

# YEAR 10 COURSE HANDBOOK

# 2024



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## Year 10 Introduction

*'Our rich and varied learning programs are designed to get 'the best for and from our students'*

At Narre Warren South P – 12 we take great pride in our exceptionally rich and varied learning experiences that cater for the individual needs and pathway aspirations of all students. As a college, it is our priority to support our students in their social, emotional and academic development, so that they are prepared to meet the challenges of an ever-changing educational landscape.

Our largely elective based Year 10 curriculum and flexible timetable enables a breadth of learning opportunities for our students. The introduction of the new integrated VCE Vocational Major Certificate in 2023 will further provide students with choice and flexibility in regards to their learning and potential pathways in their senior years with access to both academic and vocational based subjects.

Over recent months our Year 9 students have been guided and supported by their Student Engagement Leaders and our College Careers team to complete a range of activities in preparation for their Year 10 Course Counselling, including their Career Action Plan and Mapping.

With these opportunities comes an expectation of engagement and performance and as such, our expectation as a College is that each student will perform to the best of their ability in their chosen program.

An inclusive Course Counselling process involving students, families and the College, therefore plays an integral role in supporting students in making these important decisions. Through 1 on 1 career guidance and support we provide students and their families with an intensive course counselling experience whereby learning programs are carefully tailored to align with each students strengths, interests and future career aspirations. Part of this process involves reviewing student learning data and assessing their readiness for acceleration into VCE or VET subject in Year 10.

We hope the information contained in this handbook provides you with the guidance in preparing for your course counselling session and furthermore, selecting a personalised learning program that both enables and supports your child to be successful in their future pathways.

Please don't hesitate to contact a member of the careers team, your designated course counsellors or myself should you have any questions in regards to this important process.

Yours sincerely,

*Ian Bowers*

**Year 7-9 Assistant Principal**



## Course of Study Outline

### Year 10 Mainstream Course Program

Students in this program are required to undertake core studies in English and Mathematics. They will also be required to select six elective courses of study (three per semester). Students have the choice to select one VCE/VET subject (to be studied across the whole year). If students select to study a VCE/

VET subject, they will only select four Year 10 elective courses of study.

Year 10 English or EAL 5 Periods per week	Year 10 Mathematics 5 Periods per week	Semester 1 Elective 1 5 periods	Semester 1 Elective 2 5 periods	Semester 1 Elective 3 or VCE/ VET unit 1 5 periods
		Semester 2 Elective 4 5 periods	Semester 2 Elective 5 5 Periods	Semester 2 Elective 6 or VCE/ VET unit 2 5 periods

### Access to VCE/VET Subjects - 'Recommendation of Readiness'

For students to be successful in either a VCE or VET subjects a high level of commitment and learner capacity is required. VCE Learning data continues to show that students whom undertake a VCE subject prematurely are limited in their ability to be successful in that subject at that given time. To further support our students in maximising their learning and success in their chosen pathway, students will need to be provided with a 'recommendation of readiness' in order to accelerate and pursue a VCE or VET subject in Year 10 during 2023.

This 'recommendation of readiness' is a combination of the following.

- Semester 1 Work habits (attitude to learning, organisation, productivity, homework completion)
- Semester 1 Learning Data (academic learning outcomes/performance)
- Teacher Judgement

## Vocational Education and Training (VET) Programs

When making selections for courses of study at Year 10, students also need to be aware that Vocational Education Training (VET) programs can be considered as a viable option. If students plan to do VCE then they MUST begin their VET program in Year 10. Completing their VET units in Years 10 and 11 avoids possible disruptions to their Year 12 studies. If students plan to do VCAL in Year 11 and 12 then they can begin their VET course of study in Year 10 or 11.

A VET course of study provides students with the opportunity to explore an area of interest whilst developing general work-related competencies and the skills required for a particular industry. The College provides opportunities for Year 10 Students to undertake VET Courses in the areas of Building and Construction, Engineering, Dance and the Music Industry. There are a number of VET programs endorsed by the Victorian Curriculum Assessment Authority (VCAA) and these can take up to two years to complete. They are equivalent to completing VCE units 1 and 2. In the case of certain courses, they are equivalent to VCE units 3 and 4 which can also contribute to an ATAR score at the end of Year 12. VET courses of study can be credited towards a completion of the senior and intermediate VCAL certificate.

Some VET programs also require a compulsory work placement component. This involves students doing structured work placement in the relevant industry. There are many advantages for students who choose to do a VET program. Narre Warren South P-12 College is committed to doing all that it can to ensure that students gain entry to and are successful in the VET programs of their choice. Students need to be committed to their VET program. They will be expected to:

- Attend all classes.
- Promptly notify the College's VET Coordinator when problems or queries arise.

## Complete list of VCE and VET subjects from the VCAA

Performing Arts	Visual Arts	Technologies
Dance	Art	Agriculture and Horticultural Studies
Drama	Media	Food Studies
Music	Art-making and Exhibiting	Product Design and Technology
Theatre Studies	Visual Communication Design	Systems Design
English	Mathematics	VCE/VET Programs
Bridging English as an Additional Language	Foundation Mathematics	Agriculture, Horticulture, Conservation and Land Management
English as an Additional Language	Further Mathematics	Animal Studies
English Language	General Mathematics	Applied Fashion Design & Technology
Foundation English	Mathematical Methods	Applied Language
Literature	Specialist Mathematics	Automotive
		Building & Construction
Humanities	Business and Economics	Business
Australian and Global Politics	Accounting	Cisco
Classical Studies	Business Management	Civil Infrastructure
Geography	Economics	Community Services
History	Industry and Enterprise	Creative and Digital Media
Philosophy	Legal Studies	Dance
Religion and Society		Electrical Industry
Sociology		Engineering
Texts and Traditions		Equine Studies
		Furnishing
Digital Technologies	Languages	Hair & Beauty
Algorithmics (HESS)	Indonesian	Health
Applied Computing	Japanese	Hospitality
		Information, Digital Media and Technology

Health and Physical Education	Science	Integrated Technologies
Health & Human Development	Biology	Laboratory Skills
Outdoor & Environmental Studies	Chemistry	Music Industry
Physical Education	Environmental Science	Plumbing
	Physics	Small Business
Extended Investigation	Psychology	Sport & Recreation
Extended Investigation Note: This study may cover content from all learning areas		

## Year 10 Core Subjects

**All students in mainstream year 10 are required to undertake these subjects.**

Core subject fees have been reviewed and reduced for 2024. Excursion and/or activity costs have not been included in core subject fees as they will be on a pay as you go basis.

