



Year 10

Subject Information

More than you imagine

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OVERVIEW OF YEAR 10 AT MAFFRA SECONDARY COLLEGE

This handbook outlines our Year 10 Program at Maffra Secondary College, specifically designed to meet the needs of Year 10 students in our community. Information is provided about a variety of aspects of the school including core subjects, special programs, supports, electives, VET and VCE options. We hope that you are as excited about this program as we are. Please contact Daniel Murphy (Year 10 Leader) or Kim Gardiner (Year 10 Assistant Leader) if you wish to discuss any issues that you may have in regard to the subject selection process.

The Year 10 Curriculum at Maffra Secondary College aims to engage our students by focusing not only on the development of pathways but also on learning directed towards students' learning styles and interests. Our College aims to provide each student with a unique and innovative learning experience.

Our Year 10 learning program is designed to:

- Engage students in the classroom and through positive learning experiences outside the classroom. This will include work experience.
- Allow students to explore new ideas and accept new challenges.
- Provide opportunities to students to experience real learning related to their interests, skills and pathways.
- Allow students greater independence and the opportunity to develop life skills and qualities.
- Offer students a challenging and engaging academic and personal program.
- Allow students to take more responsibility for their decisions. An example program is listed below.

| Example | A | B | C | D | E | F |
|---------|-----------|---------|----------|----------|----------|--------------|
| Year 10 | English 1 | Maths 1 | Elective | Elective | Elective | Elective/VCE |
| | English 2 | Maths 2 | Elective | Elective | Elective | Elective/VCE |

*Note- If Indonesian Language is selected, it must be chosen for semesters one and two.

CORE SUBJECTS

All Year 10 students are required to complete studies in the core areas of English and Mathematics. Within each of these compulsory domain areas, students can choose their appropriate level of challenge through choice of subjects within English and Mathematics. Teachers will assist with a recommendation.

ELECTIVE SUBJECTS

Students have an enriched choice by electing their remaining eight units at year 10. To ensure they can pursue various pathways throughout their schooling and beyond, they will be encouraged to elect a program that they will enjoy, be successful in and also has a breadth of learning experiences.

ADVANCED LEARNING OR APPLIED LEARNING ELECTIVES

Students have the opportunity to pursue a VCE subject or a VET subject to work in areas of interest and experience learning with VCE students or at TAFE one day a week. This is a terrific way for students to get a 'head start' on their VCE and build a better understanding of what is required in managing the workload of VCE or VET.

Students who do not wish to pursue a VCE or VET subject will complete four Applied Learning Electives rather than two. These electives integrate a number of learning areas and are designed to assist in the development of career and pathway choices leading into both VCE and the workforce. After reading the details about each of the options, choose the options you wish to study on the basis of:

- What are you good at?
- What do you enjoy doing?
- What will take you to where you want to go in the longer term?

We will try to give students options from their first choices, however this is sometimes not possible. Students should therefore rank as many electives as they can on their subject selection sheet to maximise their chances of studying subjects they have an interest in.

Each student will submit a subject selection sheet then they will discuss their plans with a Careers Counsellor to finalise their subject selection.

Key Dates and Deadlines

Wednesday 24th July - Booklet and information distributed at the MSC Careers Expo.

Friday 2nd August - Wednesday 7th August - Course Counselling meeting with Careers.

Thursday 8th August - Friday 9th August - Subject Selection meeting with Year Level Leader.

Wednesday 21st August - Students and parents notified of provisional enrolment.

Friday 6th September - High-cost electives (>\$50) must be paid (or payment plan arranged) to secure a place in the elective.

PROGRAMS

In Year 10, we continue to provide students with a large range of opportunities to participate in programs which allow students to pursue their interests and develop to their full potential. Each year we review our programs with a view to expanding and improving them, whilst ensuring our focus remains on learning. Some of the programs available to Year 10 students include:

YEAR 10 CAMP

Year 10 students are invited to attend a camp to either Tasmania or Central Australia as part of their program. The focus of the camp is to allow students to experience some of Australia's culture, history and landscape. They explore historical landmarks and learn about history of the locations visited.



DUKE OF EDINBURGH

The Duke of Edinburgh is an internationally recognised scheme that encourages self-development, participation and personal growth. Maffra Secondary College is a registered provider and currently has several students completing their bronze and silver awards. Students need to show commitment to a physical recreation, a community service and improve a skill. The school will run 2 overnight bushwalks which will enable students to complete both their Adventurous Journey practice and assessment. New students can enrol to complete their Duke of Edinburgh at the school anytime, as long as they are 14 years old. The cost of approx. \$70, which includes the bronze award booklet, an internationally recognised certificate upon completion and insurance for all activities performed.

ADVANCED NOTICE: School Requirements for entry to VCE and VCAL (For Year 10 students in 2020)

VCE (Victorian Certificate of Education)

Students at Year 10 will proceed to VCE (Units 1 and 2) provided they have demonstrated the following:

- Regular timely submission of work in all classes
- A Victorian Curriculum level of within 6 months of being 'At the level' in English
- An average progress report score of at least 3.0, demonstrating satisfactory learning habits
- Exemplary attendance

In addition to the above criteria, there are additional recommendations that a student should consider before undertaking studies in certain Maths and Science VCE subjects.

- Mathematical Methods: **it is highly recommended** that students complete the maths subject 'Pre-methods' at Year 10, **and** achieve a satisfactory understanding of the content
- Chemistry and/or Physics: **it is highly recommended** that students complete the science subject 'Physical Science' at Year 10, **and** achieve a satisfactory understanding of the content

Students who do not meet the criteria for promotion may be required to complete a further year of Year 10 studies to ensure they have the necessary content knowledge and skills to meet the requirements of the Victorian Certificate of Education (VCE). Other methods to demonstrate this will be considered in consultation with families. Special Consideration may be granted depending on individual circumstances.

