



NEWCOMB
SECONDARY COLLEGE



Year 9 and 10

PATHWAY

PLANNING

2022

	Page No
General Information	1
Key Contact Staff	1
The Senior Years Challenge	2
College Expectations of Senior Students	2
Student Support	3
Careers	3
College Fees and Charges	4-7
The Senior Years at Newcomb Secondary College	8
Flexible Pathways within the Senior Years	9
Accelerated Studies in the Senior Years Policy	9
<u>YEAR 9 AND 10 COURSE OUTLINES</u>	11
Years 9 and 10 Curriculum	12-14
<u>English:</u>	15
Year 9 ECO English 1	15
Year 9 ECO English: The Thinking World	16
Year 10 ECO English	17
Year 10 ECO English 2: Creativity in English	18
Year 9 English	19
Year 9 & 10 English Elective	20
Year 10 English	21
<u>Mathematics:</u>	22
Year 9 Mathematics	22
Year 9 Mathematics: ECO	23
Year 10 Mathematics: Advanced Mathematics 1 & 2	24-25
Year 10 Mathematics: General Mathematics 1 & 2	26
Mathematics Pathways: Year 10 to VCE	27

	Page No
<u>Science:</u>	28
Years 9 ECO Core Science	28
Years 9 Core Science	29
Yr 9 & 10 Science: Blood Guts and Brains – an Intro to Biology	30
Year 10 Science: Further Science	31
Years 9 & 10 Science: Techno-Science	32
Year 10 Science: Sunshine, Fire and Rockets	33
Science Pathways Year 9 to VCE	34
<u>Humanities:</u>	34
Years 9 and 10 History: Introduction to History	34
Years 9 and 10 History: World Changers	34
Years 9 and 10 World of Money	35
Year 10 Social Enterprise	35
Years 9 and 10 Kids, Cops and Cars	36
<u>Physical Education:</u>	37
Year 9 &10 Physical Education	37
Year 9 & 10 Health and Physical Education: Cycling Academy	38
Year 9 & 10 Health and Physical Education: Outdoor Education	39
Years 9 & 10 Health & Physical Education: Men in Sport	40
Years 9 & 10 Health & Physical Education: Women in Sport	41
<u>Technology:</u>	42
Years 9 & 10 Technology: Sew Cool (2020/2022)	42
Years 9 & 10 Technology: Sew What (2019/2021)	43
Years 9 & 10 Technology: Digital Technologies	44
Years 9 & 10 Technology: Systems Engineering	45
Years 9 & 10 Technology: Wood	46
Years 9 & 10 Technology: Metal	47
Years 9 & 10 Technology: Food Studies	48

	Page No
<u>Arts:</u>	49
Years 9 & 10 Arts – Ceramics and Glass	49
Years 9 & 10 Arts - Studio Arts	50
Years 9 & 10 Arts - VCD: Visual Communication & Design	51
Year 9 & 10 Arts – Media	52
Year 9 & 10 Arts – Drama	53
Year 9 & 10 Arts - Music Performance	54
Year 9 & 10 Arts - Instrumental Music	55
<u>Indonesian:</u>	56
Year 9 & 10 Indonesian: Language	56
<u>Years 9 & 10 Elective Units:</u>	57
Years 9 & 10 ‘On 2 Wheels’ (Optional)	58
VET Year 10 (Optional)	59
<u>P-TECH</u>	61
Year 10 P-Tech Program	61
<u>Years 9 & 10 Compulsory Units:</u>	62
Year 9 GROW	63
Year 10 GROW	64

GENERAL INFORMATION

KEY CONTACT STAFF 2021 – (Changes may occur in 2022)

Principal:

Phil Honeywell

Assistant Principals:

James Murphy - Assistant Principal Years 7 to 9

Scott McLeod - Assistant Principal Years 10 to 12

Careers Advisors:

Maggie Boyanton and Matt Horsted

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

Eliza Hunt

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

Jeremy Sinclair

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

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

VCAL Leader:

Ebony Dedini

VET Co-Ordinator:

Chris George

Learning Area Leaders:

Arts	Ben Davis
Technology	Antoni Cantone
English	Tracy Allinson
Health & PE	Cameron Goward
LOTE	Aphra Millis
Mathematics	Ben Holz
Science	Phil Walker
Humanities	Ryan Owens

GENERAL INFORMATION

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.

At all stages in the decision-making process, there are many people in the College who can assist young people to make informed choices. 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.

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 Musical Production, music and leadership roles.

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 VCAL.
- 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.

CAREERS

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. The only limits on this service are self-imposed ones. It is all there for you if you wish.

COLLEGE FEES AND CHARGES

The College Council has carefully examined the material charges and other costs associated with student education at Newcomb Secondary College. In all year levels there are subject charges (approximate), whilst being kept to a minimum, have been applied. These areas of study include Materials Technology, The Arts and Information Technology.

There are a number of additional charges that will apply to all students in 2022. For example:

- Student Organiser (Diary) - \$ 16.00 (approximately)
- Printing credit can be purchased from the General Office
- Library Trust Donation (Optional and is tax deductible*)
- Building Trust Fund Donation (Optional and is tax deductible**)

*As part of the recent refurbishment, Newcomb Secondary College now has an excellent Library Resource Centre (LRC) available to its staff and students. The LRC staff are constantly looking to improve and update resources in this area, particularly in relation to information technology equipment. To enable the College to purchase further resources, Newcomb Secondary College has set up a Library Trust Fund to enable parents to make a Tax-Deductible donation to this Fund. This Fund can only be used for purchasing library resources such as books, IT/AV equipment. In recent times through the generosity of families the LRC has purchased laptops and VTV Digital equipment used for recording educational programs for use in class. Your support of this program would be appreciated, and a tax-deductible receipt will be forwarded home to you.

**In 2015 Newcomb Secondary College also introduced a Building Trust Fund which would enable parents to donate to improving the school buildings. This donation would be tax deductible.

Please note: The following table is provided to assist families with the costs of subjects in 2022. **The table shows the prices for this current 2021 year to help provide an indication of the potential cost in 2022. We ask that parents become familiar with the subjects and related (approximate) costs of the subjects chosen by their children.** All subject charges will be listed on the family account and forwarded out early in Term 1 2022 for payment.

2021 Year 9/10 Subject Charges – Fees may change in 2022

Year Level		Yearly	Semester ½ Yearly
CORE SUBJECTS (COMPULSORY)			
9	English & English ECO	\$5.00	
9	Mathematics	\$65.00	
9	GROW Geelong Tertiary Futures Program		\$10.00
9	Core Science		\$25.00
10	English & English ECO	<i>No Charge</i>	
10	GROW		\$10.00
10	Mathematics – General - Math Pathways	\$65.00	
10	Mathematics – Advanced - On-Line Text Book	\$25.00	

2021 Year 9/10 Subject Charges – Fees may change in 2022

ELECTIVE SUBJECTS			
9/10	Arts – Drama *Photocopying of scripts, props costumes & sets		\$40.00
9/10	Arts - Studio Arts		\$60.00
9/10	Arts – Media		\$40.00
9/10	Arts - Music Performance		\$30.00
9/10	Arts - Visual Communication & Design		\$40.00
9/10	HAPE - Outdoor Education		\$125.00
9/10	HAPE - Physical Education		<i>No Charge</i>
9/10	HAPE - Men in Sport		<i>No Charge</i>
9/10	HAPE - Women in Sport		<i>No Charge</i>
9/10	HAPE/Technology - On Two Wheels		\$55.00
9/10	HAPE – Cycling Academy		\$50.00
9/10	LOTE: Indonesian		\$20.00
10	Science - Further		\$25.00
9/10	Science - Intro to Biology – Blood, Guts and Brains		\$25.00
9/10	Science - Techno		\$25.00
9/10	Humanities - Introduction to History		\$15.00
9/10	Humanities - World Changers		<i>No Charge</i>

9/10	Humanities - Kids, Cops & Cars		<i>No Charge</i>
9/10	Humanities - World of Money		<i>No Charge</i>
10	Humanities - Social Enterprise		<i>No Charge</i>
9/10	Technology - Digital Technologies		\$15.00
9/10	Technology - Metal		\$50.00
9/10	Technology - Wood		\$50.00
9/10	Technology - Food		\$85.00
9/10	Technology Fabric - Sew Cool		\$50.00
OPTIONAL SUBJECTS			
10	VET		<i>See VET</i>
9/10	<i>Instrumental Music Program</i>	\$60.00	
9/10	<i>Musical Instrument Hire</i>	\$60.00	
See NOTE on following page regarding additional excursion costs			

NOTE

Parents need to be aware that many subjects have additional excursions during the year, such as Scienceworks, Imax Theatre, Playhouse, Museums etc. Costs of these excursions will be advised at the time of the excursion and student participation in these special events is subject to full payment being received **prior** to the event.