### English

In Year 10 students will study more specific ways language varies according to its audience and purpose and construct a range of written and spoken texts with this purpose in mind. They will also be asked to respond critically to a range of more challenging texts. It is expected that through these activities students will develop the skills to meet the demands of the workplace or VCAL, as well as those required to complete the VCE. Course work and assessment tasks will be developed from the following areas of study, in line with the VCE course: Literature, Literacy and Language.

### English as an Additional Language (EAL)

This study aims to enable students to develop critical understanding and control when using Australian English in a variety of situations, ranging from the personal and informal to more public occasions. It is expected that students will develop a level of competence to meet the demands of the workplace, further study and students' own needs and interests. Students will be expected to communicate ideas, feelings, observations and information effectively both orally and in writing and to a range of audiences. This course recognises and values students' diversity and encourages self-esteem by enabling students to use the English language confidently and take responsibility for their own language development. Students carry out classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. In order to qualify for this course students must be a recent arrival to Australia (from a non-English speaking country) in the past 5 years. There is a set criteria to meet in order to be eligible for an EAL course, especially EAL at VCE level, this needs to be kept in mind when choosing the course.



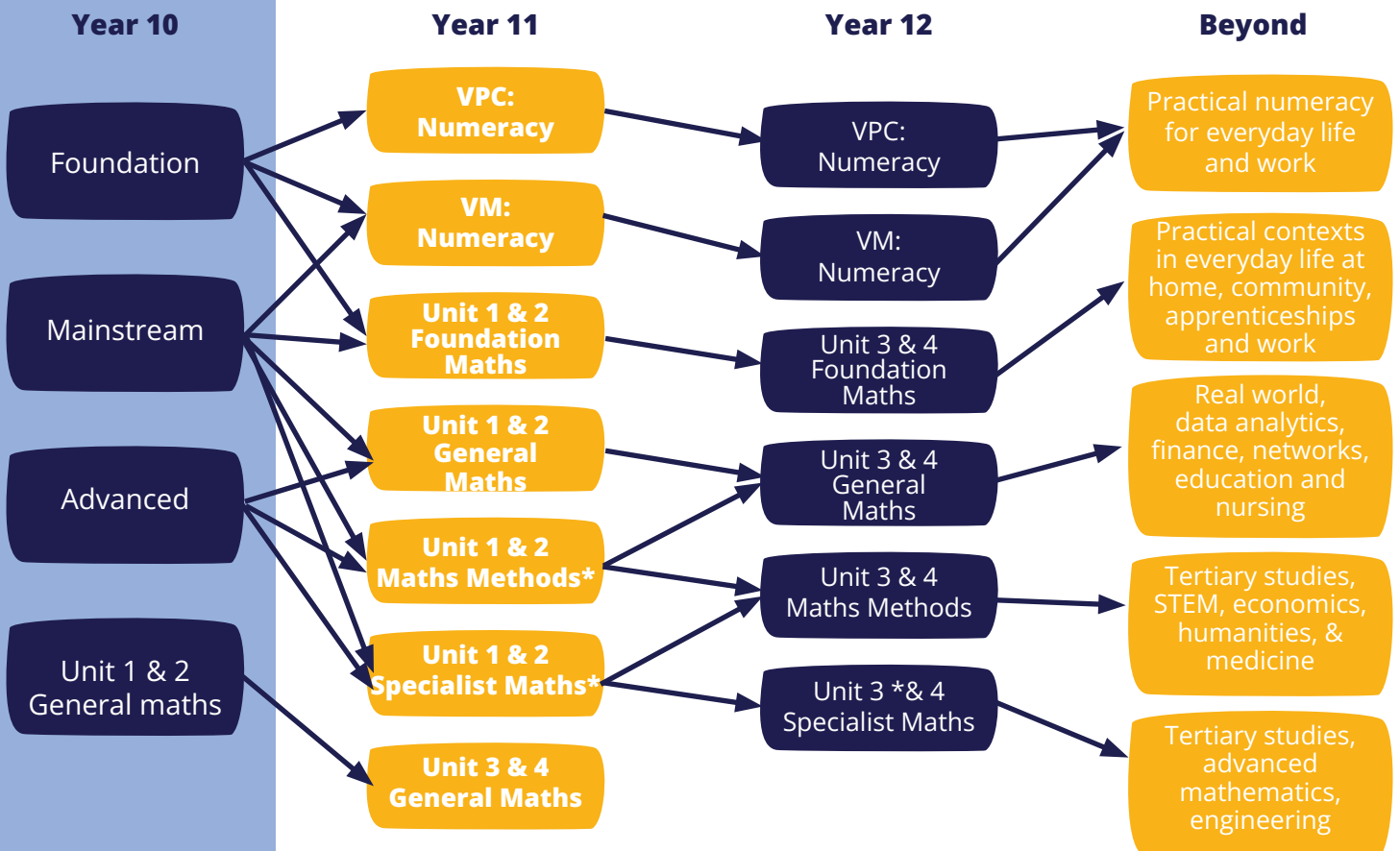
## Mathematics

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. In Year 10, students will consolidate and extend prior mathematical knowledge and skills in the three strands according to the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will be supported in this core unit to develop the required skills for Mathematics studies beyond Year 10.

### Please note: .

Students who have a high level of ability and require further extension may have the opportunity to be enrolled in Advanced Maths, opposed to mainstream and/or have access to a higher level (VCE) Maths. These students will be identified by staff and counselled accordingly when they undertake course counselling.

## SENIOR MATHEMATICS PATHWAYS YEARS 10-12



Note that these subjects have an entrance exam to ensure key skills. Please ensure you consult with the Careers team regarding the pre-requisites for further study/work, as some subjects may or may not qualify.