VCAL (Victorian Certificate of Applied Learning)

Students at Year 10 will proceed to VCAL provided they have demonstrated the following:

- Regular timely submission of work in all classes
- An average progress report score of 3.0, demonstrating satisfactory learning habits
- Exemplary attendance

Students who do not meet the criteria for promotion to VCAL may be required to complete a further year of Year 10 studies to ensure they have the necessary content knowledge and skills to meet the requirements of the Victorian Certificate of Applied Learning (VCAL). Other methods to demonstrate this will be considered in consultation with families. Special Consideration may be granted depending on individual circumstances.

COMPULSORY SUBJECTS

ENGLISH @ YEAR 10

FOUNDATION ENGLISH

Year 10 Foundation English is designed for students who want to work on their skills prior to VCE or VCAL. The course will cover the same areas of study (Reading; Writing; Speaking and Listening) but writing and reading, in particular, will focus on shorter contemporary texts and the practical application of skills. There will also be a focus on students being able to reflect on their learning in journals. Oral skills will also be developed.

Students will look at texts including short stories, film, newspaper, television and different forms of instructional writing. They will complete a range of tasks including formal, practical and creative writing, oral presentations and an exam.

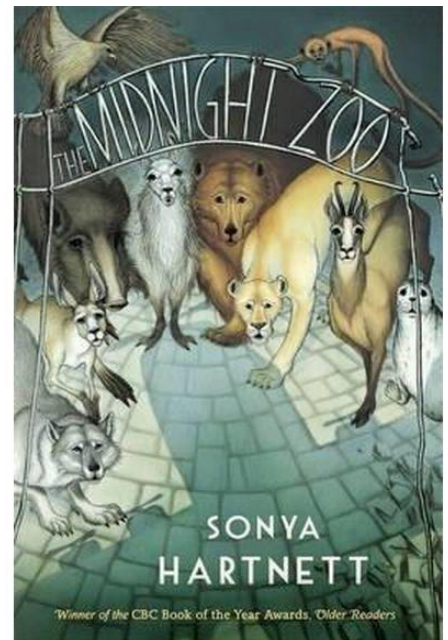
This subject will help students prepare for VCE English, VCE English Language, or VCAL Literacy.

Students considering this subject are advised to discuss this with their current Year 9 English teacher.

MAINSTREAM ENGLISH

The Year 10 Mainstream English course is aimed at students intending to complete VCE or VCAL. Students will produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. They will explore and interpret different perspectives on complex issues and analyse how different texts are likely to be interpreted by different groups. Students will learn a variety of approaches to literacy including: reading, writing, speaking and listening.

Students will look at texts including: novels, short stories, film, poetry, newspapers and television. They will complete a range of tasks including: formal and creative writing, oral presentations and an exam.

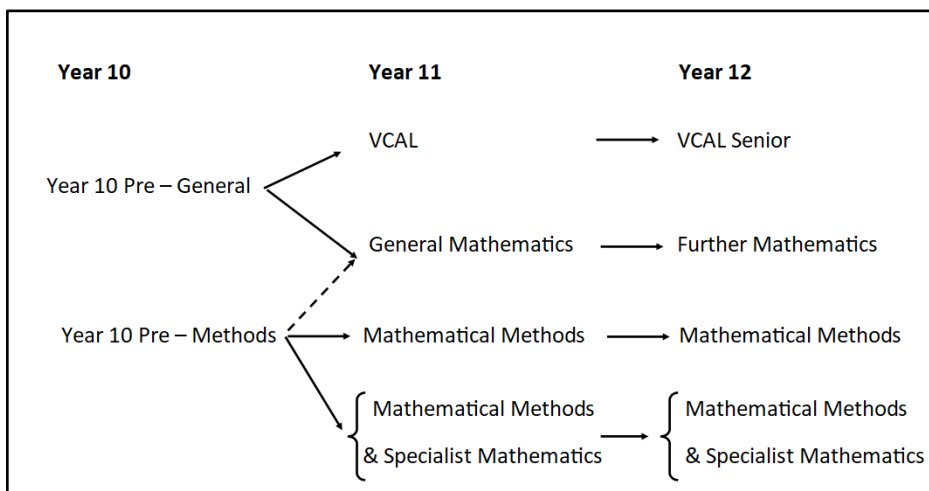


Students may choose to follow Year 10 English with VCE English, VCE English Language or VCAL Literacy.

MATHEMATICS @ YEAR 10

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. The study of Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes. There are 2 possible courses to undertake in Year 10; students will be recommended by their Year 9 Mathematics teacher as to which one would be suitable:

- Pre – General (leads to General Maths in year 11)
- Pre – Methods (leads to Maths Methods in year 11)



Calculators required for the subjects are as follows:

- Scientific Calculator – All subjects
- TI-Nspire CX – Year 11 General, Year 12 Further, Year 11 and 12 Specialist
- Mathematica Software (provided by school) – Year 10 Pre-Methods, Year 11 Maths Methods and 12 Maths Methods

Skills include:

- Measurement
- Linear Relationships
- Probability
- Financial Maths
- Trigonometry
- Statistics
- Algebra



Scientific



TI-Nspire CX

PRE-GENERAL

- This course is a continuation of Year 9 Mathematics and is intended to provide students with the required preparation for VCE General Mathematics and Further Mathematics. (Not Mathematical Methods)
- Topics to be studied include: Measurement, Networks, Matrices, Linear Algebra, Trigonometry, Geometry, Financial Maths, Probability and Statistics.

Assessment

Satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Assessment tasks will include projects, tests, problem solving and technology based assessments.

PRE-METHODS

- This course will have a larger problem solving focus than the other Year 10 courses and aims to prepare students for VCE Maths Methods.
- Topics to be studied include: Measurement, Indices and Surds, Linear Algebra, Quadratic Algebra, Trigonometry, Linear Relations, Quadratic Graphs, Probability and Statistics.