Please note that VCE units have high costs associated with materials. Students make/create increasingly more sophisticated pieces of work which often require more expenditure and the general costs of materials have also risen dramatically. In the case of Technology - metal/wood/lead/electrical, additional costs are borne by the students depending upon their design needs. Students must pay for each semester within the first few weeks of enrolment or withdraw from that unit.

All other VCE units do not have material costs other than excursion or activities associated with the study.

All students in Years 7 to 12 are required to purchase a compulsory College Student Organiser.

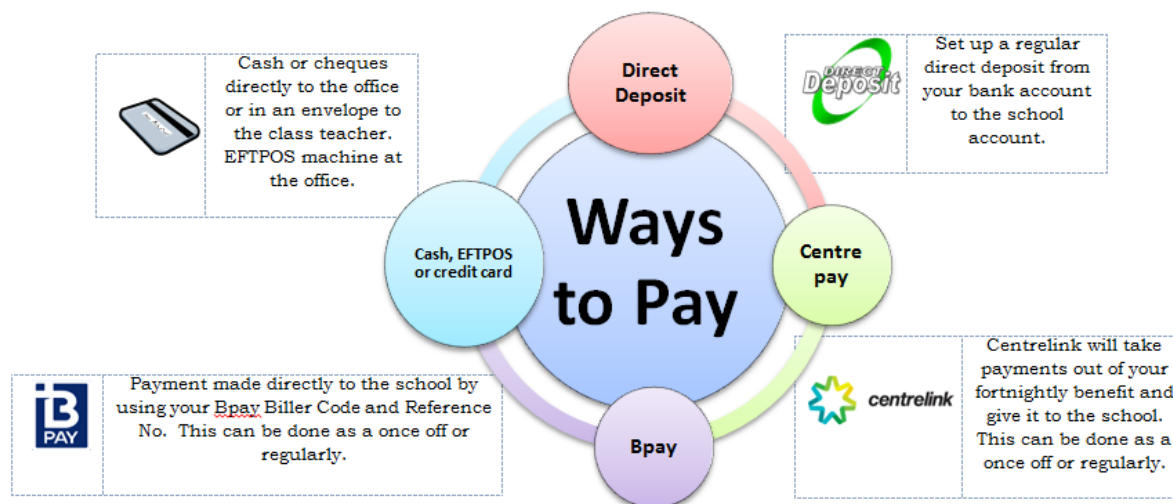
VET SUBJECTS

There will be a materials fee for VET subjects; however, at time of printing we cannot give a figure. Material fees are determined by the training organization delivering the program. Once we know the schedules parents and students will be informed.

FINANCIAL ASSISTANCE

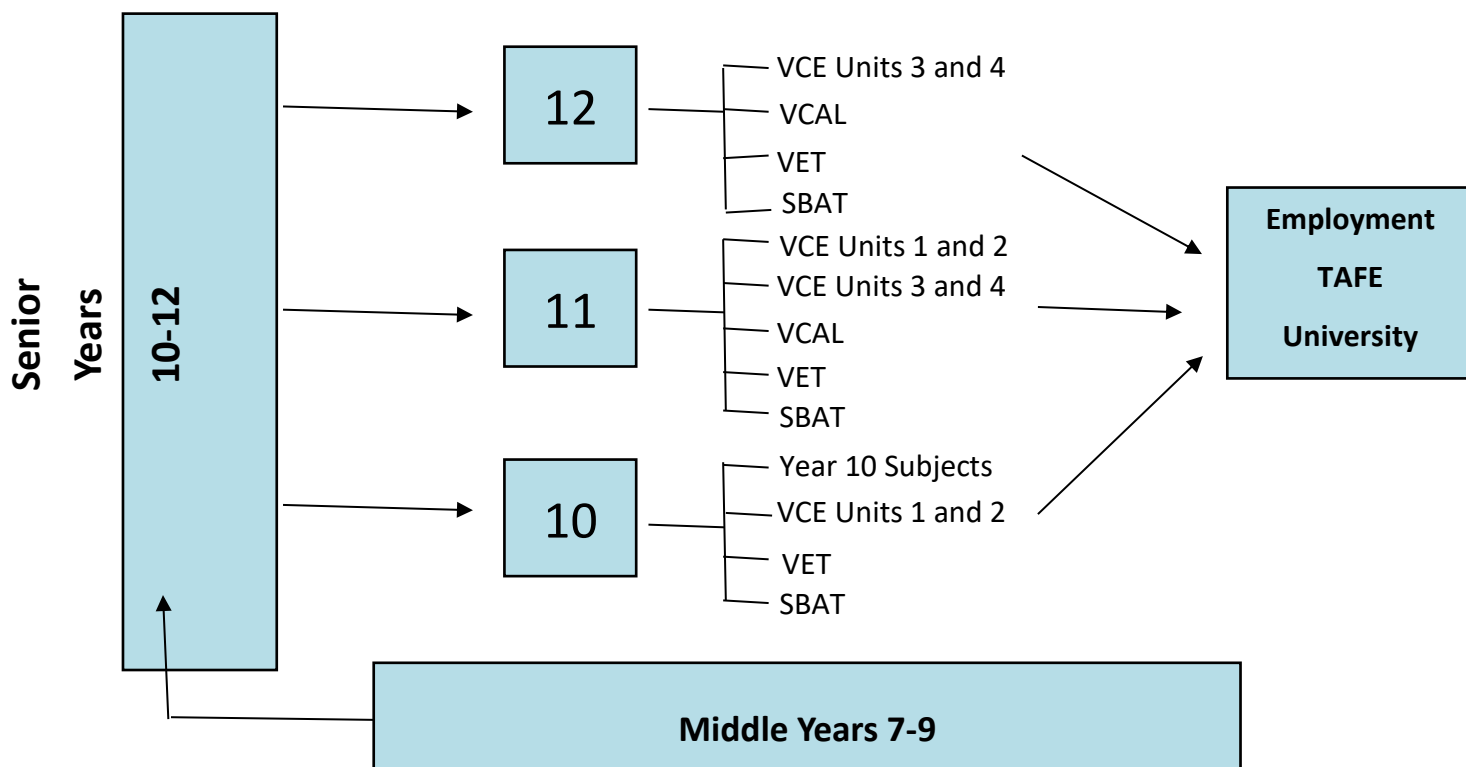
Families experiencing difficulty in paying fees and charges by the due date can arrange a payment plan by contacting the Business Manager, Mrs. Tansy Young.

There are several avenues to pay your account.



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

THE SENIOR YEARS AT NEWCOMB SECONDARY COLLEGE



GLOSSARY

VCE:	Victorian Certificate of Education
VCAL:	Victorian Certificate of Applied Learning.
VET:	Vocational Education and Training.
VET in Schools:	A program which 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/VCAL/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 and 10 COURSE OUTLINES

YEARS 9 AND 10 CURRICULUM

YEARS 9 & 10 CURRICULUM

Students will select units across the various Learning Areas according to the guidelines below. They should read the information in this handbook very carefully.

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

There will be an initial survey to help the school to tailor offerings to student wishes and then students will make their selections.

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
● Science	2
● Humanities	2
● Arts	2
● Technology	2
● HAPE	2
● Year 9 GROW	2
● Year 10 GROW	2
● Student Choice	2
TOTAL	24

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

Year 9 GROW includes the Geelong Tertiary Futures Program which comprises one day a week for one term during the same semester as GROW, which is compulsory for all Year 9 students.

Students should read the following pages to gather the information they need.

YEARS 9 AND 10 CURRICULUM

Pages 12, 13 and 14 provide information for students who are selecting units for Years 9 and 10 of their schooling. Students will select units across the various Learning Areas. They should read the unit descriptions in this handbook. Units that may be available are listed here.

ENGLISH

Students must take four units, one per semester.

- ECO students will study four units called 'ECO English.' No selection is needed.
- Students will take the Year 9 English course in both semesters, followed by Year 10 English course in the following year.

MATHEMATICS

Students must take four units, one per semester.

In Year 9, all students must take 2 units. They will also select either:

- Year 9 Mathematics
- Year 9 ECO Mathematics

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

- Advanced Mathematics
- General Mathematics

SCIENCE

Two units are required, but others may be selected as well.

ECO students will do Year 9 ECO Science and all other students must take Core Science as a compulsory unit in Year 9. Any student may choose Further Science in Year 10 but those considering a Science subject in VCE should do Further Science in Year 10.