## Student Electives

Students are required to undertake 6 subject electives (3 per semester) over the academic year in 2024.

For students who choose to undertake a Unit 1 and 2 VCE or VET subject in sequence, this will be for the whole school year. Indonesian and Japanese are also both full year subjects to be completed across both semesters. For each Semester, elective choices must be numbered 1 to 10 on the subject selection form (back of the book), in order of preference.

There can be NO GUARANTEES that any student will be allocated to their first six elective preferences.

Every effort will be made to place students in their preferred electives. Where there are insufficient numbers to run an elective subject, students will be allocated to their highest available next choice so consider all numbers from 1 to 10 carefully.

Listed below are the electives being offered at Year 10 for 2024. It is important to make considered choices for all subjects.



# PERFORMING ARTS

### **Fusion Music**

Fusion Music involves dedicated music students developing their instrumental and musicianship skills through regular rehearsal, performance and instrumental lessons.

The course focuses on preparing students for VCE Music Performance pathway during Year 11 and 12. All students in this program receive a weekly private instrumental music lesson, timetabled throughout the week, on the instrument of their choice.

Students will develop a solid foundation in music theory, music analysis and listening skills and also participate in an exciting ensemble program. Additional performance opportunities include competing in the 'Battle of the Bands', "Battle of the Arts competitions" other music competitions. FUSION Music students will also have extensive recording and live performance opportunities.

### **Drama Performance**

The aim of the year 10 drama program is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and to evaluate the contribution of drama and theatre to enriching society.

This unit also focuses on the development and application of skills in using stagecraft elements. This may include text realisation using stagecraft: costume, theatrical make-up, set dressing, sets, props, and set design; giving form and definition to the action by creating a set box; understanding scale; exploring the effects of colour, line, texture and shape on mood, time, period and character; other areas of production; for example direction, sound, properties, makeup and stage-management.

### **Dance**

Do you love to dance? Come to year 9 Dance to explore a broad range of different dance styles throughout the semester. Have fun exploring a range of different genres through a variety of activities and workshops. Work on developing technique and confidence in class with many opportunities to perform. There is some theoretical component to accompany the course so that students can contextualise their learning. Be the first to experience our brand new state of the art performing arts centre and enjoy exploring dance and dance culture in year 9!



# VISUAL ARTS

## Media

In this Unit students will focus on various media forms such as film, photography and print design. They will explore how media technologies are used on a professional level by creating short films, photo series and digital design products. Students will explore industry standards and analyse how films communicate to and engage with audiences.

Additionally, Students will discuss how social media and new media technologies impact society and continuously revolutionise the media industry.

**Curriculum contribution: \$50**

## Studio Arts (Semester 1 only)

In this Unit students will focus on various media forms such as film, photography and print design. They will explore how media technologies are used on a professional level by creating short films, photo series and digital design products. Students will explore industry standards and analyse how films communicate to and engage with audiences.

Additionally, Students will discuss how social media and new media technologies impact society and continuously revolutionise the media industry.

**Curriculum contribution: \$40**

## Visual Communication Design (Semester 2 only)

If you have an interest in architecture, engineering, graphic or industrial design, advertising, marketing, cartography or fashion this is the subject for you. This subject can lead to a range of career opportunities. Students will have an opportunity to use ICT programs such as Photoshop or Illustrator, to refine their work, improve their drawing skills and learn how to visually express ideas. Students wishing to undertake Visual Communication Design in VCE are advised to select this subject.

**Curriculum contribution: \$40**





ENGLISH & DEAL

### **Classical Literature**

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts, helping them to develop increasingly complex responses to a range of literary forms and styles.

Additionally, students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experiences. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature, and an awareness of how the views and values that readers hold may influence the reading of a text.

Students will study a range of classical literature pieces throughout the course of this elective.

### **Introduction to English Language**

The Introduction to English Language elective explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

The Introduction to English Language focuses on building the students' understanding of the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. This elective aims to provide students with a fundamental understanding of linguistic principles so that students studying the English Language can examine how uses and interpretations of language are nuanced and complex, rather than a series of fixed conventions.

Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.





# HEALTH & PHYSICAL EDUCATION

### **Fitness Industry**

This course will offer students the chance to expand their knowledge of the fitness industry by studying a range of topics including; sport science, nutrition, performance enhancement, recovery and injury rehabilitation. Students will also study professional and amateur sport, look at fitness industry opportunities and pathways, attend excursions and partake in a range of practical labs consolidating the theory learnt in the classroom.

### **Sports Coaching**

Students will participate in a program that develops their leadership and coaching skills. Students will build their knowledge of a range of topics including effective coaching, communication skills, practical skills, tactics and sports related first aid.

Students will be given the opportunity to plan and conduct their own sporting lessons to coach their peers and also have the opportunity to coach the Primary students within the college. All students participating in this subject will require their own whistle to help deliver lessons to others.

### **Introduction to Health & Human Development**

In this elective, you will explore topics covered in VCE Physical Education and VCE Health & Human Development.

In VCE PE you will gain an understanding of the musculoskeletal system, fitness components and training principles and methods and you will develop your own training program. VCE PE has a large theoretical component, which laboratory activities to consolidate understanding of key knowledge.

Throughout VCE HHD you will develop an understanding of the concept of health and wellbeing and explore development from youth to adulthood. You will demonstrate your understanding through a range of assessments, including investigating living out of home and its impacts on your health, wellbeing and development.

This elective will lead into VCE Health and Human Development 1 + 2 and/or VCE Physical Education 1 + 2





# HUMANITIES

### Law and Order

- Are you interested in the Law or are passionate about becoming a lawyer, police officer or politician?
- Do you like to compare Australia's rights and laws to other countries?
- Are you interested in protecting our rights as a diverse society?

If this sounds like you, then get ready for Law & Order!

The 'Law' component of the course will investigate the key principles of Australia's justice system such as the principles of justice and how these can be undermined through crimes such as bribery, coercion of witnesses and trial by media. We will examine real Australian cases to apply the concepts. The 'Order' component will identify what it means to have order and cohesion within society, but investigate threats to a cohesive society, for example, organised crime such as crime syndicates and motorcycle bikie gangs and also media bias. We will investigate the influence of social media in shaping attitudes. A perfect stepping stone into VCE Legal Studies, this subject will build on critical skills and knowledge required for the study of Law and Politics.