Assessment

Satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Assessment tasks will include projects, tests, problem solving and technology based assessments

ELECTIVE SUBJECTS

Year 10 students are permitted to select between seven (students doing Indonesian Language, VCE or VET subject) and eight (students doing pathways program) elective units. These subjects have been designed to integrate a range of key learning domains, whilst giving students practical experiences that relate to further studies and work in these areas. Students will need to consider their interests and future pathways when selecting their electives.

ACCOUNTING AND FINANCE

Cost: \$0

Accounting and Finance is a practical unit in which students will learn the basic concepts relating to accounting, with a focus on book-keeping and managing finances for clubs and small businesses. Students will learn fundamental accounting terminology and techniques including cash flow statements, journal entries, profit and loss statements and balance sheets. Students will participate in a range of practical exercises to develop their understanding of what is involved in managing finances.

Skills include:

- Accounting terminology
- Basic book-keeping practices
- Analysis and advice for clubs and small businesses.

AGRICULTURAL SCIENCE

Cost: \$50

Agricultural Science develops students' knowledge and understanding of scientific principles within the specialised area of agriculture. The course aims to provide a variety of practical experiences in a wide range of important agricultural enterprises. It is designed for students interested in managing their own farm, pursuing a professional career in one of the many agricultural fields or has a strong interest in agriculture. This subject also complements the other science subjects. Students will be involved with animal husbandry, crop trials, animal breeding programs, field observations and agriculture based experiments.

The subject provides pathways for students who wish to equip themselves for a wide range of careers within the rural sector – whether working or managing a farm, or accessing post-secondary study or training that leads to careers such as marketing, agronomy, veterinary science or agricultural research. Students' theoretical learning is supported by practical activities on local farms that are used for livestock, cropping and pasture production. Students will: research, implement and maintain an enterprise, complete an evaluation report on their enterprise and research past/present and future farming practises.

Areas of Study:

- Agronomy: Soil structure and crop production
- Animal Production Enterprise
- Ethical and sustainable food production
- Farm management project (Agroecology)

DIGITAL TECHNOLOGIES

Cost: \$0

Digital Technologies is a unit based on problem solving skills. Students apply thinking skills when dealing with networked systems when accessing data, and when dealing with the security and privacy of data. They look at security practices and techniques used to compress data.

When analysing problems, students consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, and sharing them online, students comply with legal obligations, particularly with respect to the ownership of information.

Skills include:

- Problem solving skills – Analysis, Design, Development and Evaluation
- Collaboration skills
- Object-oriented programming skills

Victorian Curriculum links

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (VCDTDS045)
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (VCDTDI047)
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (VCDTDI048)
- Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities (VCDTDI049)
- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (VCDTCD050) Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics (VCDTCD051)
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (VCDTCD052)
- Develop modular programs, applying selected algorithms and data structures including using an object- oriented programming language (VCDTCD053)
- Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation (VCDTCD054)

DRAMA

Cost: \$15

Drama is a creative and challenging class that tells stories, explores ideas and identity, makes sense of the world and communicates meaning through performance. In Year 10 Drama, students will explore, research and experiment with different *Theatrical Styles* and *Conventions*. Exploring and interpreting play scripts from the pre-modern and modern era. Students will apply the stages of the production process to create a performance. They will research and experiment with different stagecraft's like acting, set, costume and lighting and work collaboratively as a production team to create a piece for performance.

Skills include:

- Expressive Skills
- Researching
- Brainstorming
- Improvising
- Scripting
- Rehearsing
- Performances Skills
- Confidence
- Communication
- Collaboration

Students will have the opportunity to attend a live theatre performance and workshop to expand their understanding of how dramatic elements, expressive skills and various stagecraft work together to create theatre as art.

Victorian Curriculum links

Explore and Express Ideas

Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama

Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles

Drama Practice

Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces

Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements

Present and Perform

Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience

Respond and Interpret

Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect

Analyse a range of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts

FOOD STUDIES - CAFÉ 101

Cost: \$150

What is required for the successful operation of a hospitality business? How does planning, selection and design influence the success of the business? Students will investigate the practical side of running a restaurant/café/bistro. Through scenario's, students will plan a variety of aspects that they will face in the hospitality business. Students will also participate in a range of food technology activities aimed to enhance their skills in the kitchen. By applying their knowledge about food and the hospitality industry, the students will prepare and present food at retail standard.

Skills include:

- Food preparation and presentation
- Sensory analysis
- Investigation and analysis
- Design in response to a brief
- Excursions to a range of cafes to complete research, pricing and investigate marketing strategies

Victorian Curriculum links

Food specialisations

- Food and fibre production
- Creating Designed solutions
- Investigating, Generating, Producing, Evaluating, Planning and Managing

Technologies and Society

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

Technologies Contexts

- Investigate and make judgements on the ethical and sustainable production and marketing of food.
- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating

Creating Designed Solutions

- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

FOOD STUDIES- FABULOUS FOODS

Cost: \$150

Students with an interest in food will have the opportunity to explore a variety of food production techniques. Students will develop their knowledge by investigating and producing a variety of foods. They will participate in a range of food related activities, taste testing an exciting range of food products and presentations such as chocolate, herbs and spices and barbeque cooking which will stimulate their knowledge and enthusiasm of food. With a focus on new technologies and food trends, they will investigate, design and develop a range of exciting products. Students will participate in weekly production classes, regular taste testing and visits to local food establishments.

Skills include:

- Food preparation and presentation
- Sensory analysis
- Investigation and analysis
- Design in response to a brief

Victorian Curriculum links

Food specialisations

- Food and fibre production
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- Investigating, Generating, Producing, Evaluating, Planning and Managing

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GENERAL SCIENCE

Cost: \$0

How does the development of scientific theories influence our knowledge of the world?

How is Science relevant to our future, the world in which we live and our society?