Other single semester Science units students can select in Year 9 or 10, these are:

- Year 9/10 Introduction to Biology: Blood, Guts and Brains
- Year 9/10 Techno-Science

HUMANITIES

Two units are required, but others may be selected as well.

Students may select from:

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

HEALTH AND PHYSICAL EDUCATION

Two units are required, but others may be selected as well.

Students may select from:

- Year 9/10 Physical Education.
- Outdoor Education.
- Men in Sport.
- Women in Sport.

TECHNOLOGY

Two units are required, but others may be selected as well.

Students may select from:

- Sew Cool! (Fabric & Fashion).
- Sew What (alternate years).
- Digital Technologies.
- Wood.
- Metal.
- Food.

ARTS

Two units are required, but others may be selected as well.

Students may select from:

- Art
- Visual Communication and Design
- Media Moving Image and Still Image alternate years
- Music Performance

ELECTIVE UNITS

Students may choose up to two units of these:

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

COMPULSORY UNITS

 All students will study:

- Year 9 GROW and Geelong Tertiary Futures Program.
- Year 10 GROW, comprising:
 - Work Education.
 - Health.

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

Year 9 ECO English 1



Eco English 1

All Year 9 ECO students will take this unit in Semester 1.

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.

CONTENT/SKILLS

To develop the important skills of:

- 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.
- Complete all vocabulary exercises from the Oxford Vocabulary Builder.
- View a film and complete the film project.
- Complete media discussion and analysis project.
- Complete self-evaluation.

Year 9 ECO English



ECO ENGLISH

The Thinking World

This unit is compulsory for ECO students in Semester 2.

AIMS

- Discuss and analyse 4 different thinking strategies in relation to the world.
- De Bono and his influence on business with the “Six Thinking Hats”.
- Howard Gardner and the different learning styles.
- Tony Ryan’s lateral “thinking keys” for creativity.
- Persuasion techniques used in the media.

- Read novels of choice and study them in response to thinking strategies.
- Write 2 essays.
- Choose a creative way of presenting a film text response.
- Inform the class about persuasion techniques with a visual and oral presentation.

CONTENT/SKILLS

To develop the important skills of:

- Discussion and enquiry techniques to analyse issues, text and thinking processes.
- Reading, viewing and responding to texts that develop global thinking skills.
- Writing essays to develop punctuation, grammatically correct sentences, proof reading and editing.
- Co-operation and collaboration with others.
- Speaking clearly to an audience.
- Applying the knowledge of thinking skills and their influence on business, our personal lives, creativity for life and work and in the media.

ASSESSMENT TASKS

Work you must submit to complete the course.

- Research sheet/PowerPoint about Edward DeBono.
- Intervention of a strategy game.
- Text response essay using novel and DeBono’s Six Thinking Hats.
- Research sheet/PowerPoint about Howard Gardner.
- Multiple Intelligences grid sheet in response to personal characteristics.
- Text response essay comparing Multiple Intelligences and novel characters.
- Research sheet/PowerPoint about Tony Ryan’s Thinker’s Keys.
- Speaking and listening responses to lateral thinking in relation to issues.
- A creative presentation of an issue using the Thinker’s Keys.
- Lists and definitions of persuasion techniques in response to film and TV ads.
- Oral and visual presentation of an advertisement analysing persuasion techniques.
- Personal reading (ongoing).
- Concept map of thinking strategies to show progress through the unit and application for the future.

Year 10 ECO English



ECO ENGLISH

ECO English

All Year 10 ECO students will take this unit in Semester 1.

AIMS

- To build further 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.

CONTENT/SKILLS

To develop the skills of:

- 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 media discussion and analysis project.
- Complete self-evaluation.

Year 10 ECO English 2



Creativity in English

This unit is for ECO students in Semester 2.

PURPOSE/AIMS OF COURSE

- To further develop skills in the effective use of the communication modes of reading, writing, speaking and listening.
- To study a broad range of texts.
- To closely study the mechanics of language.
- To prepare students for VCE English.
- To allow students to focus on and to develop a particular literary interest.

COURSE CONTENT

This unit focuses on the imagination and on the study and production of creative works.

- **Writing:** study of a variety of styles and genres, and the production of 3 of them, using the writing process, based on the study of a chosen text.
- **Texts:** study of a film and the production of a responses to it.
- **Oral:** practice, preparation and presentation of oral tasks.
- **Project:** writing and presentation of a creative folio.

ASSESSMENT TASKS

- **Writing:** study of and the production of these styles, using the writing process:
 - Imaginative.
 - Expository.
 - Persuasive.
- **Texts:** study of and responses to a novel, a play and a film and production of text response essays.
- **Oral:** two tasks chosen from: debate, formal presentation, readings, reports, discussions, role-plays.
- **Project:** to study various forms of creative writing and to write in these forms.

Year 9 English

Year 9 English

All Year 9 students will take this unit in Semester 1 and Semester 2.

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

To develop the important skills of:

- 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.
- Complete all vocabulary exercises from the Oxford Vocabulary Builder.
- View a film and complete the film project.
- Complete self-evaluation.

Year 9/10 English Elective



Professional & Creative Writing

PURPOSE/AIMS OF COURSE

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

COURSE CONTENT

- Students will focus on 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

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

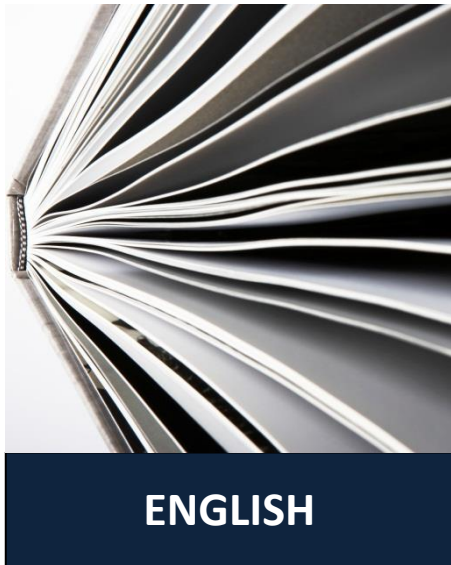
PREREQUISITES

- Year 8/9 English

PATHWAYS

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

Year 10 English



Year 10 English

All Year 10 students will take this unit in Semester 1 and Semester 2.

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.

CONTENT/SKILLS

To develop the skills of:

- 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 media discussion and analysis project.
- Complete self-evaluation.

Year 9 Mathematics



MATHEMATICS

AIMS

Topics covered will be:

- Computational skills
- Measurement 1 (Perimeter/Area)
- Algebra
- Pythagoras' Theorem
- Trigonometry and Bearings
- Measurement 2 (Volume/Capacity)
- Graphs and Statistics
- Geometry
- Probability
- Solving and plotting linear equations
- Consumer mathematics

COURSE CONTENT

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

ASSESSMENT TASKS

Work you will submit to complete the course:

- The keeping of an organised workbook.
- Problem solving exercises.
- Completion of Maths Pathways modules and assessments.
- Projects.
- Tests.

PREREQUISITES

- Complete Year 8 Mathematics.

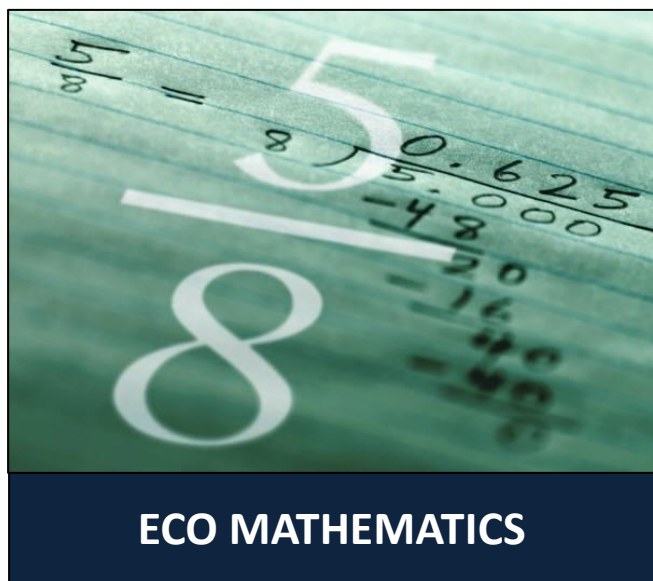
PATHWAYS

- Year 10 Advanced Mathematics or Year 10 General Mathematics.

COST

- Scientific Calculator required (these calculators are available from school at a cost of \$20).
- \$70 Levy which includes a full subscription to the online program, Maths Pathways – this replaces the cost of a Math's text which is no longer required. <http://www.mathspathway.com/>

Year 9 Mathematics



ECO Mathematics

All Year 9 ECO students will take this unit.