### Business Start-up

- Do you want to have the skills to start up your own business?
- Do you want to work for yourself one day?
- Are you aware of the global impact businesses have?
- Have you considered the issues business owners face?

If this sounds like a future that you want, then Business Start-Up! the elective for you!

In this elective, you will be introduced to the current world of global businesses and explore Business environments thinking as the owner as well as examining the external environment in order to understand what it takes to run a successful, ethical and socially considerate business destined to earn riches. Through a range of films, clips and documentaries such as Blood Diamond and Stacey Dooley Investigates we aim to expose some of the negative business practices across the supply chain and prepare you to consider possible solutions and ways you could be successful as a business owner in the ever changing business environment. You will then be required to plan your own 'Start up' Business making positive choices that minimise the negative impact that businesses have on our world. This elective is a perfect stepping stone into VCE Business Management as this subject will build on critical skills and knowledge required to succeed in future Business Studies.

### People Power

- Are you interested in understanding why we live in such an unequal and politically divided world?
- Do you want to know who governs you and why they govern you?
- Are you interested in understanding Australia's commitment to global politics?
- Have you wondered about the different sides on the political spectrum?
- Does it fascinate you learning about the political tensions in the Middle East and around the world?

If this sounds like you, then get ready for People Power.

Throughout this unit you will be learning about the Australian political system and the different political parties in Australia. This includes understanding their policies and why they choose to implement them to govern you. This unit will also explore Australia's commitment to the global political system and their involvement in political activism throughout the Middle East and around the world. This is a perfect stepping stone into VCE Global Politics!

### **Our World at War**

- Are you interested in the major historical wars of our world?
- Do you want to know how Australia has protected its borders from invasion?
- Are you interested in trench and weapon warfare?
- Are you interested in how the major wars and global influences have impacted modern Australia and the contemporary world?

If some of these historical topics interest you, then Our World at War is for you!

Students will be looking at World War 1 and World War 2 and the effects they had on the modern world. Students will analyse key battles and warfare strategies. Life in Australia during these periods will be discussed focusing on the debates surrounding propaganda and conscription.

Students will look into the changing relationships Australia had with the stakeholders of the world. To finish off the semester students will learn about the aftermath of war through migration, focusing on how Australia became a multicultural country. Assessments for this topic include a research essay where you get to choose an area of World War 2 to delve into, as well as an exciting source analysis from World War 1. Our World at War will lead you into NWSC VCE history electives of Year 11 Modern History and Year 12 Revolutions.

### **The Future of our World**

- Do you want to know how we are destroying the world?
- Are you interested in helping the world improve?

If this sounds like you, then get ready for Future of the World!

Humans eat and produce so many things in this world. This is changing the world's environments and it is our responsibility to manage and address this issue. In this elective students will look at the different environments around the world and how human consumerism is impacting our world. From here we will look at how the people and countries are attempting to undo the damage and make comparisons of Australia's responses to the world's suffering. In addition, we will explore the historical and cultural approaches of land management of our Indigenous people to improve sustainability of our world.

This elective has a direct pathway to VCE. These include: Geography and Environmental Science. For VCAL it can provide you with some extra knowledge in regards to future landscape, horticulture and environmental issues which could help in potential landscaping, farming and building careers.



LANGUAGES

## Japanese - Full Year Elective

Learning Japanese provides access to the culture of Japan, communicating in Japanese can with other skills, widen travel and employment opportunities.

Students will further broaden their communication skills and cultural understanding from previous study. Topics covered include researching a Japanese tradition and comparing it to an Australian one, everyday conversation skills for travelling in Japan, cottage industries and contemporary Japanese society today.

Students will look at a variety of texts including personal, descriptive, informative and imaginative further developing their grammatical understanding of the Japanese language and extending their writing ability. This course will actively prepare students for a language pathway in VCE.





SCIENCE



### Forensics

Students examine various forensic techniques such as fingerprinting, ballistics, handwriting analysis, D.N.A, blood splash patterns, anthropometry, autopsies, chromatography and more. They will look at the history of these techniques, details of how they are analysed, and how crimes can be solved using each of the different techniques.

Students will collect, identify, classify and analyse physical evidence related to criminal investigations. After examining various forensic techniques students will produce their own crime scenarios for their peers to solve.

This subject will lead into VCE Biology.

### Field Science

Are you interested in the origins of life or the universe? Do you want to learn how to conduct investigations and experiments? Field Science is a practical based unit looking at the fields of Biology, Earth Science and Astronomy. Over the course of this subject, we will be exploring the diversity and anatomy of animals, the evolution of all life on earth, the extinction of the dinosaurs, the end of the universe and whether life exists outside of our Solar System. We will also be going on a camp where we will be collecting field data on plants and animals, stargazing at the Mornington Peninsula Astronomical Society, as well as enjoying outdoor activities. At the end of the semester, you will be designing and conducting a scientific investigation on a research topic of your choice, which will be published into a class academic journal. This subject prepares students for all of the VCE Science subjects.

**Curriculum contribution: \$50**

**Maximum numbers: 40 students per semester (two classes of 20)**

### Introduction to Psychology

Psychology is the scientific study of human thoughts, feelings and behaviours. In this course, students will focus on the role psychology can play in our lives, with a focus on their own experiences as adolescents. They explore the different fields of psychological research and the impact of these fields on our lives. Students will also explore different psychological theories of personality, and the structure of the neuron and the brain. Students will learn about the teenage brain and how their development can be affected. They will also learn about their own memories and why forgetting occurs, as well as ways to improve their memories. Students will explore the importance of sleep and the impact of sleep disorders. They will also learn about mental health as a concept, with a focus on factors that affect our mental health and the different types of disorders that exist. Students will also have an opportunity to conduct their own research and complete a scientific poster on their findings. Throughout the semester, students complete research projects, presentations and topic tests. This subject prepares students for VCE Psychology.