General Science will provide you with opportunities to develop your critical thinking skills and build on your understanding of important scientific concepts to allow you to make informed, evidence-based decisions about local, national and global issues. You will learn about the dynamic, collaborative and creative nature of Science, which stems from our curiosity and desire to make sense of our world. Through scientific inquiry, you will investigate the development and refinement of scientific theories and see how scientific explanations change as new evidence arises. Ever wondered about the origin of the Universe? Or what all the fuss is about Charles Darwin's Theory of Evolution? Or how scientists discovered DNA, the building blocks of life? You will investigate speed and acceleration by undertaking your own scientific investigations to see how this scientific knowledge is relevant to your everyday life. You will make sense of chemicals and materials around us by experiencing a range of investigations. You will experience how different types of reactions help us to develop new materials for sustainable use in the future, for example metals and plastics.

Areas of study:

- Evidence is Everything (Evolution, Big Bang, DNA and Genetics)
- Motion (Speed and Acceleration)
- Matter (Elements, Chemical Reactions and Materials)

Victorian Curriculum links:

Biological Sciences, Chemical Sciences, Earth and Space sciences, Physical sciences, Science Inquiry Skills, Critical and Creative thinking

Skills developed include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations
- Collecting data and constructing graphs, keys, models and formulas
- Analysing patterns
- Evaluating data and methodologies, drawing conclusions
- Communicating scientific ideas and concepts
- Developing problem solving skills

It is strongly recommended that students intending on studying a VCE Science subject in 2021 complete a full year of studies in science, which is made up of General Science and *one of* Life Science or Physical Science.

GLOBAL HEALTH

Cost: \$0

Are you interested in examining world health issues and inequalities with the idea of studying Health and Human Development in Year 11?

Prerequisite:

Must have score at least 9.0 or above in Health Victorian Curriculum Levels.

What we do:

This course will provide you with the fundamental understanding of world health issues and trends. Through the study of both Sustainable Development Goals and the roles of government and non-government organisations you will examine global and local approaches taken to reduce these variations.

What we learn:

Students will learn to analyse the accessibility of Australia's health care system Medicare. Examine how Sustainable Development Goals are being addressed across the world. Investigate the roles of government and non-government organisations in improving health and wellbeing as well as exploring human rights inequalities

What you will be assessed on:

- Global health profile – written theory task
- Effort and participation and learning growth in practical sessions
- Sustainable Development Goals – written theory task

HISTORY OF THE MODERN WORLD

Cost: \$0

History of the Modern World looks at Australia from 1918 to the present, it has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. What were the consequences of World War II? How did these consequences shape the modern world? How was Australian society affected by other significant global events and changes in this period?

Skills include:

- Chronology & Timelines
- Using historical sources as evidence
- Change over time
- Analysing causes and effect
- Determining historical significance

INDONESIAN (Year long)

Cost: \$0

This is a year-long subject that would prepare students for continuing language into VCE. Students will continue to develop their communication skills in both written and spoken Indonesian. Students will build on their vocabulary and there will be an increasing focus on grammatical structures, especially the system of affixation.



Topics may include aspirations and future careers, town and country life and the environment. Students will use material from a variety of contemporary sources and will respond to and create personal, descriptive, imaginative and informative texts for a range of purposes.

Students will also have the opportunity to act as peer tutors either with Year 7 or local primary schools. Assessment will be continuous and focus on language acquisition and the use of language in spoken and written in both formal and informal situations.

Skills include:

- Communicating in the target language in both oral and written forms
- Developing inter-cultural awareness

Victorian Curriculum links

Languages 7-10 Sequence:

Communicating: socialising, informing, creating, translating and reflecting

Understanding: system of language, language variation and change and role of language and culture.

LEGAL MATTERS

Cost: \$0

Legal Matters builds student knowledge on the role of the law in Victoria. Students will explore the function of laws, who makes the law and how this happens. They will focus on areas of law which are relevant to young people, or under the spotlight in the media. Students will investigate the effectiveness of particular laws and how they need to respond to change. They will be required to keep up to date with the latest legal issues and participate in class discussions. The focus of any particular semester is likely to be influenced by current events.

Skills include:

- Build understanding of legal terminology
- Discuss and interpret legal principles
- Investigation of current legal issues
- Critical thinking about the effectiveness of laws in the community
- Creative thinking about how Australia's legal system could be improved
- Apply legal knowledge to case study scenario

LIFE SCIENCE

Cost: \$0

*Imagine you are part of a research team that designs a drug that can cure motor neuron disease.
Imagine you are part of a research team that has uncovered DNA that could be used to recreate the Woolly Mammoth.*

Life Science is highly recommended for students considering studying VCE Biology, Psychology, Chemistry or Environmental Science. In Life Science, you will have the opportunity to develop an understanding of how Science is used to solve current health and environmental problems. Through scientific inquiry, you will investigate current technology and research in the science fields of neuroscience, biomedical technology and environmental engineering. This subject will help you bridge the gap between your developing science knowledge and its application in the real world. You will also develop your inquiry skills by undertaking scientific investigations and a research task. The skills and knowledge you will develop in this subject will be relevant to you if you are interested in health/nursing, social sciences, the environment or medicine.

Areas of study:

- Biomedical engineering (drug design and gene editing)
- Bioethics
- Cell biology
- Disease
- The effect of drugs on the brain
- Conservation biology, climate change

Victorian Curriculum links:

Biological Sciences, Chemical Sciences, Earth sciences, Science Inquiry Skills, Critical and Creative thinking

Skills developed include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations
- Collecting data and constructing graphs, keys, models and formulas
- Analysing patterns
- Evaluating data and methodologies, drawing conclusions
- Communicating scientific ideas and concepts
- Developing problem solving skills

It is strongly recommended that students intending on studying a VCE Science subject in 2021 complete a full year of studies in science, which is made up of General Science and *one of* Life Science or Physical Science.

