



**COHUNA  
SECONDARY  
COLLEGE**

**YEAR**

**10**

**SUBJECT SELECTION GUIDE**

**2024**

**10**



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## **Welcome!**

Dear Student,

Welcome to Year 10 at Cohuna Secondary College! In Year 10 there are some differences from life in Year 9. One of the key differences is that you now have the option of undertaking a VCE subject, and so you are joining the Senior School. You also have the option of undertaking a Vocational Education and Training course through Echuca on a Wednesday (periods 2-6). You may also like to consider a SBAT (School Based Apprenticeship/Traineeship).

*Year 10 students will have Semester Exams in their core subjects.*

This booklet outlines the core curriculum and describes the range of VCE options and Middle School electives that we are offering in 2024. Not all electives will proceed - it depends on which are popular enough for us to run a class. There will be two steps in deciding this. First, we ask you to fill out your initial preferences. Then, later, we will put the electives into different "blocks" that will go together on the timetable (you can only study one elective from each block, as they will clash). Early in Term 4, you will submit your final preferences for the electives and VCE classes in 2024. We do not guarantee that you will get all your first choices - but you will get most of them. You will do your electives in combined groups with Year 9 students and your VCE classes in combined groups with Year 11 students.

As a general rule you should choose VCE options and your electives in areas that you enjoy or that you have done well at in the past. When selecting electives, you should consider the careers and courses in your future that may be linked to electives. For example, a language is a subject that may help your chances of getting into university, in any course, but it may not be much help if you want to be a plumber. Remember that many students change their mind several times during their school life about the career they wish to follow, so keep as many options open as possible, rather than choosing an elective for its short-term appeal. Some electives terminate at the end of Year 10 and so you should take care not to select too many of these because it may be difficult to create a Year 11 program.

The Australian government now requires all young people to remain at school until they have completed Year 12 or have gained a full-time apprenticeship or other workplace training. We support this requirement.

For further help with course selection talk to your subject teachers, the Pathways and Careers staff (Mrs Donehue/Ms Payne), your parents, friends and relatives who know about the careers you are interested in pursuing.

We are committed to maximising your potential and look forward to working with you as you begin your transition into the Senior School.

**Together, we can excel!**

Mrs. Fiona Miller  
Principal

Ms Sharon Payne  
Assistant Principal

Mr Stewart Smith  
Year 10 Co-ordinator

## College Profile

Cohuna Secondary College, with an enrolment of around 170, services the rural town of Cohuna and adjacent communities. Cohuna is located on the Murray Valley Highway on the banks of the Gunbower Creek. The community has access to a wide range of sporting facilities and offers a relaxed lifestyle. Cohuna is central to a productive irrigation and dairying and budding eco tourism industry and has a range of businesses in town that support such industries. The area offers the potential for varied recreational activities and is abundant with many significant natural attractions.

The College has extensive grounds (10 hectares), which provide both active and passive recreational opportunities with large ovals and an ECA Centre that houses two basketball courts, a facility that is also used by the local community. We use and have up-to-date e-Learning resources, including 3D printers and other devices to support effective teaching and learning in the 21<sup>st</sup> Century.

An extensive elective program operates in the Middle School with many Year 10 students choosing to study a VCE or VET subject. Our curriculum is based on the Victorian Curriculum. Subject leaders audit the curriculum to be reflective of 21<sup>st</sup> century learning. Staff work in small groups known as professional learning communities (PLCs) to analyse 'real time' student data to identify improvements in teaching practice programs that teach all students at 'point of need'. NAPLAN results indicate strong student growth data and reflects very positively on programs delivered at the college. Our VCE results are second to none in the region as we continually top Year 12 ATAR scores.

We offer an expansive program in the senior school with a large number of VCE units, VET options as well as offering School-Based Apprenticeships as a pathway option. We also offer tuition through Distance Education and the Victorian Virtual Learning Network to support the broad range of programs offered in the senior school. This ensures students have ready access to tertiary studies and to diverse career opportunities.

Continuing success in formal studies, in sport and extra-curricular activities exemplifies the College's emphasis on quality-of-life education. Students enjoy access to extensive education programs including support for disabilities and inclusion programs.

We have strong community relationships that foster community respect for our students, building commitment and motivation and providing positive role modelling for all.

We have strongly identified wellbeing programs that work with individual and whole year levels to engage students in developing the 'whole student'. Our philosophy of positive behaviour is based on cooperation and mutual respect, with students taking responsibility for their own decisions.

*We are a proud school with a proud history and strive for excellence in all that we do.*

### Our Vision:

At Cohuna Secondary College we:

- Treat all people with respect;
- Actively engage in diverse learning experiences;
- Create and utilise opportunities to enhance our capabilities;
- Care for and support each other within the school and the wider community; and
- Strive for excellence in all that we do.

Our motto is ' **EXCELLAMUS - Let us Excel!** '





## Overview Year 10 Curriculum in 2024

### Core:

English	5 periods per week
Geography	2 periods per week
History	3 periods per week
Mathematics	5 periods per week
Physical Education	2 periods per week (if no VCE unit)
Work Related Skills	2 periods per week
Science	4 periods per week
Resilience / Health	1 periods per week
Electives	3 periods per week (x 1 electives per semester)

### PLUS

VCE subject 5 periods per week (no Health & Fitness)

### OR

another Elective 3 periods per week (and Health & Fitness)

### OR

VET/SBAT

### VCE Option:

Many students will study a Year 11 subject (VCE units 1 & 2) as part of their Year 10 program. Other students may undertake an additional elective in lieu of a VCE subject. The VCE subjects available may include: Biology, Business Management, Food Studies, General Maths, Specialist Maths, Physical Education, Product Design and Technology (Wood) OR (Metals), Psychology, Visual Communication Design and Work-Related Skills. Not ALL of these may be available as it depends on popularity with Year 10s and course choices with Year 11s. The final VCE options will be known in Term 4.

For more information about VCE/VET see: -

<https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

[and on TEAMS](#)

### Electives:

You will undertake one (1) elective each semester along with a VCE unit - OR two (2) electives each semester as well as Health & PE or 1 elective and a VET/SBAT program. We recommend that you choose a balanced program with **at least one technology** elective and **one creative arts** elective.

CREATIVE ARTS	TECHNOLOGY
Applied Arts	Automotive Customs
Custom Graphics Art	Digital Technologies - Programming
Graphic Design 101	Fashion Design and Construction
Practical Art	Food Studies – Healthy Australians
	Food Studies – Product Development
LANGUAGE OTHER THAN ENGLISH (LOTE)	Full Custom Builds
LOTE - French	Girls 4 Tech
	Gourmet Farmer
PHYSICAL EDUCATION and HEALTH	PD&T – Metalwork
Adventure Fitness	PD&T – Wood A
Outdoor Education	PD&T – Wood B
SEPEP (Sport Education in PE Program)	Systems Automotive
Sport & Rec	Systems Engineering
	VCD 9/10
	Woodwork 1





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# Year 10 Core Curriculum in 2024

## ENGLISH:

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances, and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Reading and Viewing:

#### Language

Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary, and metaphor.

Understand that authors innovate with text structures and language for specific purposes and effects.

Analyse and explain the use of symbols, icons, and myth in still and moving images.

#### Literature

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social, and cultural contexts

#### Literacy

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts.

Experiment with the ways that language features, image and sound can be adapted in literary texts

#### Literacy

Create imaginative, informative, and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features.

### Speaking and Listening:

#### Language

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing.

#### Literature

Reflect on, discuss, and explore notions of literary value and how and why such notions vary according to context

#### Literacy

Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch, and pace.

### Writing:

#### Language

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes.