## Introduction to Chemistry

Chemistry is the scientific study of the world we live in, starting at the smallest scale and working up. The different types of atoms and molecules in a substance explain its properties, from how liquid nitrogen is used to make ice cream to why a nuclear bomb explodes so vigorously. In this course, students will discover the 3 main classes of molecules: metals, ionic compounds and covalent compounds. Their different types of reactions, such as acid-base, precipitation, redox and combustion reactions will be explored through content and engaging experiments. The ability to write full balanced equations and a scientific laboratory report will also be focused. The current world has been focusing on “Sustainability” while creating products with the properties we want, from designing medicines to copolymers to fuel cell cars. A taste of “stoichiometry” - chemistry calculations on the amount of reactants needed to produce products of a reaction will be learnt to prepare for future studies. Chemistry studies all of these ideas building on the work done in junior Sciences. Chemistry is important for students who are interested in a career in Medicine, Health Sciences, Engineering or Research. This subject is recommended for students who have achieved a high level in Year 9 Core Science and have strong skills in mathematics. This subject prepares students for VCE Chemistry.

## Introduction to Physics

Students gain an understanding of how an object’s motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. Throughout the semester, students will complete inquiry based science activities and assessments. Students undertake Unit Topic Tests as well as an end of Semester Examination. This subject prepares students for VCE Physics.



# TECHNOLOGY



### **Fabulous Food - Semester 2 only**

Fabulous Food is offered to extend Year 10 student's interest and ability in numerous food related skills. This subject will prepare students for VCE Food and Technology in a fun and challenging environment, where students are provided with choices in the direction of their learning. Students will undertake the preparation of foods using different methods and equipment. They will then compare and evaluate the results in order to improve their skills in preparing a range of foods.

**Curriculum Contribution: \$30**

### **Food for Life - Semester 1 only**

Food for life is a subject aimed at students with a keen interest in extending their knowledge and skills in a range of food related areas. This subject will provide students with lifelong skills, while also being a stepping stone to VCE Food and Technology. Food for Life is an excellent subject choice for students with an interest in developing their knowledge and skills in food production and those wishing to pursue further studies in Food and Technology.

**Curriculum Contribution: \$30**

### **Introduction to Product Design Technology 2**

Students undertaking this area of study will put together their own design ideas into existing pieces of furniture. As an example a student may choose a blanket box and add some unique design features to enhance visual impact or functionality. Students will learn to use the latest in specialist tools and working techniques, which will help them in their design and manufacturing. This area of study gives the students the opportunity to work with furniture grade timbers and manufactured board, whilst putting their ideas into a manufacturing process. As part of the students assessment, students will be required to keep a journal of each periods activities and a design book for drawings and sketches. OHS is a key component in our workshops and is fundamental to our charter within the school.

**Elective fee includes class materials**

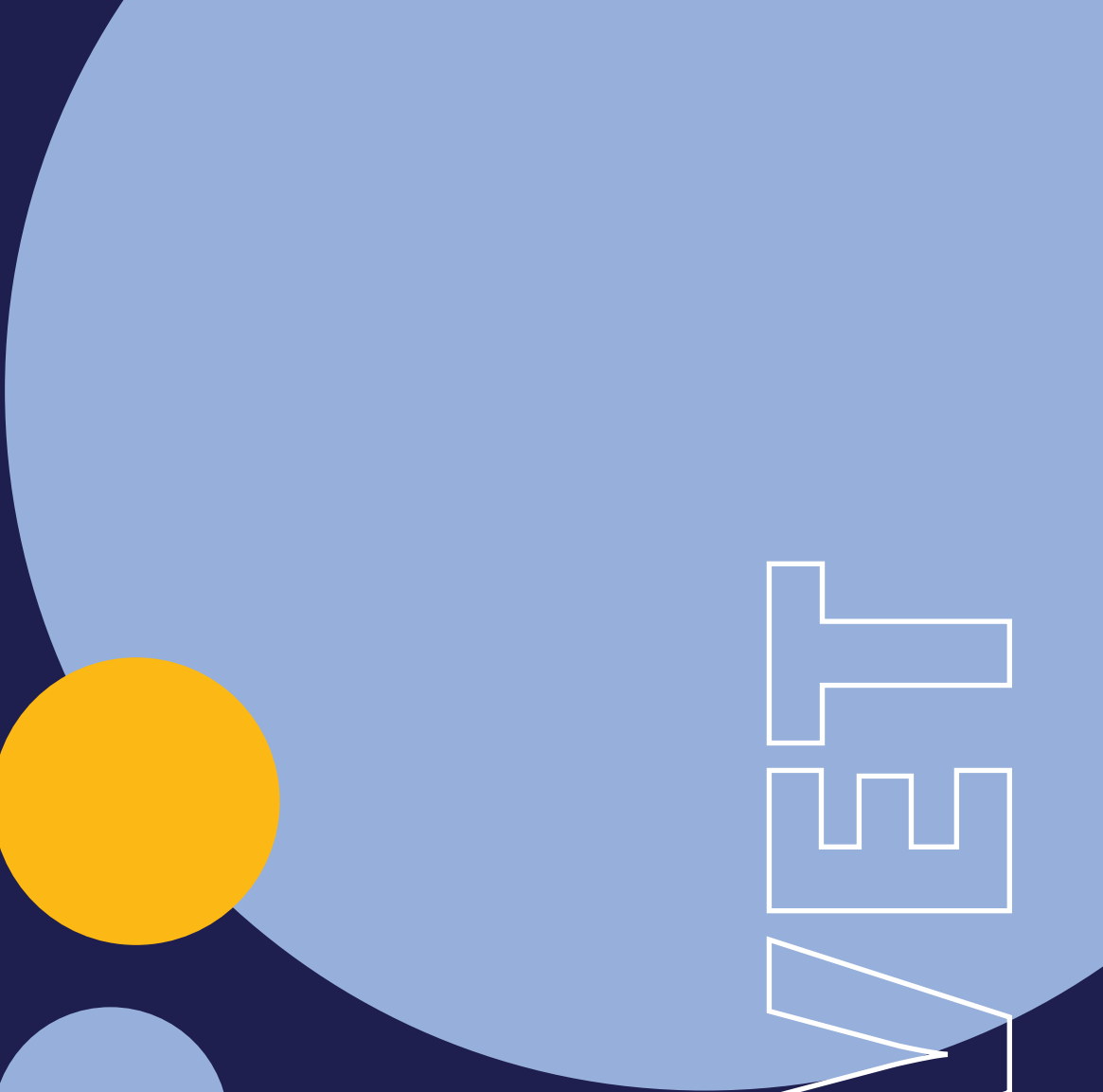
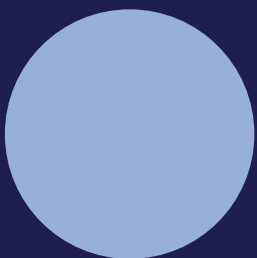
**Curriculum Contribution \$35**