AIMS

To develop:

- Number skills and computational skills.
- Measurement techniques.
- Geometry.
- Estimation and approximation skills.
- Skills in interpreting information using maths to predict outcomes.
- Problem solving.
- Skills in applying maths to everyday situations.

CONTENT/SKILLS

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

ASSESSMENT TASKS

Work you will submit to complete the course:

- The keeping of an organised workbook.
- Problem solving exercises.
- Completion of Maths Pathways modules and assessments.
- Projects.
- Tests.

PREREQUISITES

- Complete Year 8 Mathematics.

PATHWAYS

- Year 10 Advanced Mathematics or Year 10 General Mathematics.

COST

- Scientific Calculator required (these calculators are available from school at a cost of \$20).
- \$70 Levy which includes a full subscription to the online program, Maths Pathways – this replaces the cost of a Maths text which is no longer required. <http://www.mathspathway.com/>

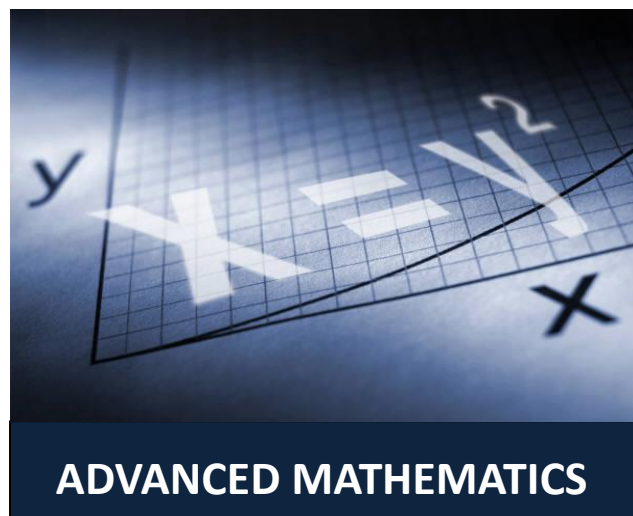
Year 10 Mathematics

Advanced Mathematics

PURPOSE/AIMS OF COURSE

This unit develops mathematical routines and procedures. See flow chart (page 27). It is designed to be taken as a pathway to VCE **Mathematical Methods** only, **Mathematical Methods OR Year 11 General Mathematics**. Appropriate technology will be used to support and develop mathematics throughout the course.

COURSE CONTENT



Students will complete selected material from each of the six mathematical strands and will complete units of work over the year in:

- **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.
- **Simultaneous Equations:** Graphical and algebraic solution of two linear functions; application to practical (eg, break-even) situations.
- **Surface Area:** of rectangular and triangular prisms and pyramids, cone, sphere.
- **Algebraic Factorisation:** Common factors, difference of two squares, perfect squares, quadratic trinomials, grouping, algebraic fractions.
- **Indices and Surds:** Indices: Standard form, index laws, fractional and negative powers. Surds: Irrational numbers, simplification of surds, surd operations, rationalising denominators.
- **Probability:** Long-run proportion, assigning probabilities, tree and lattice diagrams, multiple events, Venn diagrams, mutually exclusive and independent events.
- **Quadratic Functions:** Graphing and solving quadratic equations, using intercepts and turning points. Use of quadratic formula.
- **Circle Geometry:** Angle properties in circles, radians, arc length.
- **Trigonometry:** Unit circle basis. Graphs of trigonometric functions. Extending functions to angles in all four quadrants. Pythagorean identity.
- **Variation:** Direct and Inverse variation. Identifying relationships between variables, expressing these in graphs and formulae, calculations using formulae.

Advanced Mathematics continued...

ASSESSMENT

- 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.

ADDITIONAL COMMENTS

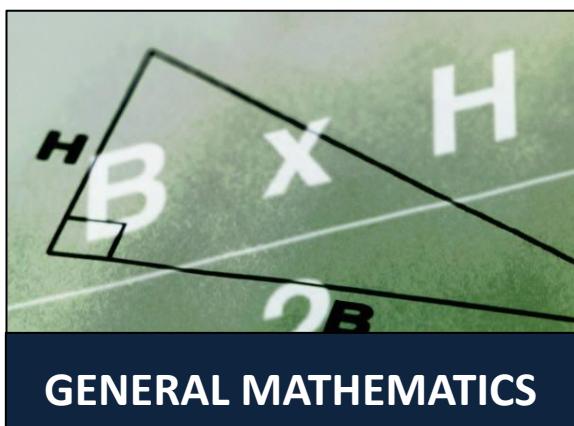
Homework Expectations

Mathematics is learned through repeated, accurate practice of examples introduced and completed in class. As such, students are expected to undertake homework following each class in order to complete, consolidate and review class work.

Pathways to VCE

This unit is a requirement for VCE Mathematical Methods (Units 1 and 2).

Year 10 Mathematics



General Mathematics

PURPOSE/AIMS OF COURSE

This unit develops mathematical routines and procedures. It is designed to be taken as a pathway to VCE **General Mathematics** (Units 1 and 2) and **Further Mathematics** (Units 3 and 4). See flow chart following. Appropriate technology will be used to support and develop mathematics throughout the course.

COURSE CONTENT

Students will complete selected material from each of the six mathematical strands and will complete units of work in:

- **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

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

ADDITIONAL COMMENTS

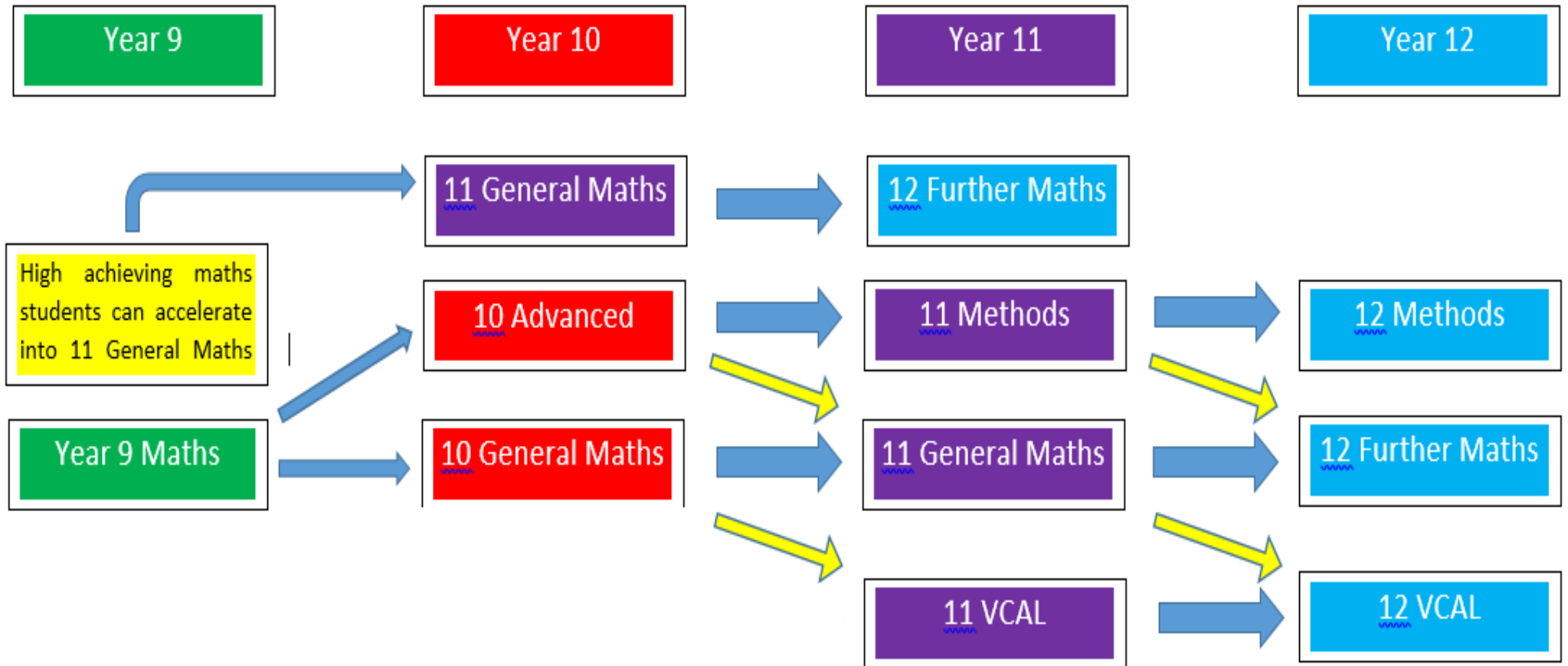
Homework Expectations

Mathematics is learned through repeated, accurate practice of examples introduced and completed in class. As such, students are expected to undertake homework using Maths Pathways following each class in order to complete, consolidate and review class work.

