASSESSMENT TASKS

- Safety and tool application
- Practical projects/development
- Design Folio
- Product Evaluation

### PATHWAYS

- VCE Product Design & Technology.

**COST \$60**

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# Year 9 &10 Technology

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## FOOD STUDIES

## Food Studies

### AIMS

This unit aims to develop important skills of:  
**Investigating:** Students will examine nutritional content of a variety of foods and investigate a particular food, its processing and the range of products available.

**Designing:** Students will design a meal suitable for a specific function and identify all aspects of production.

**Producing:** Students will prepare a variety of meals and baked products utilizing a number of skills and techniques. Prepare self-designed meals.

### CONTENT/SKILLS

- Promote a sound knowledge and understanding of particular foods and preparation of them.
- To reinforce good nutritional practices.
- To continue to advance practical skills.
- To encourage independence in class work.
- To develop co-operative group work.
- Community projects involving producing products to sell to the school community.

### ASSESSMENT TASKS

- Food Safety and Hygiene
- Design Task: Risotto
- Investigation task: Vegetables
- Evaluation task

### PATHWAYS

- VCE Food and Technology,
- VET Hospitality/Chef apprenticeship
- Careers in hospitality (café, restaurant, hospital, hotel, international travel, etc).

**COST \$110**



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# Year 9 &10 Technology

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## FOOD

## Cafe Skills

### AIMS

Students will develop an understanding of kitchen OH&S, workplace kitchen operations, barista skills, food service and preparation of café style foods.

### CONTENT/SKILLS

- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for a range of hospitality settings
- Investigate and make judgements on the ethical and sustainable production and marketing of food
- Food safety skills
- Barista Skills

### ASSESSMENT TASKS

- OH&S Food Safety
- Barista Skills
- Food Service
- Folio of production tasks

### PATHWAYS

- VCE Food Studies
- Hospitality apprenticeship
- Career in hospitality industry (café, restaurant, hospital, hotel, international travel)

**COST \$110**



# Year 9 &10 Art



## CERAMICS AND GLASS

### Ceramics and Glass

#### AIMS

This unit aims to help students develop their knowledge and skills using different clay types and glass. They learn about the history and significance of ceramics and glass across different cultures. Students develop hand building skills, learn how to throw pots on the pottery wheel and how to create a mosaic artwork.

In Ceramics and Glass students develop specialised language associated with clay and glass studies and learn how to respond to and analyse a variety of ceramic works using the elements and principles of Art. Students are also shown examples of how ceramic and glass artists work in a studio environment.

#### CONTENT/SKILLS

**Students will explore:** Ceramic projects will include a variety of different clay building and finishing processes, e.g slab, wheel work, coil, slip, glazing and hand decorating processes. Glass units will focus on mosaic, slumpware and copper foiling.

##### Explore and represent ideas

- Identify sources of inspiration
- Explore ways to use Creativity
- Problem solving
- Use brainstorming and mind mapping to document ideas

#### ASSESSMENT TASKS

- **Folio of Ceramic works:** Create hand-built ceramic works using a number of methods of production. They design, make, decorate and present completed pieces in a group exhibition.
- **Folio of Glass Mosaic works:** Students work on a number of projects that allow them to work with cut glass to create a range of unique mosaic designs.
- **Responding to artists and art styles:** Students respond to examples of ceramic and glass works produced by a range of artists using appropriate art terminology.
- **Visual Diary:** Students are required to keep a record of their research and design progress.

#### PATHWAYS

- Responding Art Making and Exhibiting (Art ME) in years 11 and 12.
- Ceramicist, Artist
- Mosaic/glass artist

#### COST \$100

# Year 9 & 10 The Arts



**ART**

## Art Making & Exhibiting (Art ME)

### AIMS

This unit aims to provide opportunities for students to explore the potential of a variety of materials to convey ideas and feelings through the development and production of artworks. To analyse and interpret the characteristics and aesthetic qualities of materials and art works. To enable students to develop and extend their existing drawing and art making skills.

### CONTENT/SKILLS

Units of Work: Painting, drawing skills, Sculpture, Print Making, Collaborative art project.

#### Explore and represent idea

- Identify sources of inspiration.
- Explore ways to use Creativity.
- Problem solving.
- Use brainstorming and mind mapping to document ideas.

#### Visual Arts Practices

- Use of appropriate technology and improving drawing skills.
- Manipulate and use media and materials (2D and 3D) whilst documenting techniques and processes.

#### Present Artworks

- Understand the importance of presenting work visually and present artworks appropriately.

#### Respond and Interpret

- Analysing, critique and developing understanding about your own and other peoples' work expressing personal and informed judgments about artworks.
- Developing Arts language and applying the knowledge of other artworks to our own work.