#### Literature

### Achievement Standard:

#### Reading and Viewing

By the end of Level 10, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

#### Writing

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

#### Speaking and Listening

Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

# GEOGRAPHY:

## Geographies of fresh and marine water ways:

Students will look at how our different waterways are manipulated by human activity and the positive and negative impacts of these changes.

- Inland waterways and bodies of water
- Marine and coastal environments
- Human management and sustainability of fresh and marine waterways.

## Geographies of Human Wellbeing:

This unit will enable students to identify the relevant factors affecting human wellbeing around the world and how wellbeing is measured using a range of indicators. It will also enable students to analyse the dynamics of change affecting human populations and the resulting environmental and social problems associated with future development.

- Indicators of Development
- Population growth
- Developing Nations
- Mapping and graphing
- Gender
- United Nations and Aid Agencies
- Future population patterns

### Geography Assessment

- Classwork and Assignments
- Fieldwork
- Tests
- Two exams (Middle and end of year)
- Creation of Models



Contact person: **Tara Whittaker/Jordan Cole**



# PHYSICAL EDUCATION:

In this class students will continue developing technical and tactical skills through a variety of common and uncommon sport units. They will also learn the value of being fit through participation in various forms of training. We will spend time improving our fitness by participating in fitness testing, circuits, weight training, aerobics, and other forms of training. Topics covered in Year 10 Health are: drugs, relationships, mental health. We will do two terms of Health and two terms of Fitness.



# HISTORY:

History in Year 10 is divided into two main sections:

- World War II
- Civil Rights in America and Australia

Throughout the year students develop their historical knowledge through studying the major events of World War II and the Civil Rights movements in America and Australia. Students complete assignments where they are able to develop their researching skills, analyse historical documents and interpret historical events. Students are exposed to various historical resources throughout the year including 'The Happiest Man on Earth' by Eddie Jaku, interviews of survivors, music inspired by historical events and some of the most significant speeches in History. As students move into the study of modern History, they begin to make connections between historical events and the world they know and live in today.



# MATHEMATICS:

The Year 10 Mathematics course content covers the three mathematics strands of the Victorian Curriculum (Level 10): *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*.

Topics covered include Financial Mathematics, Patterns and Algebra, Linear and non-linear relationships, Measurement, Geometric reasoning, Pythagoras' Theorem, Trigonometry, Chance and Data representation and interpretation.

Students are required to demonstrate mathematical understanding, fluency, problem solving and reasoning. They will be assessed using a variety of methods, including:

- Projects and Assignments
- Skills practise, including homework
- CATs (Common Assessment Tasks)
- On-line testing
- Semester Exams

**Periods per week:** 5 periods

## Semester One:

Students will remain in their form groups (10Y and 10Z) for their mathematics classes. Both classes will cover the same content, with Common Assessment Tasks (CATS). They will have a common semester one exam.

## Semester Two:

Students will be allocated to either General Maths or Methods Maths preparation. Students will be allocated to classes based on the results that they obtain in a range of assessment tasks for Semester One. Consideration will also be given to the level of mathematics required for students' future career options. The two classes will be timetabled together, so that students may move between classes should the need arise. Parents will be given the opportunity to discuss their child's allocation. The two classes are as follows:

## General Maths

This class will cover the Victorian Curriculum standards for Year 10 Mathematics. The aim will be to prepare students for General Maths or Foundation Maths in Year 11. This class will suit students who:

- Would find the more advanced mathematics class too challenging
- Do not intend to study the more difficult levels of maths (Methods and Specialist) at VCE level
- Are more interested in working on their mathematics skills used in everyday life and employment.

## Math Methods (Advanced Maths)

This class will cover the Victorian Curriculum standards for Year 10A Mathematics. It will cover the same topics as the General Maths class, but in more depth and at a faster pace. Students will also be introduced to some advanced mathematics needed for Units 1 and 2 Math Methods. The aim will be to prepare students for Math Methods and/or General Maths/Specialist Maths in Year 11. This class will suit students who:

- Enjoy mathematics and are good at it
- Intend to study a higher-level maths at VCE level
- Need to study advanced mathematics for their chosen career
- Can work independently and are prepared to complete work at home to keep up with the faster pace of this class.





# RESILIENCE / Health:



**Description:**

In Year 10 the curriculum focuses on emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts. Students learn about personal values and how they may differ. The curriculum provides opportunities for students to demonstrate performance in a variety of team roles. They explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict. Students will also investigate topic areas including; nutrition, health & growth and development.

**Achievement Standard:**

**Self-Awareness and Management**

**Recognition and expression of emotions**

- Describe how and why emotional responses may change in different contexts

**Development of resilience**

- Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement
- Discuss a range of strategies that could be used to cope with difficult tasks or challenging situations?
- Reflect on their effectiveness in working independently by identifying barriers to achieving goals

**Social Awareness and Management**

**Relationships and diversity**

- Explore personal values and beliefs and analyse how these values and beliefs might be different to others;
- Investigate human rights;
- Recognise the impact of personal boundaries;

- ❖ Students reflect on the influence of emotions on behaviour, learning and relationships
- ❖ Students reflect on strategies to cope with difficult situations
- ❖ Students will be able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.



**1 period per week**  
Contact Person: **Sallie Hawken**

# SCIENCE:

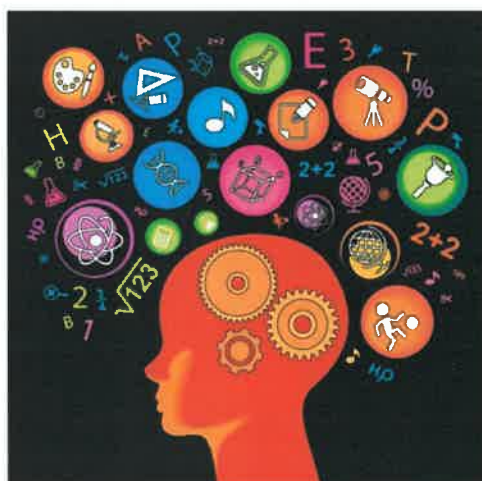
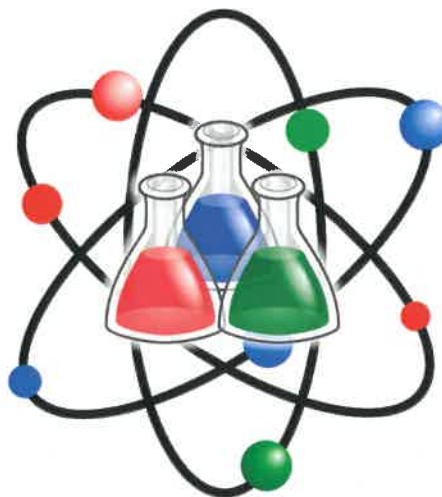
During Year 10 Science we continue to build on scientific understanding and inquiry skills; Questioning, Planning, Recording, Analysing and Communicating, while exploring a range of scientific fields. This gives students a clearer picture to continue in the science area in VCE studies.

Topics covered in year 10 include:

Biological Science	Chemical Science	Physical Science	Earth & Space Science
<ul style="list-style-type: none"> <li>• Genetics</li> <li>• Evolution</li> <li>• Biodiversity</li> <li>• Forensic Science</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic table</li> <li>• Chemical reactions</li> <li>• Chemical equations</li> </ul>	<ul style="list-style-type: none"> <li>• Newtons Laws</li> <li>• Road Science</li> <li>• Motion</li> <li>• Forces</li> </ul>	<ul style="list-style-type: none"> <li>• The universe</li> <li>• Rockets</li> <li>• Stars &amp; Planets</li> </ul>

## Science Assessment:

- Practical Reports
- Research and Assignments
- CATs (Common Assessment Tasks)
- Scientific Posters
- Semester 2 Exams







# WORK RELATED SKILLS:

In this subject, students will learn skills that will prepare them for independent living with a strong focus on financial literacy. They will also focus on the development of their own skills and interests and what possible careers could suit them. They will gain an understanding of the various pathways available to them. They will undertake a week of work experience in a field relevant to them.