### **I.T. @ Work**

This course examines some of the major computer applications used in the world today. Every workplace uses databases and spreadsheets in some way. Find out how they do it! Who has your personal information? Facebook? Twitter? The role of databases in your life. Learn how to incorporate Photoshop and Dreamweaver to create a web site. Students will also learn about cyber security and topics such as identity theft and data mining. This course is a good introduction to VCE Computing.



# VCE & VET



Year 10 students in 2024 will have the opportunity to study Units 1 and 2 of a VCE subject or a VET subject. Approximate VCE and VET Fees are displayed. Excursion and/or activity costs HAVE NOT BEEN INCLUDED in VCE and VET Fees as they will be on a pay as you go basis.

### **VCE Art Making and Exhibiting**

VCE Art Making and Exhibiting (formally Studio Arts) introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students explore, develop and refine the use of materials, techniques and processes to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Students visit and view exhibitions and displays of artwork to understand how artworks are displayed and exhibitions are curated. This encourages students to broaden and develop their own ideas and thinking around their own art making. They also develop an understanding of how viewers respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces, and the way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions.

#### **Unit 1: Explore, expand and investigate**

##### **Areas of Study**

In this unit students explore how artists use materials, techniques and processes in a range of art forms. They explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making. Students explore how artists use materials and techniques to represent ideas and achieve a style in their artworks. They make and present at least one finished artwork and document their art making in a Visual Arts journal. Students also explore the role artworks and their presentation play in society by researching Australian artists and presenting information about them in a format appropriate for a proposed exhibition.

- Unit 1, outcome 1: Explore - materials, techniques and art forms
- Unit 1, outcome 2: Expand - make, present and reflect
- Unit 1, outcome 3: Investigate - research and present

#### **Unit 2: Understand, develop and resolve**

##### **Areas of Study**

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks and broaden their understanding of how artworks are displayed to audiences.

Students respond to a set theme and progressively develop their own ideas by using materials, techniques and processes, and elements and principles to make experimental artworks. Students explore how artists develop ideas and a personal style in artworks. They progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork. Planning and development is documented in their Visual Arts journal.

Students begin to understand how thematic exhibitions are planned and designed and how spaces are organised for exhibitions. They select a range of artworks from an exhibition and other sources to design their own thematic exhibition. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

- Unit 2 outcome 1: Understand - ideas, artworks and exhibitions
- Unit 2 outcome 2: Develop - theme, aesthetic qualities and style
- Unit 2 outcome 3: Resolve - ideas, subject matter and style

### **Bridging English as an Additional Language (EAL)**

Is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

#### **Unit 1**

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

#### **Unit 2**

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

#### **Structure**

The study is made up of two units at Units 1 and 2 level. There is no Units 3 and 4 sequence in this study. Each unit deals with content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. This study is comprised of compulsory and elective areas of study.

### **Compulsory areas of study are:**

- Unit 1, Area of Study 1: English for everyday and academic purposes
- Unit 1, Area of Study 2: English for self-expression

**Areas of study in Unit 1 contain key knowledge and key skills common to both outcomes.**

**Two of the following elective areas of study must be selected for study in Unit 2:**

- Unit 2, Area of Study 3: English in the media
- Unit 2, Area of Study 4: English for the workplace

Each area of study in Unit 2 contains key knowledge and key skills specific to the achievement of each outcome.

### **VCE Business Management**

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Each unit examines management theories and through exposure to real business scenarios and/or direct contact with business tests them against management in practice.

#### **Unit 1 Planning a Business**

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

#### **Areas of Study**

- The Business Idea
- External Environment
- Internal Environment

#### **Unit 2 Establishing a Business**

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

#### **Areas of Study**

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business



### VCE General Maths

This study includes the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for the real world, general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

#### Units 1 & 2 Pre-requisite

Students need to have completed and received an above satisfactory result in Year 9 Maths and demonstrated the capacity to complete Math at VCE level in order to have access to this course in Year 10.

#### Area of Study: Units 1 & 2:

**AOS1:** Data analysis, Probability and Statistics (univariate & bivariate data and regression)

**AOS2:** Algebra, number and structure (sequences and financial mathematics) Functions, relations and graphs (linear & non linear equations and their associated graphs)

**AOS3:** Discrete mathematics (matrices and networks) **AOS4:** Space, Measurement and Trigonometry.

**Completing VCE General Maths (as an accelerated subject in Year 10) is NOT a pre-requisite for completing VCE Maths Methods in Year 11.**

**Please note students require a CAS Calculator for this subject approx \$270**

### VCE Foundation Maths

This study provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. This knowledge is applied in a range of mathematical investigation tasks.

#### Units 1 & 2 Pre-requisite

Unit 1 & 2 Prerequisite: Students need to have completed and received an above satisfactory result in Year 9 Maths and demonstrated the capacity to complete Math at VCE level in order to have access to this course in Year 10.

#### Area of Study: Units 1 & 2:

**AOS1:** Algebra, number and structure (Fractions, Decimals, Percentages, Ratios, Percentages, Integers, Formulas and Number problems)

**AOS2:** Data analysis, Probability and Statistics (Collecting, Displaying and Interpreting Data)

**AOS3:** Discrete mathematics (Personal finance and managing money, Interest, PAYG, Taxation, HEC-HELP debts, House Prices, CPI and Superannuation)

**AOS4:** Space, Measurement and Trigonometry (Metric units, Scales, Estimation Methods, Shapes & Objects, Plans & Drawings and Itineraries)

## **VCE Drama**

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning, and messages, using a range of performance styles, applying and manipulating conventions, dramatic elements, and production areas. Students analyse the development of their own work, and attend professional performances to analyse the work of other drama practitioners.