### ASSESSMENT

- **Folio:** Students will produce a range of artworks, using a range of materials, techniques and processes.
- **Artist's Journal:** Students will produce 'working' drawings for their artworks, develop their ideas, annotations, evaluations, descriptions of processes, collect articles, handouts in their visual diary.
- **Exploration of artists and artworks:** Students investigate the work and style of other artists.

### PATHWAYS

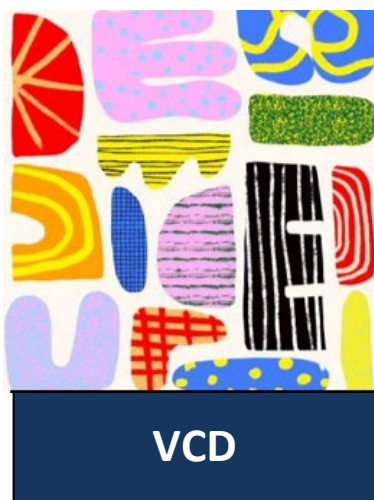
- Hair, beauty, fashion and other design industries (graphics, illustration, interior design etc).
- Photography Film industry and Animation.
- Theatre and visual merchandising, Curation and jobs in Galleries and Museums.
- Web, App and Game Design along with other emerging digital technologies.
- Mental health and Art therapies practitioners (growth industry).

**COST \$60**

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# Year 9 &10 The Arts

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## VCD: Visual Communication Design

### AIMS

This unit aims to use design software to alter your images and create eye-catching designs. Learn about a range of exciting drawing types including perspective, freehand and instrumental drawings. Learn about different design media including the airbrush. Work through the design process to create logos and posters. Analyse and discuss different poster, packaging and logo examples.

### CONTENT

Airbrush design piece, Perspective artwork, Photoshop logo development, Architectural image, Design element and principal piece, Rendering task, Design analysis.

#### Exploring and Represent Ideas:

- Consider a range of design possibilities and apply design thinking skills.
- Generate, develop and refine design concepts in response to a brief.

#### Visual Communication Design Practices:

- Create design concepts in response to stated design needs.
- Apply the design process to meet the needs of a design brief.

#### Present and Perform:

- Develop design briefs and explain design choices.

#### Respond and Interpret:

- Analyse and interpret design examples from different design fields.

### ASSESSMENT

- **Applying the Design Process:** Students respond to design brief requirements and apply the design process to develop design concepts and eventually present final design solutions.
- **Drawing Systems:** Students develop skills with a range of drawing systems, including one-point perspective and isometric drawing, and apply these systems to complete finished pieces.
- **Elements, Principles, Methods and Media:** Students work with a range of design media (including airbrush) and apply knowledge of design and principles to create finished work.
- **Responding to design examples:** Students use appropriate design terminology to analyse and interpret visual communication examples.

### PATHWAYS

- VCE and VM Visual Communication Design
- Architecture and drafting, Graphic design
- Interior and Product Design, Building and Construction

**COST \$40**

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# Year 9 &10 The Arts

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## Media

### AIMS

To provide opportunities for students to explore various media forms including television, film and photography and how they are produced within the Australian and International media industries.

To explore the use of media equipment and software.

To investigate career paths such as advertising, film and television production, commercial photography and photojournalism.

### CONTENT/SKILLS

- **Explore and Represent Ideas:** Students will experiment with ideas and stories. Students will manipulate media.
- **Media Arts Practices:** Students will develop and refine media production skills. Students will plan, structure and design media artworks for a range of purposes.
- **Present and Perform:** Students will plan, produce and distribute media artworks for a range of contexts and audiences.
- **Respond and Interpret:** Students will analyse and evaluate how technical and symbolic elements are manipulated in media artworks. Students will analyse and evaluate a range of media artworks from contemporary and past times.

### ASSESSMENT

- Photographic series: Students will complete a series of photographs that adhere to a theme.
- Social Media Campaign: Students will produce a campaign for social media that includes video, photography and print layout.
- Folio: Students will produce a range of filmed pieces, incorporating different styles and formats.
- Assignment work: Students will complete a range of research and responding tasks, detailing knowledge gained over the unit.
- Examination: this unit will be assessed with a 90-minute examination at the end of the unit.

### PATHWAYS

- VCE Media, Journalism, Photography, Visual Arts

### COST - \$40

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# Year 9 &10 The Arts

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## Drama

### AIMS

This unit aims to help students develop improvisation skills; learn how to use facial expression and body language to enable audiences to predict and understand the situation and the emotions of the character. Students watch and analyse a professional play, identify and discuss the use of props, lighting, set, music, costume and characterisation. Students further develop their understanding of stage craft and characterisation and use these in the reading of scripted plays.