## Key Knowledge and Skills:

- Exploring skills and interest.
- Exploring various career paths – University, TAFE, Apprenticeship.
- Work experience (one week)
- Occupational Health and Safety (OHS)
- Rights and responsibilities in the workplace.
- VCE subject selection.
- How Medicare works and how to get your own Medicare card.
- How Private Health Insurance works.
- Managing money – budgets, bank accounts, credit cards.
- How to get a Tax File Number and why you need one.
- Understanding Tax.
- What Centrelink is, who is eligible and how to apply.
- Australian Law
- Australian Political System
- Moving out of Home
- Insurance
- Superannuation
- Purchasing a car
- Mobile Phone Ownership







# VCE Options

Many Year 10 students will choose one of the following six VCE subjects.

## VISUAL COMMUNICATION DESIGN:

### Unit 1: Finding, reframing and resolving design problems

#### Outcome 1 Reframing design Problems

On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

#### Outcome 2 Solving Communication Design Problems

On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

#### Outcome 3 Design's influence and influences on design

On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

### Unit 2: Design contexts and connections

#### Outcome 1 Design, place and time

On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.

#### Outcome 2 Cultural ownership and design

On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

#### Outcome 3 Designing interactive experiences

On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.





# BUSINESS MANAGEMENT:

## Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

- Area of Study 1 – The Business Idea.
- Area of Study 2 – Internal Business Environment and Planning.
- Area of Study 3 – External Business Environment and Planning.

## Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

- Area of Study 1 – Legal requirements and financial considerations.
- Area of Study 2 – Marketing a Business
- Area of Study 3 - Staffing a Business

### Assessment:

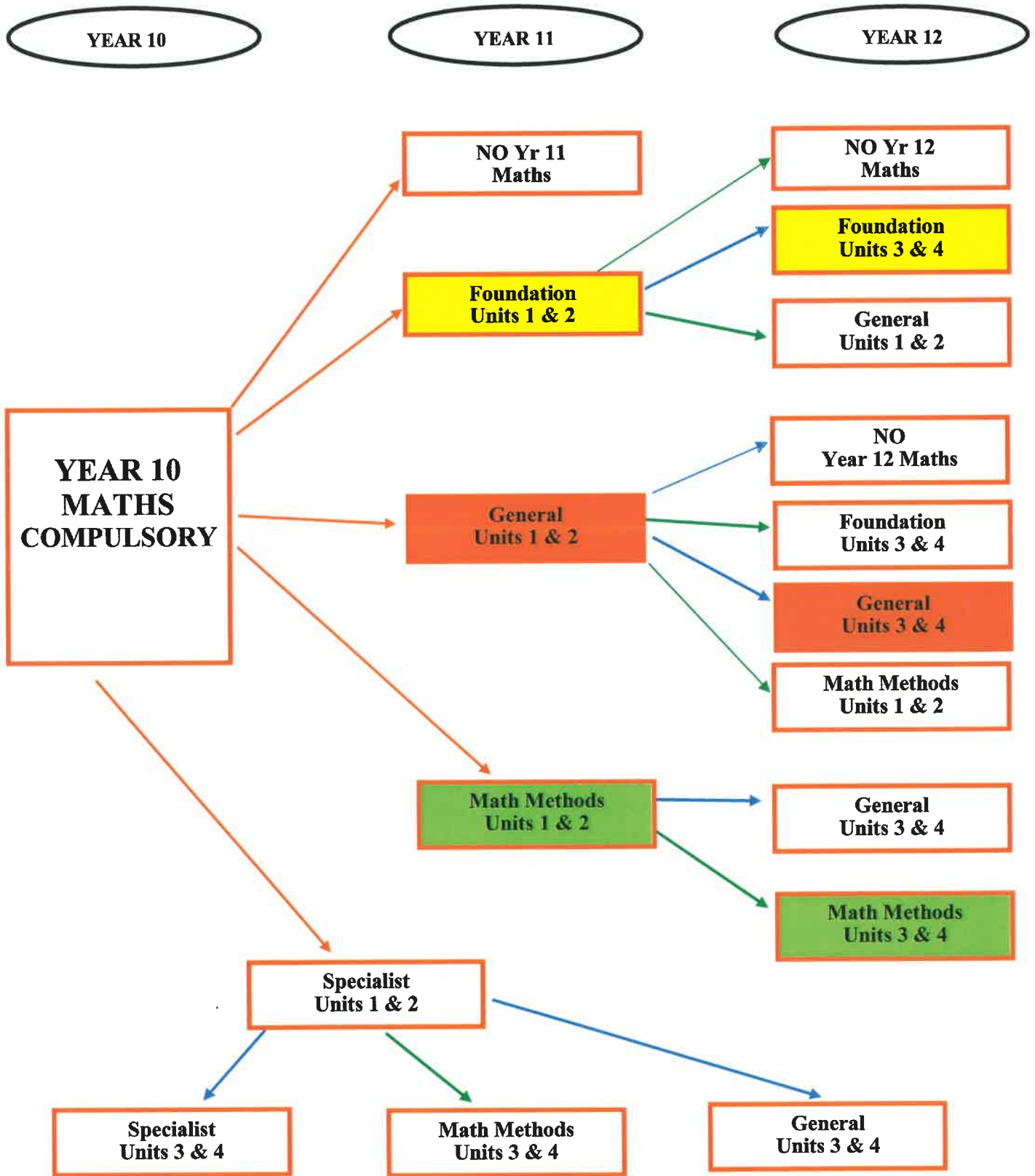
A selection from the following tasks, across all areas of study in both Units 1 and 2

- |                        |                                  |
|------------------------|----------------------------------|
| * Case Study           | * School Assessed Coursework     |
| * Media Analysis       | * Report (written or multimedia) |
| * Presentation         | * Exam—Middle and end of year    |
| * Structured Questions |                                  |





## VCE Mathematics Course Selection





# GENERAL MATHEMATICS:

## Units 1 and 2:

Cater for a range of student interest, provide preparation for the study of VCE General Mathematics at Units 3 and 4 level and contain assumed knowledge and skills for these units.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations, and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial, and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**\*\*Please note: General Mathematics provides a direct pathway for General Mathematics Units 3 and 4 and is suitable for students considering most non-mathematical courses at University/TAFE.**

### Areas of Study:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Matrices and Networks
- Space and measurement

### **STUDENTS MUST PURCHASE A TI-NSPIRE CAS CALCULATOR FOR THIS COURSE**

### Assessment:

All assessments at Units 1 and 2 are school-based and consist of assignments, projects, tests, and examinations. For each unit, students are required to demonstrate achievement of three outcomes to achieve a satisfactory result.

# SPECIALIST MATHEMATICS:

## Units 1 and 2:

Provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real, and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They will be expected to construct proofs and develop and interpret algorithms to solve problems. They will develop and refine facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit. Concepts from Unit 1 and 2 will be further developed and used in Units 3 and 4.

**\*\*Please note: Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, MUST BE taken in conjunction to provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.**

### Unit 1 Areas of study:

- Algebra, number and structure
- Discrete mathematics

### Unit 2 Areas of study:

- Data analysis, probability and statistics
- Space and measurement
- Algebra, number and structure
- Functions, relations and graphs
- 



## STUDENTS MUST PURCHASE A TI-NSPIRE CAS CALCULATOR

### Assessment:

All assessments at Units 1 and 2 are school-based and consist of assignments, projects, tests, and examinations. For each unit, students are required to demonstrate achievement of three outcomes to achieve a satisfactory result.