PATHWAYS TO VCE

This unit is a requirement for VCE General Mathematics (Units 1 and 2).

Mathematics Pathways – Year 10 to VCE



Year 9 ECO Core Science



Compulsory for Year 9 ECO students

Working towards Victorian Curriculum, Levels 9 & 10.

PURPOSE/AIMS OF COURSE

To help students:

- 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.
- Develop science inquiry and communication skills
- To build a sound foundation to continue along a pathway to VCE science units.

CONTENT/SKILL

May include the following topics:

- Biology: Investigation of the Central Nervous (brain, spinal cord and nerves) and Endocrine systems (glands and hormones) and how these regulate other body systems.
- Ecology: the study of ecosystems and how matter and energy is cycled through them.
- Chemistry: investigation of atoms and their structure, radioactivity, elements and the Periodic table. Some experiments to produce different chemical reactions will be conducted, observed and recorded.
- Earth Science: Plate tectonics and continental drift will be explored. Global systems including the carbon cycle and Global Warming will be investigated.
- Physics: Designing and construction electric circuits, the concepts of voltage and current, interactions of magnets and magnetic fields.

ASSESSMENT/ WORK REQUIREMENTS

Students will be expected to:

- Maintain a thorough and well-organised workbook including class notes and practical reports.
- To complete set assignments including homework.
- Prepare for and attempt unit tests.
- Complete a student/teacher negotiated project.
- Using digital technology as appropriate.

Year 9 Core Science



Compulsory for all year 9 students

(other than ECO 9 who will do ECO Core Science)

Working towards Victorian Curriculum, Levels 9 & 10.

PURPOSE/AIMS OF COURSE

To help students:

- 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.
- Develop science inquiry and communication skills
- To build a sound foundation in all areas in the Science area.

CONTENT/SKILL

May include the following topics:

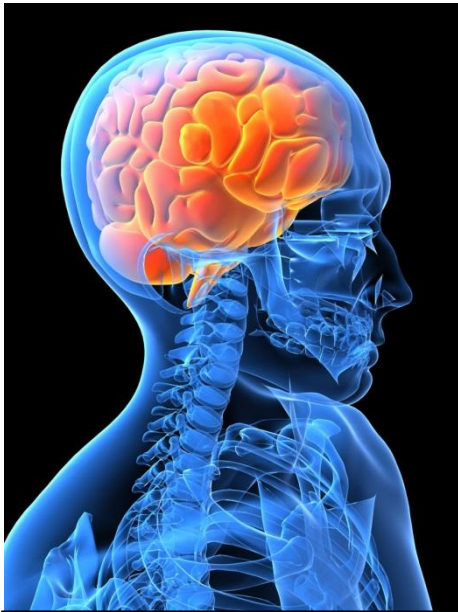
- **Biology:** Investigation of the Central Nervous (brain, spinal cord and nerves) and Endocrine systems (glands and hormones) and how these regulate other body systems.
- **Ecology:** the study of ecosystems and how matter and energy is cycled through them.
- **Chemistry:** investigation of atoms and their structure, radioactivity, elements and the Periodic table. Some experiments to produce different chemical reactions will be conducted, observed and recorded. Balanced chemical equations will be introduced.
- **Earth Science:** Plate tectonics and continental drift will be explored. Global systems including the carbon cycle and Global Warming will be investigated. Students will consider man's effects on the environment and what responsibility we have to preserve the environment for future generations.
- **Physics:** Designing and construction electric circuits, the concepts of voltage and current. The interactions of magnets and magnetic fields will be examined and how they are used in the generation of electricity and the operation of motors.

ASSESSMENT/ WORK REQUIREMENTS

Students will be expected to:

- Maintain a thorough and well organised workbook including class notes and practical reports.
- To complete set assignments including homework.
- Prepare for and attempt unit tests.
- Complete a student/teacher negotiated project.
- Using digital technology as appropriate.

Year 9 & 10 Science



INTRODUCTION TO BIOLOGY

Blood, Guts and Brains - an introduction to Biology

This class may be selected by both Years 9 and 10 students.

AIMS

This unit provides a tour through the various systems of the human body, with comparisons being made with other animals and plants to highlight similarities and differences.

This course provides an introduction to the study of Biology by introducing a broad overview and an introduction to Biological terminology relevant to students in Year 10.

COURSE CONTENT

Students will have the opportunity to investigate topics including:

- 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.
- Diseases and their effect on the body.
- Control mechanisms – nervous system and hormonal control.

Students will:

- Use microscopes.
- Perform dissections which may include heart, lungs and digestive system.
- Take a scientific look at exercise.
- Find out what hormones do. For example: What they do to teenage adolescents.

ASSESSMENT

- Construction of models.
- Investigations/reports using multimedia.
- Topic tests.
- Maintaining a well organised workbook.
- Practical investigations/reports.
- End of semester exam.

Year 10 Science



Further Science

Note: Recommended for all Year 10 ECO students or any Year 10 student interested in pursuing science subjects in VCE (Biology, Chemistry, Physics or Psychology)

Working towards Victorian Curriculum, Levels 10.

PREREQUISITES

- Year 9 Core Science or Year 9 ECO Science

PURPOSE / AIMS OF COURSE

To help students:

- 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.
- Develop science inquiry and communication skills
- To build a sound foundation to continue along a pathway to VCE science units.

CONTENT/SKILL

May include the following topics:

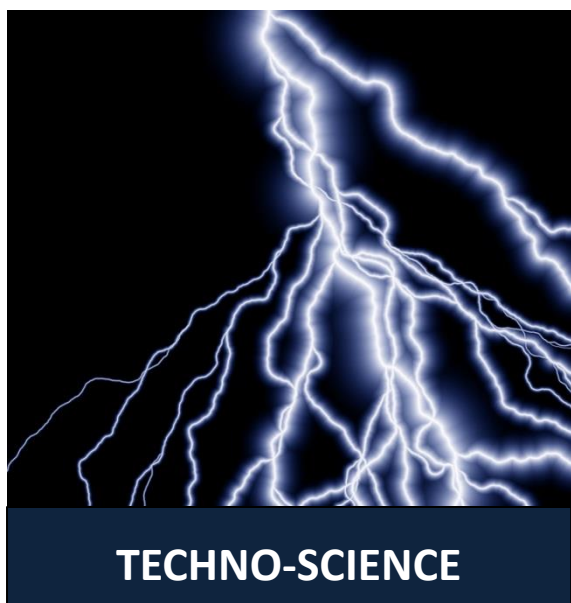
- Biology: Looking at characteristics are inherited by investigating DNA, genes, chromosomes. Consider the Theory of Evolution and how it is supported by scientific evidence.
- Chemistry: How new substances are formed by chemical reactions and how rates of reactions vary. Describing chemical changes using balanced chemical reactions.
- Earth and space Science: Investigating components of the Universe, including galaxies, stars and solar systems. How the Big Bang theory can be used to explain the origin of the Universe.
- Physics: Further investigation of Climate change by investigating heat energy flow in the Earth's atmosphere. Investigation of motion and some of the Laws of Physics.

ASSESSMENT / WORK REQUIREMENTS

Students will be expected to:

- Maintain a thorough and well organised workbook including class notes and practical reports.
- To complete set assignments including homework.
- Prepare for and attempt unit tests.
- Complete a student/teacher negotiated project
- Using digital technology as appropriate.

Year 9 & 10 Science



Techno-Science

PURPOSE/AIMS OF COURSE

- To extend a student's knowledge of the uses of science and technology in everyday life.
- To further develop measurement, research, communication, decision making and problem-solving skills.
- To complete a number of practical tasks involving the making of working models using a range of techniques and equipment.

COURSE CONTENT

This unit involves activities that:

- Extend a student's knowledge of the uses of science and technology.
- Further develop measurement, research, communication, decision making and problem-solving skills.
- Develop practical skills by understanding a series of practical tasks involving the making of working models using a range of techniques and equipment.

The course will be divided up into these areas of study:

- Machines
- Structures
- Flight
- Electricity
- Robotics – Lego Mindstorm

It may include one field trip in the local Geelong area.

ASSESSMENT

Assessment is based on the completion of practical tasks and models (including appropriate reports) and the keeping of an organised workbook containing research notes, worksheets, experimental results, design sketches and evaluations. There is an end of semester exam.

ADDITIONAL COMMENTS

Students require an exercise book.