MUSIC PERFORMANCE

Cost: \$50

Music Performance is all about performing. There are two aspects to this course: students will work on developing their music performance skills on a chosen instrument or voice, and will explore the use of technology in composition.

Students will develop skills on a chosen instrument as a group or individual, developing their rehearsal and performance skills. They will continue to develop their music theory and aural skills through a series of exercises and worksheets.

Students will focus on jazz and contemporary music. They complete research on jazz styles, composers and improvisers and work towards including improvisation into their performance pieces. Students will learn how everyday sounds can be used to create music and will create a piece of music to a given design brief. This unit will ***prepare students who are wishing to take Music at VCE*** whilst also offering a creative and enjoyable outlet for those who show an interest in this subject.

Skills include:

- Music performance and composition
- Music production and technology
- Research and analysis

Victorian Curriculum links

Explore and Express Ideas

- Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
- Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions

Music Practices

- Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
- Plan, develop, and notate compositions with an understanding of style and convention

Present and Perform

- Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style

Respond and Interpret

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music
- Identify and connect specific features and purposes of music from contemporary and past times to explore viewpoints and enrich their music making.

PEER SUPPORT

Cost: \$0

This program is designed for Year 10 students to be involved in the classrooms of Year 7 students in a supportive capacity. The Year 10 students will choose a particular Year 7 class and will support the teacher and students in the running of the lesson. Year 10 students will be expected to negotiate their role in the classroom with the classroom teacher and there will be opportunities to run peer support activities and other relevant activities with the Year 7 group. The Year 7 students will be aware of the Year 10 students working in their class and the Year 10 students will be working in a "buddy" capacity. The Year 7 students will be able to look to their peer support leaders for support both in the classroom and in the yard. There will be training for the Year 10 peer support leaders and the training will incorporate the following areas:

- . Leadership
- . Communication skills
- . Group management
- . Social skills
- . Planning skills
- . Negotiating skills
- . Listening skills
- . Confidence building

This is a cross age group activity which is hands on and practical. It will improve the outlook of Year 7 students in the school and enhance their school safety and well-being. It is basically a "win-win" for all involved.

PHOTOGRAPHY & MEDIA

Cost: \$10

This is an exciting unit based around photography, editing photos, creating your own film and analysing film. Areas covered include learning photography skills, photography knowledge and following photography tutorials; storyboarding for film, filming, film editing and film presentation. You will learn to use Photoshop and iMovie to edit and create inspiring presentations to complete various tasks. This subject will enhance your knowledge of digital technologies and give you the confidence to extend your film and photography skills to a whole new level. Enjoy understanding the fundamentals of photography and film composition, film production and editing techniques as well as Photoshop fundamentals.

There is an option to attend an excursion to the Melbourne Zoo to apply learnt photographic skills - dependent on students paying.

Skills include:

Adobe Photoshop and Photography

Filming and editing using iMovie

Research and analysis

Adobe InDesign to create a range of communications which utilise photography

Victorian Curriculum links:**Explore and Represent Ideas**

Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text (VCAMAE040)

Media Arts Practice

Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043)

Present and Perform

Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044)

Respond and Interpret

Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different contexts (VCAMAR045)

PHYSICAL SCIENCE

Costs: \$0

Imagine you could develop a new source of power to support a community on Mars.

Imagine you are a part of a team that designs new nanotechnology materials to survive in subzero temperatures.

Physical Science is highly recommended for students considering studying VCE Physics and/or Chemistry. You will learn how to design and construct electrical circuits and find out how energy is transferred in batteries and renewable energy technologies. You will investigate how science can be used to solve problems and to develop new technologies, such as using nanomaterials in heat transfer. This subject will help you bridge the gap between your developing science knowledge and its application in the real world. You will also develop your inquiry skills by undertaking scientific investigations and a research task of your choice. The skills and knowledge you will develop in this subject will be relevant to you if you are interested in nanotechnology, engineering (e.g. chemical, electrical, civil, aeronautical etc), energy production, or other careers in chemistry and physics.

Areas of Study:

- Electrical circuits
- Batteries and energy sources
- Radiation
- Thermal energy, heating and cooling

Victorian Curriculum links:

Chemical Sciences, Physical Sciences, Science Inquiry Skills, Critical and Creative thinking,

Skills developed include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations
- Collecting data and constructing graphs, keys, models and formulas
- Analysing patterns
- Evaluating data and methodologies, drawing conclusions
- Communicating scientific ideas and concepts
- Developing problem solving skills

It is strongly recommended that students intending on studying a VCE Science subject in 2021 complete a full year of studies in science, which is made up of General Science and *one of* Life Science *or* Physical Science.

PRODUCT DESIGN - TEXTILES

Costs: \$60 plus a trip to Spotlight to purchase materials

Students will utilise a range of design and creative skills to become a fashion designer. They will develop techniques associated with textiles to bring their own creations to life! Through the study of fashion in the 21st Century students will investigate trends and function of the clothing and create a design brief that allows them to design, produce and evaluate different products. Students will address design issues and technology dilemmas to collaboratively produce clothing that can be shown in their own fashion show.

Possible learning activities and assessment:

- Design brief for different era's
- Production of clothing of their own design
- Participation in a collaborative fashion show

Victorian Curriculum links**Investigating**

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas

Generating

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing

Work flexibly to safely test, select, justify and use appropriate processes to make designed solutions

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning and Managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

PRODUCT DESIGN - WOOD

Costs: \$70

This unit builds on the knowledge developed in Year 9 Woodwork. The unit will introduce more advanced information on the range of materials, joining, construction and finishing techniques by designing, building and evaluating a Blanket Box, Bedside Table or TV Cabinet

Skills include:

- hand and power tool use
- extend awareness of safe workshop practices.
- drawing techniques for a blanket box, bedside table or T.V. cabinet
- complete production planning
- produce a model
- evaluate the model along with the production skills and techniques.