# PHYSICAL EDUCATION:

## Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport, and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport, and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural, and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system



## Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.



# BIOLOGY:

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

UNIT 1: How do organisms regulate their functions?	
<p><b>Area of Study 1</b>  <b>How do cells function?</b></p> <ul style="list-style-type: none"> <li>Cellular structure and function</li> <li>The cell cycle and cell growth, death and differentiation</li> </ul>	<p><b>Area of Study 2</b>  <b>How do plant and animal systems function?</b></p> <ul style="list-style-type: none"> <li>Functioning systems</li> <li>Regulation of systems</li> </ul>
<p><b>Area of Study 3</b>  <b>Practical investigation:</b> students design and undertake an investigation to develop an understanding of how organisms regulate their functions.</p>	

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

UNIT 2: How does inheritance impact on diversity?	
<p><b>Area of Study 1</b>  <b>How is inheritance explained?</b></p> <ul style="list-style-type: none"> <li>From chromosomes to genomes</li> <li>Genotypes and phenotypes</li> <li>Patterns of inheritance</li> </ul>	<p><b>Area of Study 2</b>  <b>How is inherited adaptations impact on diversity?</b></p> <ul style="list-style-type: none"> <li>Reproductive strategies</li> <li>Adaptations and diversity</li> </ul>
<p><b>Area of Study 3</b>  <b>Investigation of an issue:</b> students investigate and communicate a response related to an issue in genetics and/or reproductive science</p>	





# PSYCHOLOGY:

## Unit 1: How are behaviour and mental processes shaped?

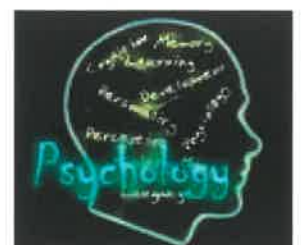
<p><b>Area of Study 1:</b>                  What influences psychological development?</p> <ul style="list-style-type: none"> <li>· discuss complexity of psychological development over the life span.</li> <li>· evaluate ways of understanding and representing psychological development.</li> </ul>	<p><b>Area of Study 2:</b>                  How are mental processes and behaviour influenced by the brain?</p> <ul style="list-style-type: none"> <li>· analyse the role of the brain in mental processes and behaviour.</li> <li>· evaluate how brain plasticity and brain injury can change biopsychosocial functioning.</li> </ul>
<p><b>Area of Study 3:</b>                  How does contemporary psychology conduct and validate psychological research?</p> <ul style="list-style-type: none"> <li>· identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.</li> </ul>	

## Unit 2: How do internal and external factors influence behaviour and mental processes?

<p><b>Area of Study 1:</b>                  How are people influenced to behave in particular ways?</p> <ul style="list-style-type: none"> <li>· analyse how social cognition influences individual to behave in specific ways.</li> <li>· evaluate factors that influence individual and group behaviour.</li> </ul>	<p><b>Area of Study 2:</b>                  What influences a person’s perception of the world?</p> <ul style="list-style-type: none"> <li>· explain the roles of attention and perception.</li> <li>· compare gustatory and visual perception.</li> <li>· analyse factors that may lead to perceptual distortions.</li> </ul>
<p><b>Area of Study 3:</b>                  How do scientific investigations develop understanding of influences on perception and behaviour?</p> <ul style="list-style-type: none"> <li>· adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.</li> </ul>	

### Assessment:

For both Units 1 and 2 consists of school-based assessment in the form of reports, scientific posters, experimental investigations, tests, presentations and examinations.



# AGRICULTURAL & HORTICULTURAL STUDIES:

Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context.

## Unit 1: Agricultural and horticultural operations

In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project.

## Unit 2: Production

This unit focuses on plant and animal nutrition, and growth and reproduction and their relationships within agribusiness systems, in terms of timelines for production, taking into account physical, biological, economic, social and environmental factors. Students use a small business project to explore the role of agribusiness in value adding to the product of an agricultural and/or a horticultural business. Students monitor and evaluate the outcomes of the small business project.





# FOOD STUDIES:

## Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.



## Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.





# PRODUCT DESIGN & TECHNOLOGY

## (Metals):

### Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of proto types to explore and propose physical product concepts.

### Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.



# PRODUCT DESIGN & TECHNOLOGY

## (Wood):

### Unit 1: Design practices

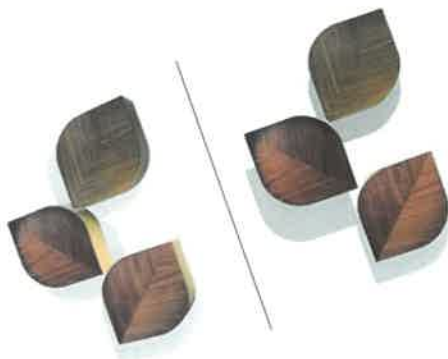
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# ELECTIVES 2024

*Each student will undertake two (2) electives in each semester, OR 1 elective and a VCE subject, OR 1 elective and a VET/SBAT.*

**When making your choices we encourage you to:**

- (a) Choose at least one Elective from each of the Creative Arts and Technology areas.
- (b) Carefully study the brief course outlines provided. For further advice please consult your Year Level Co-ordinator and/or the teachers listed below.
- (c) Select Electives that relate to your interests, expertise or future career choice(s). Consult with the Pathways and Careers staff if you have questions about this.

**For further advice discuss with the following teachers.**

## **CREATIVE ARTS:**

Applied Arts:	Mrs Spence/Mr C Hill
Custom Graphics Art	Mr C Hill
Graphic Design 101	Mr C Hill
Practical Art:	Mrs Spence/Mr C Hill

## **LANGUAGES OTHER THAN ENGLISH (LOTE):**

LOTE: French	Miss Page
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## **PHYSICAL EDUCATION AND HEALTH:**

Adventure Fitness	Mr Treacy
Sport and Rec	Mr Murray
Outdoor Education	Mr Treacy
SEPEP (Sport Education In PE Program)	Mr Murray

## **TECHNOLOGY:**

Automotive Customs	Mr M Hill
Digital Technologies-Programming	Mrs Clifford
Fashion Design and Construction	Mrs Clifford
Food Studies-Healthy Australians	Mrs Clifford
Food Studies-Product Development	Mrs Clifford
Full Custom Builds	Mr M Hill
Furniture and Construction	Mr Gray
Girls 4 Tech	Mr Gray
Gourmet Farmer	Mrs Clifford
PD&T - Metalwork	Mr M Hill
PD&T – Wood A	Mr Gray
PD&T – Wood B	Mr Gray
Systems Automotive	Mr M Hill
Systems Engineering	Mr M Hill
VCD 9/10	Mr C Hill
Woodwork 1	Mr Gray

## **PATHWAYS and CAREER ADVICE:**

Ms Payne/Ms Carter/Mrs Donehue

# ELECTIVES offered:

All electives are 3 periods per week for one semester, *except* French (which is 3 periods per week all year).

## CREATIVE ARTS

### Applied Arts:

In Applied Arts, we create a range of practical and functional products that can be used for years to come.

We look at a range of techniques including screen printing, timber burning, glass etching and glass staining.

Students will create a folio based on the planning and creation of their individual pieces.

**Prerequisites:** Students must enjoy Art

**Assessment:**

- Folio
- Art pieces created
- Presentation of artwork



**Links to VCE subjects:** Art Making & Exhibiting, Visual Communication & Design





## Custom Graphic Arts:

In this new Art elective students will be given the opportunity to explore modern contemporary art forms such as stencilling, spray painting, digital arts, murals and Graffiti style art forms.