### CONTENT/SKILLS

- Develop acting skills in improvisation and scripted performance.
- Collaboratively write scripts, create props and direct peers.
- Focus on characterisation, expression and stagecraft.
- Critically analyse their own work and other performances.
- Use drama terminology identifying themes and issues

### ASSESSMENT

- Exploring and expressing ideas.
- Drama practices.
- Presenting and performing.
- Responding and interpreting.

### PATHWAYS

- VCE Drama
- Performing Arts
- Theatre
- Television and commercials

**Cost \$40**

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# Year 9 &10 The Arts

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## Music Performance

### AIMS

This unit aims to work on developing performance skills on a chosen instrument. Students will complete a solo performance each term, which will include technical work. Students will also work on developing their aural skills, their understanding of music theory and they will work on composing and performing original pieces of music.

### CONTENT/SKILLS

- To perform a program of contrasting solo works and set technical work.
- To recognise and write scales, intervals, chords, rhythms and melodies using correct music notation.
- To gain an understanding of bass and treble notation, note and rest grouping, form, time signatures, musical terminology and accidentals.
- To devise an original composition
- To complete an analysis of previously unheard works, looking at style, structure, expressive features and use of the different musical elements.

### ASSESSMENT

- Perform one piece of music and set technical work (Term 3) and two pieces of music and set technical work in (Term 4).
- Written tests on aural skills worked on in class.
- Completion of theory workbook, worksheets and written tests.
- To devise an original composition demonstrating structure and musical elements. This can be completed using the students instruments or computer composing programs.
- To complete a workbook of analysis exercises.

### PATHWAYS

- VCE Music.

### COST N/A



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# Year 9 &10 The Arts

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## INSTRUMENTAL MUSIC

### Instrumental Music

#### AIMS

This unit aims to develop skills in playing a musical instrument. To gain knowledge of a wide variety of musical styles, aural perception and an appreciation of music through participation.

#### CONCERT/JAZZ BAND PROGRAM

Instrumental music is an integral part of the College music program, providing students with the opportunity to gain skills on concert/jazz band instruments. These instruments are clarinet, flute, saxophone, oboe, trumpet, trombone, euphonium, tuba, bass guitar and percussion. Students in this program all participate in the College bands.

#### CONTENT/SKILLS

- Students will undertake a weekly ½ hour lesson on their instrument.
- Through participation in the band program, they will develop performance skills and work with a wide variety of musical styles.

#### PATHWAYS

- Newcomb Secondary College has three concert bands and a jazz band. These bands perform at both College and community events throughout the year
- VCE Music

**COST** - Instrument hire available from the College.

# Year 9 & 10 Indonesian



## INDONESIAN

## Indonesian

### AIMS

This class aims to equip students for life as global citizens. They will deepen their existing Indonesian skills, using the most relevant and engaging textbook available, BIMA. They will cook Indonesian food, and have the opportunity to host a student from our sister school in Lombok Mataram.

'Life is so interesting when you're bilingual!'

### CONTENT/SKILLS

- To understand and accept differences and similarities in cultures around the world and to join in on the lives of millions of others.
- To be able to speak and understand another language in order to interact with speakers of Indonesian.
- To understand the role of grammar and meaning in language. This gives us a better understanding of the English language.
- To continue becoming a mature, responsible individual who can successfully co-operate and build positive relationships through teamwork and initiative.

### ASSESSMENT TASKS

- **Writing tasks:** Write to inform.
- **Listening tasks:** Listen to extract information.
- **Text responses:** Read and extract information.
- **Oral tasks:** Role plays, presentations.
- **Exam:** An easier end of semester exam for year 9 and harder one for year 10.

### PATHWAYS

- VCE Indonesian

### COST N/A



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# Year 9 &10 On 2 Wheels

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## On 2Wheels

### AIMS

This unit aims to pull apart and re-create a complete geared bike. Students learn to fully maintain/service bikes and volunteer these skills to our surrounding primary schools. Students will study the science and technology behind bikes: Gears and Brakes. Materials. Design. Learn to ride safely in groups. Experience different types of bike riding – Touring, mountain bike riding. Learn to operate safely and productively in a workshop setting.

### CONTENT/SKILLS

- Develop mechanical skills, particularly around the selection and use of specific bike tools.
- To develop organization and teamwork skills maintaining personal and group workspaces in the On 2 Wheels workshop.
- To develop problem solving and analytical skills; specifically, re-constructing their bike and the intricacies of the mechanisms with bearings, brakes and gearing.
- To increase awareness of the lifestyle and fitness benefits of bike riding.
- To improve student's awareness of Geelong and its surrounding areas.
- To work towards student's involvement in our end of year Bike Tour.