Victorian Curriculum links

Investigating

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas

Generating

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning and Managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

Sport, Health and Physical Education (SHAPE A)

Cost: \$0

Are you interested in being physically active through Individual & team games and sports?

What we do:

Students will participate in a variety of minor games, team sports and skill building activities. Students will design, plan, and implement their own minor game. Students will also participate in a variety of other minor games.

Students will design skill building activities aimed at improving skills in game situations, and will be involved in planning and participating in a selected sporting competition. Students will be responsible for

some of the following within the competition unit: playing, coaching, refereeing, scoring, scheduling, reporting & collection of statistics among other roles required for effective competition. Students will also investigate a number of health topics. Classes will be both theoretical and practical.

What we learn:

Students will learn how to create and plan a well-structured and inclusive game. They will also learn about the various roles required for the successful running of a competition. Students will assist in planning for and implementing a sporting competition that the class will participate in.

What you will be assessed on:

- Minor Game creation task
- Competition Role activity journal.
- Health Investigation

Note: There is a theory and practical component to this course

Sport, Health and Physical Education (SHAPE B)

Cost: \$0

Are you interested in being physically active through team games and sports?

What we do:

Students participate a variety of team sports (both traditional and non-traditional), learning and analysing tactical strategies. Students will be responsible for playing, coaching, refereeing, scoring, first aid, scheduling, reporting & collection of statistics among other roles required for effective competition. Students organise a sporting competition for the class through either peer teaching or SEPEP and will also prepare and teach a class to their peers. Students will also investigate a number of health topics. Classes will be both theoretical and practical.

What we learn:

Students will learn about the various roles of local and elite sporting clubs and implement these through in class match play & fixtures. Students will plan for and implement a number of sporting competition for the class to participate in.

What you will be assessed on:

- Planning & implementation of a Physical Activity event.
- Competition Role activity journal.
- Health Investigation

SPORTS PERFORMANCE

Cost: \$50

Are you interested in improving your fitness & skills in your chosen sport? Or enhancing your sport specific fitness to ensure you have the best chance to be a successful athlete?

Pre-requisite:

You must be competing in your chosen sport outside of school

What we do:

Students will further develop their skills and sport specific fitness, related to a sport of their choice. To be the best athlete possible students will also investigate nutrition, training principles and skill & games analysis.

What we learn:

Students will participate in practical sessions to enhance their sport specific skills, tactics and fitness. To complement the skill and fitness development, students will learn about sports nutrition, training methods and principles, skill assessment and games analysis.

What you will be assessed on:

- Training program creation that will improve skills and fitness
- Ability to perform and critique movement techniques
- Health investigation

STUDIO ART 10

Cost: \$0 (+\$30 for students who choose a skateboard deck)

Studio Art 10 involves students developing their drawing and artistic skills. Students will develop their printing and drawing skills using their artwork to develop a personal portfolio of their own work. The subject also develops skills with wet media and finding ways to express their personal emotions in artworks. Students will learn about stencil arts, painting, drawing and print making. They will also create mixed media artworks and participate in at least one collaborative artwork. This is a course that will develop student art skills and own personal style and would be strongly recommended to students wishing to study **VCE Art or Studio Art**.

Skills include:

- The Arts
- Personal development
- Research and analysis

An **excursion** to **Local Art Galleries** will also allow students to consolidate their learning with arts processes and give them the opportunity to view art works. In Semester One the excursion usually takes place **term 2**, whilst in Semester Two the excursion takes place **term 4**.

Victorian Curriculum links

Explore and Express Ideas

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040)
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041)

Visual Arts Practices

- Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042)
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) Present and Perform
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044)

Respond and Interpret

- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045)
- Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints (VCAVAR046)

SUMMIT TO SEA

Cost: \$150

Are you interested in the outdoors, sustainability, conservation and environmental science?

Prerequisites:

Because this elective includes water-based activities, the ability to swim 200 metres in open water is a prerequisite.

What we do:

With a focus on the outdoor environment, this subject will encourage the investigation of how as humans we have impacted on the environment, with key topics being pollution and sustainability. The subject will involve a range of extended field trips, which will focus on how environments work, investigating issues and developing solutions. Students will also development of a range of skills relating to outdoor activities. There will also be localised practical fieldwork to develop their understanding of the health and importance of sustaining natural environments. As the program concentrates on mobility activities and preparing students for wilderness expeditions it is essential all participants be prepared to be actively involved in all activities in varying and sometimes challenging conditions.

What we learn:

Students will explore the concepts of pollution and sustainability. They will also investigate the effects of pollutants and use of outdoor environment of humans and the environments and develop an understanding of the role they play in tackling these issues. They will investigate the health of a particular outdoor

environment, assess issues and problem solve to develop management ideas to assist in maintain this environment. They will also look at practical solutions for society to utilise to reduce their impact on the environment.

What you will be assessed on:

- Investigation – Health of an environment
- Design task – solutions to combat issues
- Journal from outdoor experiences

Please note: This course involves camps

SUPA COACH

Cost: \$90 (+ \$80 and pool entry of approx. \$14 for students who complete Bronze Medallion)

Are you interested in gaining the skills and knowledge required to be successful in a coaching environment?

What we do:

Supa Coach is a practical and engaging option where students explore the field of sport and event management. They participate in a range of sessions which will enable them to plan and assist with sporting events. They will coach and officiate at primary school sporting events such as athletics, ball games and swimming. Supa Coach aims to provide students with a broader knowledge of various games and physical activities and develop their coaching skills. Students will be required to complete their Apply First Aid course as well as an official coaching and umpiring qualifications or the bronze swimming medallion.

What we learn:

Students will learn the fundamentals of organisational and coaching skills, and how to apply them in a variety of sporting and activity-based situations. Students will also learn the required knowledge to be able to attain a First Aid certificate, as well as coaching qualifications and/or their Bronze Medallion.