### Students will:

- Develop skills and art concepts using software like Adobe Illustrator and Photoshop
- Complete exciting art concepts manually
- Complete dynamic Illustrations
- Create their own stencils styles
- Produce engaging art concepts for the viewer
- Use a range of engaging materials and techniques to develop their skills in a range of ideas

Links to VCE subjects Art Making & Exhibiting and Visual Communication & Design





# Graphic Design 101:

Students will explore the world of graphic design.

**Graphic designers** create **visual** concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production **design** for applications such as advertisements, brochures, magazines and game concept design. Students will complete a **wide range** of design tasks in this elective.

**Students will:**

- Develop skills using design software such as Adobe Illustrator and Photoshop
- Complete exciting design layouts for advertisements
- Complete dynamic Illustrations
- Create their own creative fonts
- develop exciting game design concepts and characters
- Use a range of engaging materials and techniques to develop their skills in a range of ideas



## Practical Art:

In Practical Art, we do a large variety of short projects and one large project using traditional art forms.

Focusing on different techniques of painting, sculpture making, print making and digital medias.

A folio will be developed throughout each of the artworks and a final choice-based project will be completed over an 8-week period.

**Prerequisites:** Students must enjoy Art

### Key Skills and Essential Knowledge:

- Practical skills such as painting, drawing and sculpture
- Being able to express their opinion through art
- Developing concepts through media and materials
- Planning and presenting

### Assessment:

- Skills through their experimentation of ideas
- Analysis
- Presentation of final artworks.

**Links to VCE subjects:** Art Making & Exhibiting and Visual Communication & Design



# LANGUAGES OTHER than ENGLISH (LOTE)

## French:

In French, you will develop and build on your French language skills in each of the four areas of reading, writing, listening and speaking.

You will study a range of authentic texts, including movies, TV shows, music and stories, to build linguistic and cultural knowledge on topics that relate to your personal world and the French and Francophone World.

These topics may include:

- Travel
- School issues that are relevant in Australia and the Francophone world
- Social media and communication
- Sport, fashion and other areas of significance to French culture

**Links to VCE subjects:** LOTE (French) which will be offered in the future



# PHYSICAL EDUCATION and HEALTH

## Adventure Fitness:

This elective aims to develop student's physical fitness, and knowledge of fitness activities and muscle groups. Students will learn about development and complete their own training programs. Some lessons will be theory based focusing on an introduction to some topics covered in VCE PE.

Students will also participate in group workouts incorporating body weight & weight workouts.

**Prerequisites:** An interest in developing skills and knowledge of a range of activities that will, over time, improve their fitness levels.

**Extra Requirements:** Students may be required to pay costs to cover some additional activities.

### Key Skills:

- Students will learn the correct techniques used when completing various exercises, such as push ups, lunges, and squats

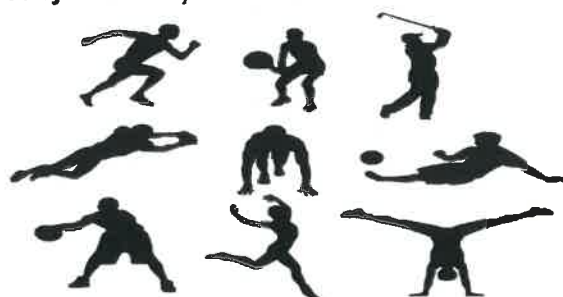
### Key Knowledge:

- Students will be taught what the various Training Methods, Components of Fitness, Principles of Training are, and where the main muscles are found in the human body

### Assessment:

- Ability to show personal fitness development between pre and post testing
- Ability to design, implement and evaluate a fitness program
- What are the various Training Methods?
- What are the Components of Fitness?
- What are the Principles of Training?
- Where the main muscles are in the human body?

Links to VCE subjects: Physical Education





## Sport & Rec:

This elective aims to enhance students' personal survival skills and knowledge of rescue techniques relating to water environments in the first few weeks.

Students will also explore coaching practices and involve themselves in recreation activities, such as Golf, Lawn Bowls and Squash.

**Prerequisites:** Reasonable swimming ability.

**Extra Requirements:** Students require bathers, goggles and towel for practical lessons. Additional costs may be needed pending availability of activities.

### Key Skills:

- Personal Safe water practices and survival in the water
- The ability to recognise an emergency
- A range of Contact and Non-contact Rescues
- CPR
- Basic First Aid – be able to apply slings and bandages
- Coaching practices
- Sport specific skills

### Key Knowledge:

- An understanding of the different types of aquatic environments and the potential dangers associated with each
- How to assess dangers
- When and how to conduct different rescues
- CPR and first aid theory
- Coaching styles, autocratic, democratic and holistic
- Rules of specific sports
- Introduction to VCE Physical Education concepts, including stages of learning and feedback.

### Assessment:

- Timed swim test
- Timed tow test
- Initiative test
- Spinal treatment test
- Demonstrate effective CPR
- End of Semester Test
- Participation in recreational activities.







# Outdoor Education:

This elective aims to develop student's skills and interests in a variety of outdoor activities, such as canoeing, orienteering, archery, and mountain bike riding. Most single lessons will be theory based focusing on skills and knowledge required to participate successfully in this subject.

**Prerequisites:** An interest in developing skills and knowledge of a range of outdoor activities.

**Extra Requirements:** Students may be required to pay costs to cover some outdoor activities, such as canoeing and paddle boarding, (if undertaken).

## Key Skills and Essential Knowledge:

- **Canoeing – Students will learn:**
  - Correct paddling techniques, including learning the various strokes
  - Correct terminology and signals used when paddling
  - Ability to work effectively with their partner to achieve a goal
- **Orienteering – Students will learn:**
  - Correct use of a compass
  - Ability to follow a bearing or direction to find a fixed location
  - Ability to design and set up their own orienteering course for others to use
  - Ability to work effectively with their partner to achieve a goal
- **Archery – Students will learn:**
  - Correct use of a bow and arrow
  - Ability to follow a set procedure when shooting
  - Ability to persevere to achieve a goal

## Assessment:

- Perform specialised movements, such as correct padding techniques, correct technique used when a canoe is submerged, correct use of a compass, and correct use of a bow and arrow
- Ability to learn and then transfer skills learnt in theory classes to practical lessons
- Knowledge of equipment used, including labelling all parts of a canoe, paddle, bow, and arrow
- Knowledge of safety considerations with all outdoor activities

**Links to VCE subjects:** Outdoor Education



# SEPEP (Sport Education in Physical Education Program):

This elective aims to encourage skill development, effective coaching strategies, knowledge of rules, and the processes involved in facilitating a sporting club. Most single lessons will be theory based focusing on an introduction to some topics covered in VCE PE and for planning of roles during the mini sport competition.

**Prerequisites:** An interest in self-development of sporting skills and knowledge.

## Key Skills:

- Students will develop their fundamental motor skills in a variety of sports completed throughout practical sessions.
- Students will be able to understand positioning and teamwork skills through a range of sport contexts.
- Students will understand and apply effective coaching styles, which they may use in sporting contexts outside of school.
- Students will develop leadership and effective management skills.

## Key Knowledge:

- Students will understand rules associated with a variety of sports.
- Students will understand and identify all processes involved in running a successful sporting club.
- Introduction to VCE content, including Biomechanics and the systems of the body.

## Assessment:

- Students are able to explain the importance of cooperation, leadership and fair play across a range of sports.
- Students are able to apply tactical movement and game-sense strategies to new and challenging situations.
- Students are able self-reflect and make judgments about their own and others' specialised movement skills and movement performances.
- Students are able to work together to design and apply solutions to movement challenges.
- Students need to show knowledge about effective coaching practices.
- Students need to understand the complex and time-consuming roles undertaken to successfully run a sporting club
- Students will demonstrate knowledge about fair-play, positive coaching, team environments, and rules of the various sports offered.