### ASSESSMENT TASKS

- An assessment rubric based on the completion of the major re-build project.
- Collaborative peer and teacher assessment of personal learning and working in teams.
- Participation in and the completion of trip reports for the ride out sessions.
- End of semester exam

### PATHWAYS

**COST - \$50**

# Year 10 VET Studies

## WHAT?

A VET Program is a combination of both Theoretical Studies and Vocational Training carried out over a two-year period. Students who successfully complete their VET program will also gain credit towards their VCE or VCAL Certificate as well as gaining a VET (TAFE) Certificate. An extensive range of VET Certificates is available.

## WHY?

The advantages of completing a VET course are:

- To provide a possible pathway to future employment.
- To gain credit towards your VCE/VCAL Certificate.
- To gain TAFE credits, and;
- To achieve a partial (or complete) traineeship.
- For the majority of courses work experience is an integral component.

## COST?

The total costs of materials for a VET program vary for different Certificates, but usually range between \$300 and \$1000 per year. Applications for acceptance into a VET program will only be processed after the provision of a signed agreement and payment of an enrolment fee to the Provider of the course. Successful uptake of the VET Program is subject to all accounts, owed to the Provider, being paid and up to date. For further information regarding VET programs please see the VET co-ordinator.

## WHO?

Students who are motivated to vary their studies and those who have career interests in areas covered by specific certificates would have interest in these programs. Combinations of the above reasons for undertaking these studies should be considered.

## WHERE?

Students will be able to access many VET studies. A VET Cluster arrangement with Matthew Flinders Girls Secondary College, Geelong High School, Bellarine Secondary College and St Ignatius has been developed so that our students will have access to VET Courses within the Cluster and at Gordon Institute of TAFE.

## HOW?

Providers of programs and VET modules will be advertised during Term 3. Students must make an application and entrance requirements may include formal application procedures to outside agencies and aptitude testing. Interested students should consult the Careers Counsellor and the VET Co-ordinator.

## COURSES ON OFFER

Allied Health  
Animal Studies  
Automotive Mechanics  
Automotive Paint and Panel  
Beauty Services  
Business  
Bricklaying  
Carpentry  
Civil Construction  
Children's Services  
Community Services  
Dance  
Design Fundamentals  
Electrotechnology  
Engineering  
Equine  
Furnishing  
Game Design  
Hairdressing  
Horticulture  
Hospitality  
Information Digital Media and Technology  
Kitchen Operations  
Laboratory Skills  
Music Performance  
Music - Sound Production  
Outdoor recreation  
Painting and Decorating  
Patisserie  
Plumbing  
Printing and Graphic Art  
Screen Media  
Small Business  
Tourism  
Warehouse Operation

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# Year 10 P-TECH Program

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## What is P-TECH?

P-TECH is an exciting learning opportunity for students to embark on an accelerated learning pathway – completing their Year 10 subjects whilst at the same time studying an industry supported Certificate III in a field such as Information Technology, Business/Finance or Lab Skills. The program is also available to Year 11 students with similar interests.

In completing their further studies, the P-TECH Program will give students the opportunity to work with an industry mentor in a real live workplace in a pathway of their choice.

Newcomb Secondary College is proud to announce our industry partnerships with Australian Laboratory Services (AHL), Analytical Micro Labs, Avalon Airport, Barwon Health, Bendigo Bank, Biolab, Blood Toyota, Challenge Meat, City of Greater Geelong, Deakin University, Ford, GMHBA, GTG-Geelong Technology Group, The Gordon, IBM, IXL Metal Castings, Jayco, LL7Co Hair Salon, Opteon, Royal Geelong Yacht Club, RunwayHW, SC Technology Group, Tribal Group who will provide mentors and work with students throughout their study.

Students will have the opportunity to experience multiple teaching methods and tools through the learning environment at Newcomb Secondary College and the work they will be involved in with their industry mentor in the workplace.

## Why choose P-TECH?

- It's an innovative approach to learning using diverse teaching methods.
- It's an opportunity for students to work with an industry mentor and engage in the real world of work, whilst studying the Year 10 curriculum, VCE or VCAL.
- It's an opportunity for a hands-on experience in a chosen pathway that will progress to a higher qualification and possible links to employment.
- It enables students to see first-hand the growing demand for workers requiring STEM/STEAM skills.

**The P-TECH Program at Newcomb Secondary College is the first program of its kind to be offered in Australia and is an exciting opportunity for Year 10 students.**

Enquires can be directed to the Pathways team