### **Unit 1**

#### **Introducing performance styles**

Students study three or more performance styles from a range of social, historical, and cultural contexts. This unit focuses on creating, presenting, and analysing a devised solo and/or ensemble performance that includes real or imagined characters and based on stimulus material that reflects personal, cultural, and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

#### **Areas of study**

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

### **Unit 2**

#### **Australian identity**

Students study aspects of Australian identity evident in contemporary drama practice. They create, present, and analyse a performance based on a person, an event, an issue, a place, an artwork, a text, and/or an icon from a contemporary or historical Australian context. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these may be manipulated to create meaning in performance.

#### **Areas of study**

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

## VCE Legal Studies

VCE Legal Studies examines the institutions (such as courts) and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, the justice system and discuss whether Australia's law is equal, fair and accessible. Through applying their legal knowledge to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue for or against a party in a case.

They study recent and recommended changes to the criminal and civil justice systems, and discuss whether our legal institutions are effective and our justice system is successful in Australia.

### Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

#### Areas of Study

- Legal foundations
- The presumption of innocence
- Civil Liability

### Unit 2: Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

#### Areas of Study

- Sanctions
- Remedies
- Rights

## VCE Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

### Unit 1

#### Exploring outdoor experiences

Extended responses / oral presentation / research task 30% Outdoor experiences journal portfolio 20% Exam 50%

### Unit 2

#### Discovering outdoor environments

Extended responses / oral presentation / research task 30% Outdoor experiences journal portfolio 20% Exam 50%

**Curriculum Contribution \$390 includes excursion costs**

## VCE Biology

Biology is the study of life processes of all levels of living organisms, from cellular level to the biosphere. The study encompasses the examination of organisms and their interaction with each other, and their environments. Comparisons that reveal the unity of life processes are then made, and the necessary role of biological diversity and change in the continuity of life is explored.

### Unit 1: How do organisms regulate their functions?

Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes. They analyse cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. Students investigate how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### Areas of Study:

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

## **Unit 2: How does inheritance impact on diversity?**

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

### **Areas of Study:**

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

### **Unit 1 & 2 Assessments:**

- case study analysis
- bioinformatics exercise
- data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- response to a bioethical issue
- report of a laboratory or fieldwork activity including the generation of primary data
- scientific poster.

## VCE Health and Human Development

The study of Health and Human Development provides an opportunity for students to investigate health and human development across the lifespan. Students examine the factors that promote well-being in individuals, families, and their local and global communities. It explains the physical, social and emotional aspects of health and development and links health to a range of determinants such as behavioural, biomedical and social. Students look at Australia's Health on a global scale and recognise government and non-government organisations that contribute to better health outcomes for Australia's population.

### Unit 1: Understanding health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

#### Areas of Study:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

### Unit 2: Managing health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality healthcare.

#### Areas of Study:

Developmental transitions  
Health care in Australia

#### Assessments Units 1 & 2:

- Research inquiry
- Written report
- Case study analysis
- Structured questions, including data analysis

## VCE Psychology

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

### Unit 1

#### How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

#### Areas of study

- How does the brain function?
- What influences psychological development?
- Student Directed Research Investigation

### Unit 2

#### How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

#### Areas of study

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student Directed Practical Investigation

## VCE Physical Education

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. Physical Education equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

### Unit 1 The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Area of study 1 - Muscular system and human movement

Area of Study 2 - Cardiorespiratory system and physical activity

### Unit 2 Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Area of study 1 - Relationships between physical activity, sport, health and society

Area of Study 2 - Contemporary issues in physical activity and sport

### Units 1 and 2 Assessments:

- Structured Question
- Written Reports
- Reflective Folios



## VET Building and Construction

This course provides young people with an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

**Course Name:** 22614VIC Certificate II in Building and Construction

**Location:** Narre Warren South P-12 College

**RTO:** Skillinvest RTO No. 4192

**Attendance:** VCE/VET Subject Block

**Duration of Course:** 2 years

**Materials Required:** Steel capped boots and safety glasses will need to be provided by student.

### Course Content

#### Year 1

Work effectively and sustainably in the construction Industry, Plan and organise work, Conduct workplace communications, Carry out measurements and calculations, Read and interpret plan and specifications and Apply OHS requirements, policies and procedures in the construction industry.

#### Year 2

Handle and prepare bricklaying and blocking materials, Use bricklaying and blocking tools and equipment, Use carpentry tools and equipment, Erect and dismantle formwork for footings on slabs, Handle carpentry materials and Apply basic levelling.

### Future Pathways

Apprenticeship in any Building related trade

## VET Dance

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

**Course Name:** CUA20120 Certificate II in Dance

**Location:** Narre Warren South P-12 College

**RTO:** Ausdance. RTO No. 20949

**Attendance:** VCE/VET Subject Block

**Duration of Course:** 2 years

### Course Content

Completion of Certificate II in Dance will provide you with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career within the dance or entertainment industry.

### Future Pathways

For students that would like to continue into a Certificate III in dance, Certificate II is the equivalent to the first year of the Certificate III in Dance. With additional training and experience, future employment opportunities may include dancer, performer and choreographer.

## VET Engineering

This course aims to provide students with the basic skills needed for an entry into a trade in the engineering industry and to offer entry level training to enhance employment prospects.

**Course Name:** 22470 VIC Certificate II in Engineering Studies

This course is unscored and will not contribute to the VCE ATAR score.

**Location:** Narre Warren South P-12 College

**RTO:** AIET. RTO No. 121314

**Attendance:** VCE/VET Subject Block

**Duration of Course:** 2 Years

**Materials Required:** Safety glasses will need to be provided by the student, headphones and a USB.

### Course Content

Develop electro-technology and engineering skills and knowledge through both theory and practical elements. Certificate II in Engineering is suited to students who have an interest in the how and why of electrical circuitry and related industry environments.