**Links to VCE subjects:** Physical Education

## TECHNOLOGY

### Automotive Customs:

In this subject, students will work together as a team to plan and customize a selected vehicle, working on all aspects of restoring a vehicle. They will develop an understanding of most sectors of the automotive industries, including how to keep within a set budget.

#### Students will learn:

- How to check and repair/replace damaged parts
- How to fix electrical issues.
- How to repair damaged body panels.
- How to repair and test braking systems.
- How to remove and refit vehicle parts correctly.
- How to prepare and paint vehicle parts.
- How to detail a vehicle.
- How to correctly market the finished product.
- How to budget work to be done.



# Digital Technologies – Programming:

Enables students to become confident and creative developers of digital solutions through the application of different programming languages.

There are two paths in programming:

Path 1 - Students use self-paced packages to build their skills in at least 1 programming language.

Path 2 - Students work with an Arduino kit and printed instructions to become familiar with the Arduino programming language.

**Prerequisites:** Path 1 must be completed, before undertaking Path 2

## Key Skills and Essential Knowledge:

Path 1:

- Develop an understanding of a number of programming languages and how these are used to write web sites. Students will begin with XHTML and moving on to Java Script, XML and CSS.
- Creating a digital solution for a client in the form of a planned web site.

Path 2:

- Develop an understanding of Arduino as a form of programming electrical and mechanical components to perform simple tasks.

## Assessment:

Path 1:

- Students will submit responses to questions included in the self-paced packages.
- Design and create a web site for a client.

Path 2:

- Students will record each page of code that they create and photograph or film working examples.
- Design and build a useful Arduino controlled device for a client.

**Links to VCE subjects:** Computing – Software Development



# Fashion Design and Construction:

Students will learn basic pattern alteration by completing a number of fashion drawing and designing tasks. They will further develop fashion-drawing skills as well as design and draft a pattern for a garment. They will develop garment construction techniques as they construct their garment. Students will explain the more complex functions of the sewing machine – such as blind hemming and free machine embroidery.

**Prerequisites:** None

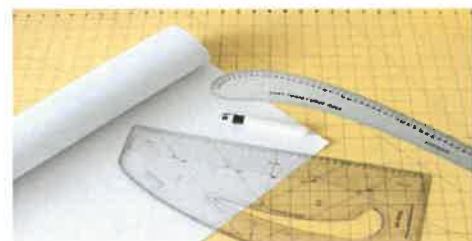
## Key Skills and Essential Knowledge:

- Understanding a commercial pattern.
- Simple pattern drafting and cutting.
- Skill in a number of garment construction techniques including zipper insertion, button closures, hems and facings.
- Confident use of the domestic sewing machine, overlocker and cover-stitch machine.

## Assessment:

- A regularly kept folio of designs and samples.
- Successfully drafted pattern.
- A successfully constructed garment.

**Links to VCE subjects:** Product Design & Technology (Textiles)





# Food Studies - Healthy Australians:

Students use practical skills and knowledge to produce foods considering the dietary needs of the family. They will consider a number of conditions and diseases, changing lifestyles and different life stages when designing and preparing menus.

**Prerequisites:** None

**Key Skills and Essential Knowledge:**

- Skill in developing informative design briefs.
- Skill in menu planning including costing limitations while meeting the needs of a client.
- Hygienic and efficient food production.
- Effective use of a range of food production tools and equipment.

**Assessment:**

- A regularly kept folio of weekly food production and development of ideas.
- Menu designing assessment task that takes into consideration a condition or diet related disease. This will involve the presentation of a hamper of products showing a range of food preparation skills as well as a report on the condition or diet related disease chosen.

**Links to VCE subjects:** Food Studies



**Healthy Carbs**

**Vegetables**



**Fruits**



**Whole Grains**



**Seeds**



**Nuts**



**Beans**



# Food Studies - Product Development:

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

**Prerequisites:** None

**Key Skills and Essential Knowledge:**

- Skill in developing informative design briefs.
- Skill in menu planning including costing limitations while meeting the needs of a client.
- Hygienic and efficient food production.
- Effective use of a range of food production tools and equipment.

**Assessment:**

- A regularly kept folio of weekly food production and development of ideas.
- Menu designing assessment task including the presentation of a hamper of products showing a range of food preparation skills.

**Links to VCE subjects:** Food Studies



### My Daily Food Plan

Based on the information you provided, this is your daily recommended amount for each food group.

GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN FOODS
<p><b>Adults: 6-8 1/2 cups</b>  <b>Children: 4-6 cups</b>  <b>Older adults: 4-6 cups</b>  <b>Older adults: 4-6 cups</b></p>	<p><b>Very green vegetables:</b>                      1 1/2 cups  <b>Dark green vegetables:</b>                      1 1/2 cups  <b>Light green vegetables:</b>                      1 1/2 cups  <b>Orange &amp; red:</b>                      1 1/2 cups  <b>White:</b>                      1 1/2 cups</p>	<p><b>Whole fruit:</b>                      1 1/2 cups  <b>100% fruit juice:</b>                      1 1/2 cups  <b>100% fruit juice:</b>                      1 1/2 cups</p>	<p><b>Low-fat milk:</b>                      3 cups  <b>Low-fat yogurt:</b>                      3 cups  <b>Low-fat cheese:</b>                      1 1/2 cups</p>	<p><b>Lean meats, poultry, fish, eggs, tofu, nuts, seeds, soy products:</b>                      5 1/2 ounces  <b>Plant-based protein sources:</b>                      5 1/2 ounces</p>

**Food from all food groups should be included in your diet.**

**Some products may contain more than one food group.**

**Remember:**

## Full custom builds:

In this subject, students will develop their skills in repurposing, upcycling and modifying. A selected metal item, whether it be a bicycle, hot water service, gate etc. They will use a range of different metal work tools to display and develop their fabrication and creative skills.

### Students will:

- Develop skills and knowledge working with a range of different materials ie. different types of metals, wood, plastics, fabric.
- Complete complex machining tasks.
- Develop knowledge and skills in metal manipulation.
- Create their own sketches to illustrate the chosen project.
- Produce a unique project displaying skills and knowledge.
- Use a range of mediums to market the final product.

**Cost:** is based per model.



## Girls 4 Tech:

This is an exclusive female only technology class. The students are introduced to the design and development stages of both metal and woodwork studies. Students will learn the skills and techniques in metals by designing and developing a range of different welding and wrought iron piece.

### Students will learn to do:

- Model costing.
- Material manipulation.
- Construction of unique projects.
- Wood working joints.
- Evaluation report.

**Cost:** is based per model.



# Gourmet Farmer:

**Prerequisites:** None

**Extra Requirements:** Covered shoes are required both in the kitchen and in the garden area.

**To understand value adding and self-sufficiency while conserving food supply.**

**Topics include:**

- Food Preservation
- Short- and long-term storage
- Causes of food spoilage
- Preparing and presenting foods
- Sensory Evaluation of foods
- Emerging production technologies
- Digital technologies in food production
- Environmental impacts of food production
- Marketing food products.



**In Practical Sessions:**

- Students prepare preserved products using produce from the School garden or local home gardens.
- They will also use their preserved products in meal preparation and baking.

**In theory sessions, students learn about:**

- The preservation and storage of food.
- Technologies in food production.
- Labelling packaging and marketing of food products.

**Formative Assessment:**

- Product evaluations in weekly journal entries.
- Safe, efficient and hygienic work in the kitchen.
- Theory questions answered correctly and neatly in journal.

**Summative Assessments: (CATs)**

- Food spoilage assignment (Informative Wall Chart)
- Labelling task (Correctly labelled products)
- Theory test
- Innovations in Food Production assignment (Own choice of presentation method).