Year 10 Science

Sunshine, Fire and Rockets

PREREQUISITES

- Year 9 Science for Life
- Recommended for all
- Year 10 ECO students
- Year 10 students interested in pursuing any Biology, Chemistry or Physics at VCE



SUNSHINE, FIRE AND ROCKETS

PURPOSE/AIMS OF COURSE

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

CONTENT

Students study aspects of biology, chemistry and physics through an integrated curriculum that investigates aspects of, Sunshine, Fire and Rockets.

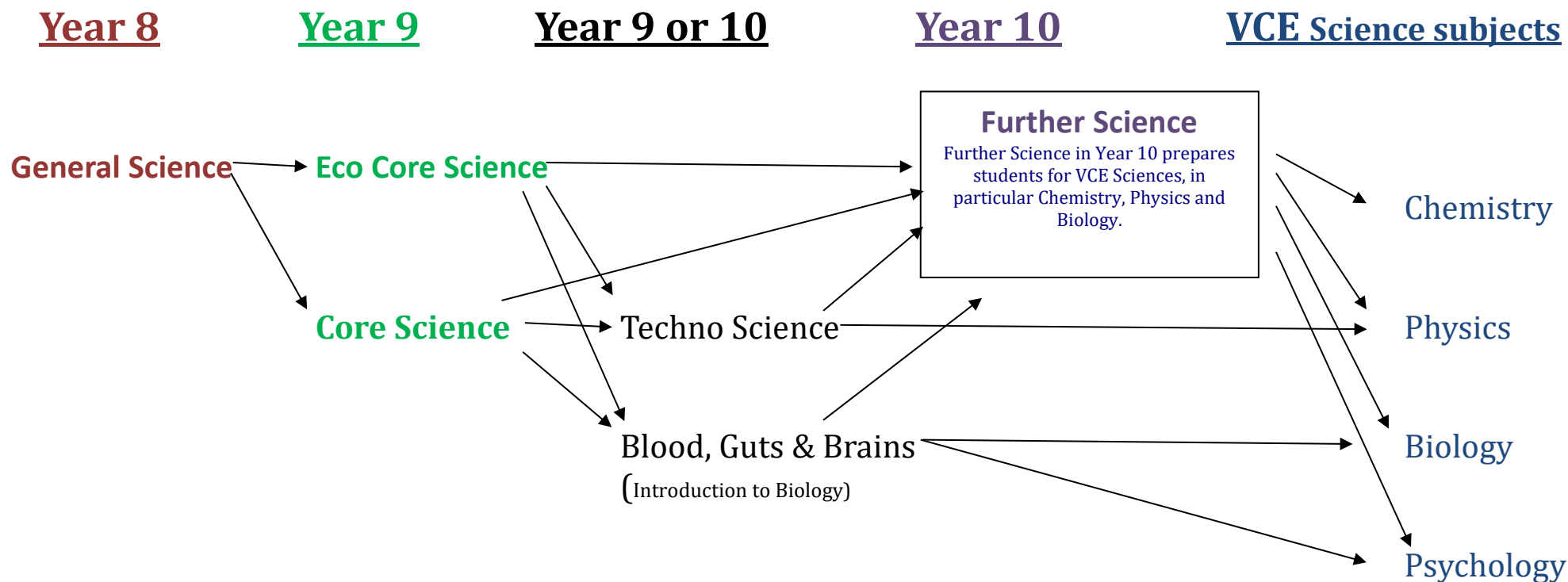
- **Sunshine:** Explores electromagnetic radiation and how plants utilise specific wavelengths of this energy to convert it into chemical energy and in turn how organisms convert this energy into heat, kinetic energy and further chemical energy that fuels growth and reproduction. Students also explore 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

The overall assessment on each unit of work will be based on:

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

Possible Science Pathways 2022



- You must do at least 1 Science unit in Year 9 and 1 unit in Year 10.
- You must do either Eco Core Science or Core Science in Year 9.
- Further Science in Year 10 is recommended for Year 10 students considering a Science subject in VCE and all Year 10 ECO students.
- 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 combine this with Year 10 Further Science.

Year 9 & 10 Humanities



HISTORY

Introduction to History

PURPOSE/AIMS OF COURSE

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.

COURSE CONTENT

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).



World Changers

PURPOSE/AIMS OF COURSE

This unit aims to make students aware of stages in Australia's history from the end of WWI up to modern day global events that have impacted our culture.

COURSE CONTENT

Students investigate and analyse how the end of WWI resulted in the Great Depression and the impact of this 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).

Year 9 & 10 Humanities



WORLD OF MONEY

World of Money

PURPOSE/AIMS OF COURSE: 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. *This subject provides for a good introduction to the VCE subjects of Business Studies and Accounting.*

COURSE CONTENT

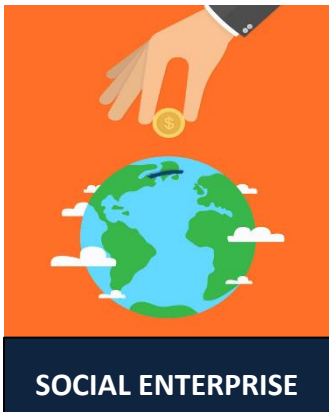
This course focuses on financial situations in Australia covering the basics of commerce, including:

- Currency, exchange rates and the tax system.
- Use of credit facilities and budgeting for our money.
- Buying a car or a phone, getting a loan and your rights.
- Looking at a small business and what it involves.
- Marketing & demand for a product. Design your own product.

ASSESSMENT:

Students are required to successfully submit the following assessment tasks:

1. Tax Test.
2. Report on Financial Statements.
3. Assignment/Projects (including the Share market Game).
4. Marketing Assignment.
5. Tests and end of semester exam.



Year 10 Social Enterprise

PURPOSE/AIMS OF COURSE:

Social Enterprise focuses on worldwide issues and what we might do help become the solution, instead of the problem. Students investigate and development their knowledge of geography and current events before working in teams to run a 'business with a cause'. Students will have the opportunity to be involved in an Enterprise Program.

COURSE CONTENT: The course looks at the following areas of study:

- What is poverty
- Food shortage and land degradation
- Starting a social enterprise

ASSESSMENT: Students complete the following tasks throughout the semester:

1. Report: India Vs Australia
2. Newspaper Article: Land degradation and Food Shortage
3. Enterprise Program

Year 9 & 10 Humanities



KIDS, COPS AND CARS

Kids, Cops and Cars

PURPOSE/AIMS OF COURSE

This unit aims at the development of 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. *This subject provides for a good introduction to the VCE subject Legal Studies.*

COURSE CONTENT

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

Students are expected to complete work of a satisfactory standard in regard to:

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

Year 9/10 Health & Physical Education

Year 9/10 Health & Physical Education

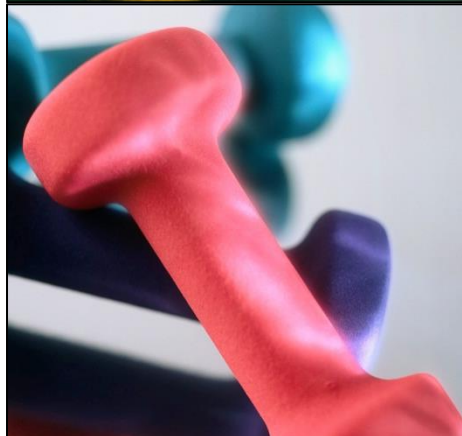
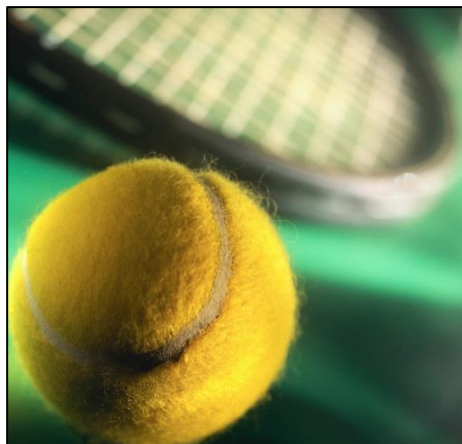
PURPOSE/AIMS OF COURSE

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.

COURSE CONTENT

Students could expect to participate in activities like the following (depending on availability of facilities).

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



PHYSICAL EDUCATION

Associated theory work on:

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

CONDITIONS

School PE uniform to be worn to participate in class.

ASSESSMENT

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

Year 9/10 Health & Physical Education



CYCLING ACADEMY

Cycling Academy

WHAT ARE WE GOING TO DO?

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. On various days, the program will continue into after school hours to gain access to cycling locations around greater Geelong. While cycling performance and practical skills are the main focus, students will also be exposed to options to pursue work in the cycling industry.

WHY ARE WE DOING IT?

- 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 as attire will be required to be purchased.
- A genuine interest in cycling and ability to commit to after hours involvement.