What you will be assessed on:

- Leadership, teamwork and communication – Coaching and officiating in Peer Leadership unit and Primary School Athletics, Swimming & Ball Games Units
- First Aid
- Bronze Medallion OR Online Coaching & Officiating Courses

Please note: This course involves qualifications that the student chooses to complete.

TRADE SKILLS

Cost: \$70

This unit aims to develop some of the basic skills that are used across a number of trade areas. This is a skill development course from the areas of Building Construction, Metalwork, Welding, Mechanical, Work and Safe Work Practices using a hands on approach. This unit attempts to tie the students' literacy and numeracy from mainstream subjects to the working world by involving them in realistic projects. Students will gain experience in drawing up plans, liaising with suppliers and trades people, costing out projects, problem solving and learning.

Skills include:

- fundamental skills required in a number of apprenticeship and traineeship areas eg: welding, framing, production drawing, accurate marking out etc.
- make employment and training decisions, about post-school options and senior school course selections.
- act safely and appropriately while using tools and equipment in selected areas.
- follow instructions in a logical and mature manner;
- gain vocational skills leading to an apprenticeship or direct employment;
- be able to set goals and achieve them;

Victorian Curriculum links

Investigating

- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas

Generating

- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

Evaluating

- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning and Managing

- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

VISUAL COMMUNICATION & DESIGN

Cost: \$5

This is an exciting unit enabling students to apply a range of 2-D drawing and 3-D construction techniques to complete a variety of tasks; these include: a tattoo design, designing a small house, constructing a 3-D small house and designing a customised magazine cover as well as other design related tasks. All work will incorporate the design process and include freehand drawings and computer-generated drawings using Illustrator, InDesign and Photoshop to complete the tasks.

An excursion and tour of the Arts Centre in Melbourne including the Eureka Skydeck are all part of the design experience of this class - dependent on students paying.

Skills include:

3D construction techniques

Using Adobe Illustrator for 2D drawing

Freehand drawing, brush and ink techniques

Research and analysis

Victorian Curriculum links:

Explore and Represent Ideas

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)

Visual Communication Design Practices / Media Arts Practice

- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)

Present and Perform

- Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)

Respond and Interpret

- Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011)

WORK AND ENTERPRISE

Cost: \$0

The Business of Life is a practical subject where students explore career interests and opportunities, using profiling and other tools to assist them. They will prepare key documents such as a resume and letter of application and will be given the opportunity to arrange a week of work experience. The students will provide assistance to the school through community service when students plan and implement a project which is of interest to them, working either individually or as part of a team. The subject also gives students an introduction to the structure and running of a business. Working as a part of a team, students will research, select and design a product which will be sold through a carnival which is attended by local primary school students. Students can produce and sell their product with a view to measuring profit and reflecting on how they can improve their business idea. Students will undertake a variety of marketing, sales and accounting activities.

Skills include:

- Preparing for the world of work:
 - Creating documents in formal language – resume, covering letter
 - Work experience
 - Mock interviews
- Research skills
- Practical volunteering at school
- Personal and Social Capabilities - Leadership, teamwork and communication – planning and running a carnival for primary school students
- ICT – creating logo's, advertising and marketing
- Business – wants and needs, supply and demand, advertising, consumerism
- Communication – formulating questionnaires, analysing results, data, creating advertisements, presentations

VCE SUBJECTS AVAILABLE IN YEAR 10 @ MSC

Year 10 students are able to complete an advanced learning program by completing a VCE subject, as part of their Year 10 course. Students who wish to study a VCE subject in Year 10 will need to receive a recommendation from a teacher to indicate that they have the aptitude and work ethic to do so. For more information on the subjects please investigate these using the Senior Years VCE/VCAL Handbook on the MSC Portal or vcaa.vic.edu.au

Most students who complete Units 1 & 2 of a VCE subject in Year 10 are able to complete Units 3 & 4 in Year 11. This provides students with a 6th subject, which can be advantageous in calculation of their ATAR following completion of their VCE. If you are interested in completing a VCE subject in Year 10, please indicate this on your subject selection sheet and speak with your course counsellor about availability.

- The College will give first preference to Year 11 and 12 students in VCE classes where subjects are over prescribed.
- Students studying a VET subject in Year 10 are unable to complete a VCE subject in Year 10.

VCE UNITS THAT MAY BE AVAILABLE FOR YEAR 10 @ MSC

| VCE SUBJECT OFFERINGS AT YEAR 10 – Units 1 and 2 | |
|--|--|
| Accounting | History |
| Agriculture & Horticulture | Legal Studies |
| Art | Media |
| Biology | Music Performance |
| Business Management | Outdoor and Environmental Studies |
| Computing | Physical Education |
| Drama | Product Design and Development - Materials |
| Food Studies | Psychology |
| General Mathematics | Theatre Studies |
| Geography | Visual Communication and Design |
| Health and Human Development | |

VET SUBJECTS @ MSC

Students who are more 'hands on' but still wish to develop an advanced learning program in Year 10 may wish to select from a VET (Vocational Education & Training) course offered either on site at Maffra Secondary College or at Federation Training (Fulham).

Most VET in school courses run for two years and students who select VET courses are out at TAFE one day a week (Thursday). Students who are out at TAFE can miss a session or two at school so it is important to be highly organised to manage your workload if you wish to complete a VET course through TAFE. Students who do a VET course in Year 10 can continue their course in Year 11 and gain credit for either their VCE or VCAL program.

Students studying a VCE subject in Year 10 will be unable to study a VET course.

VET in the VCE combines general VCE studies with vocational training and experience in the workplace. Successful completion of a VET in the VCE program provides students with:

1. Two qualifications; Units towards a Victorian Certificate of Education issued by the Victorian Curriculum and Assessment Authority and a VET certificate issued by a Registered Training Organisation.
2. The ability to use the VET modules completed to gain credit in future apprenticeships or traineeships.
3. The ability to see what a particular industry is like without leaving school.
4. Workplace experience in an area they might gain employment.
5. Another way to incorporate practical skills into their education.