# Product Design & Technology: (PD&T - Metalwork)

In this elective, students will have to create a design folio and further develop their skills and knowledge in design and building a metal work project of their own choice, using different forms of communication styles and methods.

## Students will:

- Develop different drawing techniques to display the relevant information.
- Communicate to different external bodies to share ideas
- Understand the role of a designer in building a project.
- Use a range of different power tools to complete the desired project.
- Be able to conduct themselves safely in a workshop environment.
- Manage resources to meet their selected project budget.
- Be able to use different platforms to display their design work.

**Cost:** subject varies per model.

**Links to VCE subjects:** Product Design & Technology (Metals, Wood)





# Product Design & Technology: (PD&T - Wood A)

Students will be introduced to, and work with, various hand and power tools as required for the construction of one or more timber projects. Students will continually expand upon skills, technical knowledge and experience gained. Students are encouraged to attempt a project, which is both useful to them, and can show the skills they have learnt so far.

**Prerequisites:** Successful completion of Year 7 and 8 Woodwork would be useful, but not a prerequisite

**Extra Requirements:** Safety glasses (available on booklist), A charge of \$30.00 per student

## Key Skills and Essential Knowledge:

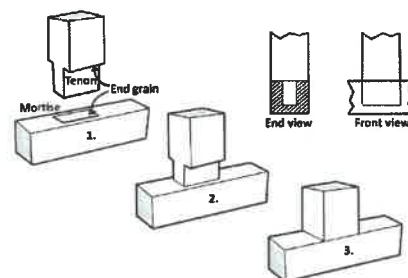
You will learn skills necessary to plan and successfully complete one or more timber projects.

You will have the opportunity to develop:

- A wide range of hand skills
- Developmental and working drawing skills
- A knowledge of different timbers and their application
- Safe use of both hand and power tools
- A range of different timber finishes and their application
- Safe working practices

## Assessment:

- Pretesting
- Writing and drawing tasks in workbooks
- Visual assessment on safe use of tools and equipment
- Student questioning
- Completed timber project evaluation, using assessment matrix
- Post testing



**Links to VCE subjects:** Product Design & Technology (Wood, Metals)

**Cost:** is based per model.





# Product Design and Technology: (PD&T - Wood B)

Product Design and Technology (Wood B) is designed to introduce students to the design process through design briefs and client involvement. Students will design and then construct a timber project of their client's choice. The students can use the school material (Radiata Pine and 3 ply) to construct their projects or students may choose to organise their own materials.

## Prerequisites:

- Successful completion of Year 7 and 8 Woodwork would be useful, but not a prerequisite
- A keen interest in the Building Industry as a career or as a hobby, with an eye for detail.

## Extra Requirements:

- Safety glasses available from booklist
- Additional student charges for individual projects for timber and hardware

## Key Skills and Essential Knowledge:

You will learn skills necessary to plan and successfully complete a major timber project.

- Design brief that includes constraints/considerations
- Mind map/visualisation sketches/mood board
- Developmental and working drawing skills
- A knowledge of different timbers and their application
- Planned sequence of operation
- Cutting list
- Safe use of both hand and power tools
- Safe working practices
- Product evaluation

## Assessment:

- Completed A3 design folio
- Visual assessment on safe use of tools and equipment
- Student questioning
- Completed timber project evaluation in A3 folio



**Links to VCE subjects:** Product Design & Technology (Wood, Metals)

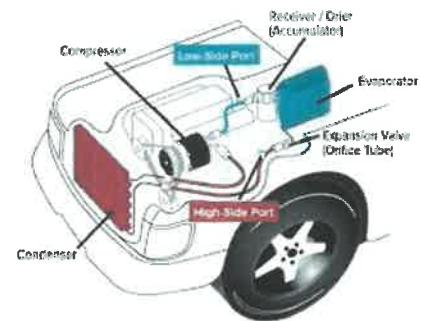
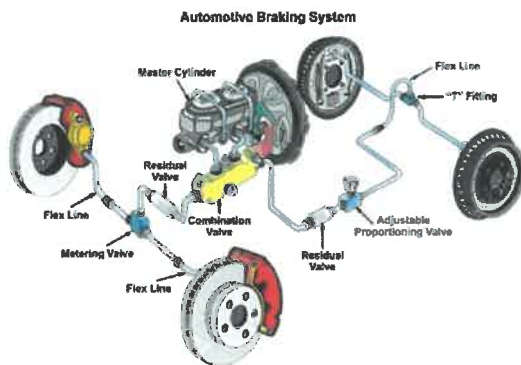
**Cost:** is based per model.

# Systems Automotive:

In this subject, students will develop their understanding off all the systems involved with the day to day running of current automobiles. They will learn the theory behind these systems as well as have the hands-on experience with diagnosing and repairing these mechanical and electrical systems.

## Students will:

- Understand basic engine operation and diagnose any issues.
- Develop an understanding of the external electrical systems.
- Develop an understanding of the internal electrical systems.
- Learn how the braking and all safety systems work on an automobile.
- Understand the importance of lubrication and cooling systems.
- Safely remove and rotate the wheels and inspect the steering and suspension system.



# Systems Engineering:

This Elective will develop the student's understanding of both electrical and mechanical systems and how to link the two different systems together. Students will access a range of technologies throughout this course, learning about new and emerging technology using current programmable devices.

**Prerequisites:** None

**Extra Requirements:** Safety Glasses, memory stick

## Key Skills and Essential Knowledge:

- Programming devices using both computers and Tablet devices
- Machining and fabrication mechanical systems
- Problem solving skills.
- Interfacing electronic controlled systems.
- Complex soldering task.
- Following circuit diagram and sequence steps to construct a set project.
- CAD work and 3D printing.

## Assessment:

- Oral Communication
- Workbook tasks
- Electronic programming task
- Practical work.
- Completed project program
- Observation tasks



**Links to VCE subjects:** Systems Engineering

**Cost:** is based per model.





# Visual Communication & Design (VCD 9/10):

Students will explore the 3 main design areas: communication design, environmental design and industrial design.

## Students will:

- Develop skills using design software such as Fusion 360, Adobe Illustrator and Photoshop
- Complete exciting 3d design concepts and models
- Create their own range of designs for clients
- Use a range of engaging materials and techniques to develop their skills in a range of ideas
- Create logos, posters, packages, labels and a wide range of other designs

**Links to VCE subjects:** VCD, Product Design & Technology (Wood, Metals), Systems Engineering

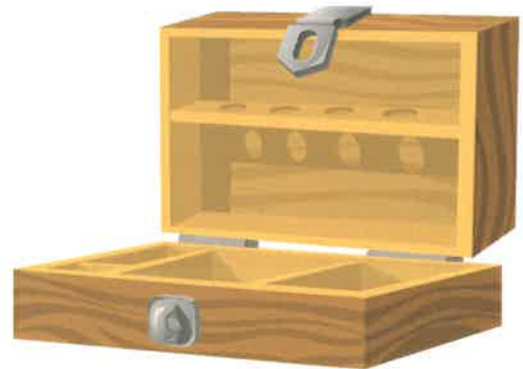
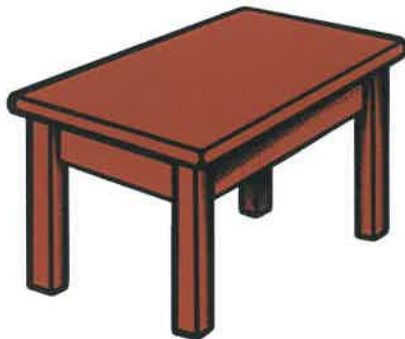


# Woodwork 1:

During this elective, you learn the skills necessary to plan and successfully complete one or more class set timber projects.