PATHWAYS:

- Pathway into VCE PE as well as VET based sport and recreation programs.

COST: \$50

Year 9/10 Health & Physical Education

Outdoor Education



OUTDOOR CHALLENGES

WHAT ARE WE GOING TO DO?

Outdoor activities like:

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

WHY ARE WE DOING IT?

- 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.

ASSESSMENT TASKS:

Work you will submit to complete the course:

- 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.
- P.E. uniform

PATHWAYS:

- VCE Outdoor and VET Outdoor Rec.

COST: \$125

Year 9/10 Health & Physical Education



MEN IN SPORT

Men in Sport

WHAT ARE WE GOING TO DO?

CONTENTS:

- 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.

WHY ARE WE DOING IT?

AIMS:

- To improve fitness and skills.
- To learn about tactics and strategies in games.
- Develop sportsmanship.

ASSESSMENT TASKS

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

CONDITIONS

School PE uniform to be worn to participate in class.

PATHWAYS

All courses related to Physical Education and Health.

Year 9/10 Health & Physical Education



WOMEN IN SPORT

Women in Sport

AIMS

- 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.
- Health 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.

CONDITIONS

School PE uniform to be worn to participate in class.

PATHWAYS

All courses related to Physical Education and Health.

Year 9 & 10 Technology



SEW COOL

Sew Cool (2022)

AIMS

- This unit aims to develop understanding of the material of FABRICS AND FIBRES 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 fashion design and manufacture.
- They will be encouraged to work independently, co-operatively and safely in the classroom.

CONTENT/SKILLS

- Students will be encouraged to work with a range of fibres, fabrics and techniques.
- They will make experimental embellishments to enhance simple garments and décor items including, beading, quilting, embroidery, shirring and screen printing.
- Students will produce a funky embellished T-shirt using 3 of the

embellishment techniques.

- Students will select from a range of décor items, including draught-stoppers, thong cushions, door stops, hot-water-bottle covers, etc., to produce something for the home.
- Investigation of an aspect of the fashion industry and evaluation of production items will be undertaken.

ASSESSMENT TASKS

- A folio of practical garments, décor items and samples documenting experiences in the course.
- A workbook 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 folio pieces.

PREREQUISITES

- Year 8 Fabric Technology.
- Manners, respect and willingness to work.

PATHWAYS

- Sew What! in 2023.
- VCE Design & Technology – Fabric.

Year 9 & 10 Technology



SEW WHAT

Sew What (2021/2023)

AIMS

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

CONTENT/SKILLS

- Students will be encouraged to work with a range of fibres, fabrics and techniques.
- They will make experimental embellishments to enhance simple garments and décor items tassels, pompoms, beading, piping, quilting, embroidery, shoe string straps and self-covered buttons.
- Students will design a bag using unusual fabric combinations with at least 3 funky embellishments.
- Students will also design and produce individual PJ pants, incorporating creative features.
- Investigation of an aspect of the fashion industry and evaluation of production items will be undertaken.

ASSESSMENT TASKS

- A folio of practical garments, décor items and samples documenting experiences in the course.
- A workbook 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 folio pieces.

PREREQUISITES

- Year 8 Fabric Technology.
- Manners, respect and willingness to work.

PATHWAYS

- VCE Design & Technology – Fabric.

Year 9 & 10 Technology



Digital Technologies

PURPOSE & 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.

- 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

CONTENT/SKILLS

To further develop the important skills of:

- 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.

ASSESSMENT TASKS:

Work you will submit to complete the course.

- Digital Work Folio.
- Design diagrams (sketches of ideas).
- Short topic tests.
- Online Learning Modules

PREREQUISITES

- Having your own computer device will be an advantage.

PATHWAYS

- VCE Computing.

Year 9 & 10 Technology

Systems Engineering

PURPOSE & AIM

Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological 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.



COURSE CONTENT

- **Mechanical System:**
focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems.
- **Electrotechnological systems :**
The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems
- **Integrated and controlled systems:**
This focuses on engineering knowledge associated with the integration, calibration and control of mechanical and electrotechnological 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

Assessment will be made on the areas of:

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

ADDITIONAL COMMENTS

- Recommended for students contemplating careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

PATHWAYS

VCE Systems Engineering.

Year 9 & 10 Technology

Wood



WOOD

PURPOSE & AIM

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

COURSE CONTENT

- **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

Assessment will be made on the completion of:

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

ADDITIONAL COMMENTS

- Recommended for students contemplating further studies in this subject area at VCE level.

PATHWAYS

- VCE Product Design & Technology.

Year 9 & 10 Technology

Year 9 & 10 Technology



METAL

Metal

PURPOSE & AIM

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. They will be encouraged to work independently, co-operatively and safely in the classroom.

COURSE CONTENT

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. There will also be a written research investigation into a set topic.

SKILLS

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

ASSESSMENT TASKS

Work you must submit to complete the course:

- Models.
- Journal.
- Investigation.

PATHWAYS

- VCE Product Design & Technology.

Years 9 & 10 Arts

Food Studies

AIMS

To develop the 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 complete an assignment that requires them to 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.



FOOD

Evaluating:

- Evaluation will be based on the work methods and final product.

Community:

- To emphasise the importance of being part of a community group.

WHY ARE WE DOING IT?

- 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

Work you will submit to complete the course.

- **Investigation:** An assignment involving some research and written work.
- **Design:** A number of recipe design tasks throughout the semester.
- **Production:** You will be assessed on your production work including the quality of your final product, safety, hygiene and cleanliness.
- **Evaluating:** Evaluation of final products by the teacher and student to assess performance and suggest modifications to improve the product.

PREREQUISITES

- Manners, respect, willingness to work.

PATHWAYS

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

Years 9 & 10 The Arts

Studio Arts – Ceramics and Glass



CERAMICS AND GLASS

AIMS

- To provide opportunities for students to explore the potential of a variety of materials to convey ideas and feelings through the production of artworks.
- To analyse and interpret the characteristics and aesthetic qualities of art works.
- To enable students to develop and extend their existing drawing and design skills.
- To provide a specialist area focusing on 3D art media that require a longer length of time develop skills introduced in year 7 and 8 Visual Arts.

CONTENT/SKILLS

Students will explore: Drawing and designing for Ceramic and Glass projects. Ceramic projects will include a variety of different clay building and finishing processes, such as 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

Students must complete and submit the following work to complete the unit:

Folio: Students will produce a range of artworks, using a range of materials and processes. Students will produce 'working' drawings for their artworks, annotations, evaluations, descriptions of processes, as well as collecting articles, handouts and worksheets in their visual diary.

Examination: Students will complete an end of semester examination based on work completed in class.

PREREQUISITES

No Pre-requisites required

ADDITIONAL COMMENTS

Students are encouraged to select this subject in two consecutive years giving them the opportunity to consolidate skills and develop a personal style of Art if they wish to continue Studio Arts as a VCE subject.



Years 9 & 10 The Arts

Studio Arts

AIMS

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

CONTENT

Units of Work: Painting, Team installation project 3D, Drawing Skills, Print Making, Ceramics

ART

Explore and represent ideas

- 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
- 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
- To finish and present artworks appropriately

Respond and Interpret

- Analysing and developing understanding about your own and other peoples' work
- Expressing personal and informed judgments about artworks
- Developing Arts language
- Applying the knowledge of other artworks to our own work

ASSESSMENT

Students must complete and submit the following work to complete the unit:

Folio: Students will produce a range of artworks, using a range of materials and processes. Students will produce 'working' drawings for their artworks, annotations, evaluations, descriptions of processes, as well as collecting articles, handouts and worksheets in their visual diary.

Examination: Students will complete an end of semester examination based on work completed in class.

ADDITIONAL COMMENTS

Students are encouraged to select this subject in two consecutive years giving them the opportunity to consolidate skills and develop a personal style of Art if they wish to continue Studio Arts as a VCE subject. Protective clothing required.

VCD: Visual Communication Design

AIMS



- 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 principle 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.
- Explain design choices.

Respond and Interpret:

- Analyse and interpret design examples from different design fields.

ASSESSMENT

Students must complete and submit the following work to complete the unit.

- **Practical Folio:** Students will create an impressive range of quality design examples – including: hand drawn, computer generated and printed. Students will maintain a neat and a well-presented Visual Diary which contains development work, sketches, notes and some finished pieces.
- **Responding Tasks:** Students will submit a range of written responses to various design examples.

ADDITIONAL COMMENTS

You should enjoy drawing and be keen to learn even more. You should also have an interest in learning more about design software. If you wish to complete VCD in VCE it is desirable to select it in Year 9 and again in Year 10 in order to maintain continuity of understanding and skills.