#### Year 1

Apply principles of OHS in the work environment; interact with computing technology, use hand tools, organise and communicate information, use power tools/hand help operations, perform basic machining processes, apply basic fabrication techniques, develop an individual career plan for the engineering industry.

#### Year 2

Perform computations, participate in environmentally sustainable work practices, Produce basic engineering components and products using fabrication or machining, Produce basic engineering components and products using fabrication or machining. Apply 5S procedures, Handle engineering materials.

### Future Pathways

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.



## VET Certificate II in Music Industry-Performance

The course aims to provide access to various career pathways available in the music industry and offers skill enhancement in music performance.

### Course Details

**Location:** Narre Warren South P-12 College

**RTO:** College of Sound and Music Production

**Attendance:** VCE/VET Subject Block

**Duration of Course:** 2 years

There are no prerequisites for this course, however you need a demonstrated understanding of music or the ability to play an instrument.

**Materials Required:** USB, headphones and an exercise folder.

### Future Pathways

Cert IV in Music; Diploma of Music; Advanced Diploma of Music; Bachelor of Music; Diploma of Music Business; Bachelor of Music Industry. Students can also gain automatic entry into Melbourne Polytechnic courses after completing the Certificate III.

**Curriculum Contribution \$230**

## VET Certificate II in Sport and Recreation

The course is for students who are passionate about fitness, general wellbeing and health: or just have a love of sports or helping other individuals or teams to learn to develop skills.

Completing a qualification in Sport & Recreation opens many doors to a diverse range of employers and further study opportunities. The courses are designed to students everything they'll need to know to take the next step towards a career in their field.

### Course Details

This course is scored and will contribute to the VCE ATAR score.

**Location:** Narre Warren South P-12 College

**RTO:** iVet. RTO No. 40548

**Attendance:** VCE/VET Subject Block

**Duration of Course:** 2 Years

**Materials Required:** A minimum of 100 hours is required per year

### Learning Areas

Sport, fitness an recreation industry, first aid and emergency situations, safety and the sport, customer and quality service and equipment maintenance.

### Year 1

Organise personal work priorities and development, Provide first aid, Participate in workplace health and safety, Use social media tools for collaboration and engagement, Conduct non-instructional sport, fitness or recreation sessions, Provide quality service, Respond to emergency situations, Book athlete travel and accommodation, Participate in conditioning for sport and Conduct sport, fitness or recreation events.

### Year 2

Participate in WHS hazard identification, risk assessment & risk control, Conduct sport coaching sessions with foundation level participants, Plan and conduct programs, Facilitate groups, Educate user groups, Provide equipment for activities, Maintain equipment for activities and Conduct sport coaching sessions with foundation level participants.

### Future Pathways

Community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, facility assistant

## 2024 Year 10 Subject Selection Process

### Term 3

#### Week 1

Sub School Leader and Year Level Teams visit classes to explain process and distribute subject selection material. Students are to take material home and discuss elective choices with parents/carers.

#### Week 2

Students enter subject selections into the online system during a designated class. Students will receive a print out of their subject selections. Students are to take this print out home and have it endorsed and signed by a parent/carer - this is an acknowledgement of the parent/carer that they endorse the selected subjects and agree to pay any fees required for the subjects selected.

#### Week 3

Students are to return their signed print outs by the end of the day Tuesday July 28th. Please note, our elective programs fill up quickly. While we do our best to ensure students are placed in their preferred electives, students who return forms after the deadline may not be able to be placed in their preferred classes.

#### Weeks 4-10

Staff work to place students in their elective classes. Where there is a clash, or a reason a student cannot be placed in one of their preferred classes, a member of staff will speak with that student to arrange an alternative selection.

### Term 4

#### Week 8

Students will be advised of their confirmed electives for 2024.

## 2024 Year 9-10 Course Counselling Student Preparation Checklist

Below is a checklist to be completed prior to your course counselling session on the **12th July 2023**:

Prior to Course Counselling in Week 4, Term 3	Tick
I have attended the Year 9-10 Course Counselling Assembly in the PAC (21st June 2023).	<input type="checkbox"/>
I have completed Step 1 - Careers Mapping Activity (Bulleye).	<input type="checkbox"/>
I have completed Step 2 Located and read through the NWSP-12 College Year 10 Subject Handbook (on the College website and Year 9 Google classroom page) and identified electives that align with my chosen career pathway.	<input type="checkbox"/>
I have had a discussion with my parent/carer about my subject selection.	<input type="checkbox"/>
I have completed the attached Course Counselling Preparation Booklet (and selected my subjects in order of preference) in preparation for my course counselling session.	<input type="checkbox"/>
I have completed Step 3: My Parent/Carer has booked my course counselling appointment COMPASS.	<input type="checkbox"/>

### Please note:

Students and parent/carers are BOTH required to attend the course counselling appointment. Students must bring the attached COMPLETED preparation form to their counselling appointment.

If you have not completed the form, you may be asked to re-book an appointment.

## 2024 Year 9-10 Course Counselling Student Preparation Checklist

**What are your interests and hobbies?**

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

**What are your strengths?**

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

**What career pathways are you interested in?**

- 1.
- 2.
- 3.

**What subjects do you need to prepare you for the above pathways?**

Blank area for writing the subjects needed to prepare for the above pathways.

## My Year 10 Learning Program 2024

1. You must select 6 elective subjects and list them in order of preference.

**Please note:** if you have been recommended **and** would like to complete a VCE/VET subject this will take up **TWO** elective preference spots as this subject will run for an entire year. You can only complete one VCE or VET subject in Year 10, not both.

2. You must then list 3 reserve elective subjects (back up subjects) and also list them in order of preference.

	Subject
CORE	
CORE	
Elective Preference 1	
Elective Preference 2	
Elective Preference 3	
Elective Preference 4	
Elective Preference 5	
Elective Preference 6	
Reserve 1	
Reserve 2	
Reserve 3	

Before Proceeding, **CHECK** - Do my subject choices align with my interests and pathways?

Student Name.....

Date.....

Parent Signature.....

Date.....

If you have any questions or concerns in relation to your pathways (including VET subjects) please contact the Year 10 Engagement Team in D Block or visit the Careers Team in C Block **BEFORE** course counselling.



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