You will be given the opportunity to develop:

- A wide range of hand skills
- A knowledge of tools and their uses
- A knowledge of different timbers and their application
- Developmental and working drawing skills
- Safe working procedures.





# VOCATIONAL EDUCATION & TRAINING delivered to secondary school students (VETDSSS):

Vocational programs at CSC provide students with training in the skills and knowledge of a particular industry. The certificates issued are industry qualifications. Many of the VCE VET certificates are the industry pre-apprenticeship qualifications. Therefore, students including a VET program in their VCE or VCE VM, also gain an industry qualification that is recognised nationally. It is also possible to undertake a School Based Apprenticeship and Traineeship (SBAT) at CSC.

## WHAT IS VET?

People working in all industries in Australia have to undertake training to learn the skills needed to work in that industry. Much of this training is through the VET system. Students can also access industry training while at school, called VET delivered to secondary school students (VETDSSS). This counts in their VCE or VCE VM in the same way as their VCE subjects. VCAA has developed scored assessment for some VET programs, so students also count VET programs in their ATAR if they undertake scored assessment. There are incremental ATAR arrangements in place for non-scored VET programs.

## VET IS SUITED TO STUDENTS WHO:

- are thinking of obtaining an apprenticeship or traineeship after school;
- are interested in developing a practical skills base for diploma and degree level courses;
- would like to gain an industry qualification, as well as their VCE or VCE VM
- enjoy practical based learning environments;
- want to keep their options open after completing Year 12;
- want to obtain part-time work in an industry.

## CREDIT UPON SUCCESSFUL COMPLETION OF THE WHOLE PROGRAM

- A Certificate II or III level in the industry training. This may also provide a pre-apprenticeship qualification in some trades.
- Up to 4 or 5 units in the student's VCE or VCE VM Certificate, depending on the level of the Certificate.

Bendigo TAFE is a Registered Training Organisation (RTO) for VET courses in 2024.

CSC recognises Australian Qualification Training Framework (AQTF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

**Courses that MAY be available in 2024 include:**

Certificate 11 Building and Construction	Certificate 11 in Engineering Studies
Certificate 11 in Cookery	Certificate 11 in Retail Cosmetics
Certificate 11 in Animal Studies	Certificate 11 in Community Services
Certificate 11 in Automotive	Certificate 11 in Salon Assistant
Certificate 111 in Information Technology	Certificate 111 in Music
Certificate 111 in Sport & Recreation	Certificate 111 in Visual Arts
Certificate 111 in Early Childhood Ed (Yr 11/12 only)	

**COST:** Students should note that some VET students will be responsible for the cost of materials and consumables.

There is no cost to the student for VET services or transport to and from Echuca.

For more information about these courses:- in the VET guide on TEAMS



# SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS:

School Based Apprenticeships (Traineeships) are an important part of the curriculum for Year 10, 11 and 12 students.

## *How does it operate?*

The student works as a paid employee (trainee rates) for the host employer under an agreement between the student, the employer and an Apprenticeship Centre such as **CVGT, MMSGT, VECCI etc.**

The placement normally takes place during one school day and at other times as agreed. The student is also enrolled at TAFE or another training organization. They will be assessed on the job by the training organisation and may:

- Do study at the TAFE.
- Have work provided by the TAFE to be completed in their own time.

## *How does it fit into the VCE/VCAL?*

When the required assessments are completed, the school-based apprenticeship can count as unit 1/2 or 3/4 level units, depending on the certificate studied.

## *What does the student gain?*

- Paid employment and training in the chosen area of work
- A nationally recognized TAFE level Certificate
- As stated above, credit towards completing VCE or VCE VM
- Credit towards an apprenticeship for those who go on to one

## *How does it affect other classes?*

The student's timetable is organized to allow the work placement to take place. This may mean selecting VCE VM or studying one less VCE subject.

## *Who can do it?*

**Students in years 10, 11 or 12 who have turned 15.**

## **CREDIT UPON SUCCESSFUL COMPLETION OF THE PROGRAM**

- An industry certificate at Certificate II, III or IV level. This may provide a traineeship qualification or the first year of an apprenticeship in some trades like hospitality, hairdressing and automotive.
- Contribution to a VCE or VCE VM certificate.
- Certificate III and IV training level may allow an ATAR increment, which is 10% of lowest primary four scored VCE subjects.
- Up to four VCE units (including VCE VM)

## **EXAMPLES OF CERTIFICATES AVAILABLE AS SCHOOL-BASED APPRENTICESHIPS:**

A wide range of certificates have been enrolled in by our students. These include:

- Certificate II in Engineering, Certificate II in Automotive, Certificate II in Building and Construction, Certificate II in Agriculture, Certificate II in Cabinet Making, Certificate II in Hospitality as well as many more.

## **A Caution with School-Based Apprenticeships :**

The School cannot guarantee that any student who would like to do a School-Based Apprenticeship can do one. To commence one it requires an employer who:

- Is prepared to employ a student Part-Time on a trainee wage
- Selects a student who may be competing with other students for the position

**You will need to find an employer and make an appointment with our Careers Assistant (Mrs Cath Donehue) if you would like to complete a SBAT.**



# EXTRA-CURRICULAR ACTIVITIES:

## FUTURE LEADERS

Cohuna Secondary College will again offer the Future Leaders (or Advance) Program.



## INSTRUMENTAL MUSIC

Music is a very rewarding and enjoyable part of the curriculum at our school. The College offers a program, which gives students the opportunity to learn and enjoy an instrument of their choice.

Students can choose from a range of Brass, Woodwind, Percussion, and piano/keyboard instruments. These instruments can be hired or purchased through the school.

The program includes one music lesson per week during class time. This period is on a rotational basis so that students do not miss the same class each week.

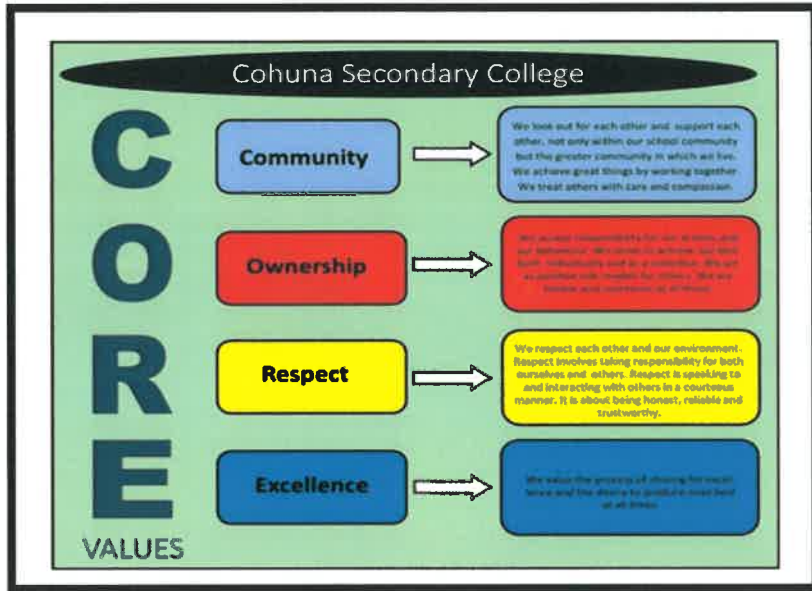
Joining the instrumental program gives students the opportunity to participate in various College Bands and Ensembles, gaining great music skills and developing confidence.

Students may also explore composition and arrangement using the music software 'Sibelius'.



**STUDENTS** with a keen interest in Music may be given the opportunity to choose Music for one of their electives.





*Community—Ownership—Respect—Excellence*

*Excellamus: Let us excel*