Years 9 & 10 The Arts



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 introduce students to digital media, including photography, video and the editing of these as well as various techniques.
- To explore the use of media software, including Lightroom, Photoshop, iMovie and other digital editing programs
- To investigate career paths such as advertising, film and television production, commercial photography and photojournalism.

CONTENT

Digital photography, television and film production, creation of a social media campaign, production of a folio of media products.

- **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

Students must complete and submit the following work to complete the unit:

- **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.

ADDITIONAL COMMENTS

This unit is recommended for students intending to take VCE Media. This subject is relevant to careers in media production, journalism, photography and other visual arts. If you wish to complete Media in VCE it is desirable to select this subject in Year 9 and again in Year 10 so that you have completed both Media units: Media – Places and Media - People.

Years 9 & 10 The Arts



Drama

AIMS

➤ To explore dramatic elements and characterisation through improvisation and scripted drama performances.

CONTENT

In year 9/10 Drama, students will develop their acting skills and apply them both in improvised and scripted drama performances. Students will be given the opportunity to perform plays from established playwrights, as well as collaboratively write scripts, create props and direct each other in works of their own focusing on characterisation, expression and stagecraft. Students will also critically analyse their own work and other performances using drama terminology identifying themes and issues within a variety of performances and cultures.

ASSESSMENT

Students will complete assessments in the following content areas:

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

ADDITIONAL COMMENTS

Please see Ms. Hunt for additional information.

Cost

There is a \$40 subject fee for Drama.

Years 9 & 10 The Arts



Music Performance

COURSE OUTLINE

Students will work on developing their performance skills on their chosen instrument. They will complete a solo performance each term, which will include technical work and the performance of previously unseen music. 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. The format of this unit is presented in a similar way to VCE Music units so that those students who continue Music in Year 11 and 12 are well prepared.

AREAS OF STUDY

- Performance skill development.
- Aural skills.
- Theory.
- Composition.
- Analysis of works.

OUTCOMES

- To perform a program of contrasting solo works, 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

Outcome 1: To perform one piece of music and set technical work in term 3 and two pieces of music and set technical work in Term 4.

Outcome 2: Written test on aural skills worked in class.

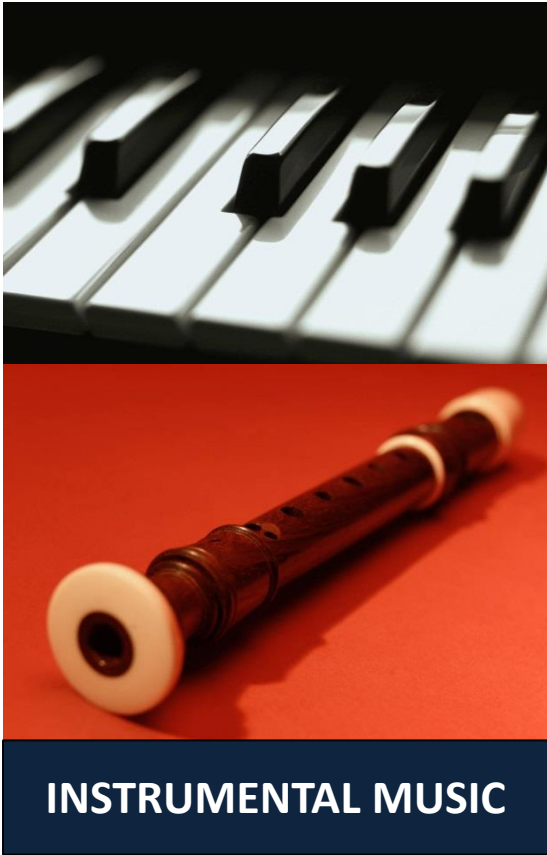
Outcome 3: Completion of theory workbook, worksheets and written tests.

Outcome 4: To devise and perform an eight bar and a thirty-two-bar original composition, written using correct notation, structure and expressive elements.

Outcome 5: To complete a written analysis of two of the student's solo pieces for this semester.

- Grades will be allocated to each task.
- A Satisfactory or Not Satisfactory grade will be given for each outcome.
- Assessment tasks will be graded as Very High, High, Medium, Low or Very Low.
- NA not assessed or not submitted.

Year 9 &10 The Arts



Instrumental Music

* Optional For All Students

CONCERT BAND PROGRAM

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

AIMS

- Students to gain skills in playing a musical instrument.
- To gain knowledge of a wide variety of musical styles.
- To gain aural perception.
- To gain an appreciation of music through participation.
- Participation in the College band program.

CONTENT/SKILLS

- Arts Practice: Students will undertake a weekly ½ hour lesson on their instrument, gaining skills in the technique for their instrument, performance technique, aural perception and musical style. Through participation in the band program, they will develop performance skills and work with a wide variety of musical styles.

COST OF CONCERT BAND PROGRAM

- Tuition is provided free of charge. Instrument hire is available from the College for the year.

COLLEGE BANDS

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

Year 9 and 10 Indonesian



Indonesian

WHAT ARE WE GOING TO DO?

- We will extend our knowledge of Indonesian language and culture and at the same time learn more about our own language and culture.
- We will use our textbooks, computers, audio-visual materials, hands on activities, excursions and our sister school relationship to build our knowledge.
- We will be reading, writing, listening and speaking totally in Indonesian! We will study topics and themes to guide our learning.
- We will be using Indonesian to communicate in class. We will work individually, in pairs and in teams to achieve our best in this course.

WHY ARE WE DOING IT?

- 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

Work you must do to satisfactorily complete the course.

- **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.

ADDITIONAL COMMENTS

The topics that we focus on are spread across two years so that students won't repeat or double up on topics. There is the possibility of year 9 scholarships for a 6-week program in Yogyakarta, dependent on the government offering it in 2022.

PATHWAYS

VCE Indonesian.



YEAR 9 and 10 ELECTIVE UNITS

Year 9 & 10 'On 2 Wheels'

On 2 Wheels

What are we going to do?

- Pull apart and re-create a complete geared bike.
- Learn to fully maintain/service bikes and volunteer these skills to our surrounding Primary schools.
- Study some of science and technology behind bikes:
 - Gears and Brakes.
 - Materials.
 - Design.
- Learn to ride safely in groups, riding to significant locations in Geelong and Melbourne.
- Experience different types of bike riding – Touring, mountain bike riding.
- Learn to operate safely and productively in a workshop setting.



ON 2 WHEELS

WHY ARE WE DOING IT?

- To 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

PREREQUISITES

None

COST

\$50 to cover excursions and class materials.

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 Operations



YEAR 10
P-TECH PROGRAM

P-TECH Program

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.

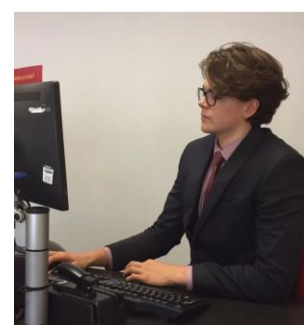
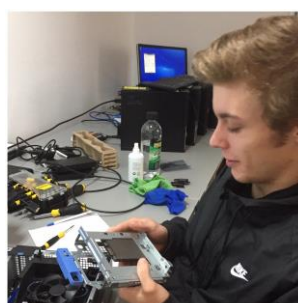
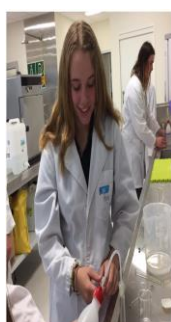
Students will have the opportunity to experience multiple teaching methods and tools through the learning environment at Newcomb Secondary College and the work they will be involved in with their industry mentor in the workplace.

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 9 & 10 students.

Enquires can be directed to the Pathways team.





YEAR 9 and 10 COMPULSORY UNITS

Year 9 GROW

Year 9 GROW

* This unit is compulsory for all students.

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

- Employability skills – a large part of the GROW program is based around enhancing the key skills that each student will require for their future career. Students will develop these skills through various activities, assignments and assessments, including:
 - Skillsbuilder - Developing digital literacy for the modern workplace.

- The Tertiary Taster program – an 8-week course that is run through the Gordon Institute of TAFE in which 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. A theory element also applies to the completion of this.
- 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.
- Organised Folder – all class work collected throughout the semester.
- Job advertisement – the creation of a realistic job advertisement for a chosen career.

Year 10 GROW



Year 10 GROW

This is a compulsory unit for all Year 10 students:

PURPOSE/AIMS OF COURSE

To develop decision making skills in the areas of health and future pathways.

COURSE CONTENT

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.

Note: teachers involved in the Health area have undertaken specialist training.

ASSESSMENT

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

ADDITIONAL COMMENTS

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