All VET courses can be part of either a VCE or VCAL program. Most courses contribute 4 units, two at Unit 1/2 level and two at Unit 3/4 level. Some courses offer more or less units. Some courses offer students the ability to gain a study score. Those with a 3/4 sequence which don't have course work for a study score offer a 10% increment as a fifth or sixth subject. All VCAL students are required to undertake an Industry specific component as part of their course. This means that a VET course, or equivalent, such as a School Based New Apprenticeship is necessary.

VCAL/VET Co-ordinator is responsible for:

- Co-ordination of the VCAL students
- Assistance in arranging work placements for VCAL students
- Monitoring of student progress at school, TAFE and in the workplace.
- Liaising between students, school and TAFE for the operation of the VET program

Important things to understand about VET:

1. VET courses are the same as taking on a VCE subject.
2. There is quite a lot of **theory** in all VET courses especially in first year, so expect to have to complete bookwork.
3. VET courses involve **extra costs** to students, including bus travel costs (\$200), specialised equipment and a refundable deposit (\$200) as set down by school council.
4. VET courses are available to year 10 and 11 students **subject to the course counselling process**.
5. All other VET subjects **must be commenced** in Year 10 or the beginning of VCAL studies so the certificate may be obtained prior to VCE students commencing Year 12.

All VET courses are made up of modules or separate units of work. Each module must be passed for a student to successfully complete the certificate. Each module covers a set of knowledge or skills, (referred to as a competency). Some of the theory work is expected to be completed at home particularly if the student misses any classes. If a student takes up employment in the area of their VET course they will be given credit in their training for the modules completed in their VET course. All VET courses have Occupational Health and Safety, workplace communication and knowledge of the industry modules. Other more specific modules are included and will be described under each separate course.

Work placement is an important part of many of our VET courses. This can be completed either during term for VCAL students or during the holidays.

By combining with other schools we are able to keep costs to a minimum. However, students undertaking a VET subject will be required to pay an annual bond of \$200 (refundable once student successfully completes the year), plus an annual fee of \$200 to cover bus travel to and from the TAFE each week.

Most VET courses also have costs associated with materials and protective or specialist clothing. The expected costs associated with each course are available on the subject selection sheet.

At Maffra Secondary College we offer the students the opportunity to study the following VET subjects in Year 10:

Aero Skills

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

Students undertake core units from the three streams of this course, namely mechanics, structures and avionics. Students work on modules which will gain credit towards Certificates II in Aero skills. Modules involve study in maintenance, industry manuals, aircraft drawings and industry documentation. A twin-engine light aircraft is available for the practical side of this course.

Materials: Steel capped boots and overalls

Animal Studies

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

This course allows students to learn about the basic care needs of animals to improve their chances of employment in this field. This two-year course allows students to investigate how to safely work with domestic and agricultural animal and provide basic needs for their continued care.

Materials: Suitable sturdy footwear for practical component.

Automotive

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

This course is designed to introduce students to automotive theory. In the first-year students learn about workplace tools and equipment, automotive parts and components as well as vehicle maintenance including fuel systems and brakes. In the second year, students extend their knowledge to electrical systems, batteries, suspensions and tyres.

Materials: Steel capped work boots and overalls

Retail cosmetics (Beauty) / Salon Assistant

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

Students will be instructed in customer service skills for basic manicures, pedicures, washing/drying hair and gain the skills to manage financial transactions, develop effective work habits, work within organisational requirements, and support a team.

Early Childhood Education and Care

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

This course offers Certificate III qualifications working with in the child care sector. Students will acquire basic knowledge of this industry and obtain skills relating to communication, working with children, understanding policies and procedures and OH&S issues.

Engineering- Fabrication and Fitting

Cost: \$35 CI card + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

VET Engineering aims to provide students with the basic skills required to work within engineering related industries. Modules in first year include using hand and power tools, basic machining and fabrication. In the second year, to complete this certificate, students will study basic computational principles, computer programming for engineering and manufacturing techniques. **Students who complete the 2-year course will be able to gain a study score to contribute directly to their ATAR as they undertake an externally set exam in November.**

Materials: Overalls and Steel capped boots.

General Construction

Cost: \$35 CI card + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

This course aims to provide students with the knowledge and skills necessary to enhance their employment prospects within the building and construction industry. In the first year students undertake basic OH&S studies including first aid. Other modules include levelling, hand tools and introduction to scaffolding. The second year sees students learn about building structures including floor and roof framing, setting out and cladding. **Everyone who works on a construction site in Victoria needs a Construction Induction (CI) card. This includes students undertaking work experience, structured workplace learning or an apprenticeship. To obtain the CI card, students must successfully complete the unit of competency CPCOHS1001A Work safely in the construction industry. This training is undertaken at the TAFE Institute and the costs are payable to MSC.**

Materials: Overalls and steel capped work boots plus a possible excursion to Melbourne.

Electrotechnology

Cost: \$35 CIC + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

This course is offered by AGA (Australian Group Apprenticeships) and is delivered as a pre-apprenticeship course for the electrical industry. Students attend Sale College for class

HOWEVER students will be transported to the Bairnsdale AGA premises for hands on experience every second week during the year. Transport costs will be in line with all other transport costs for all TAFE students studying off campus.

Materials: Work boots. Safety shirt supplied by AGA.

Hospitality (Kitchen Operations)

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

Hospitality aims to introduce students to the range of career paths available within the industry. The skills necessary to achieve competency in areas such as commercial cookery and food and beverage service will be taught. Certificate II is undertaken in the first year. As part of the course students will complete Safe Food Handling, Responsible Serving of Alcohol, First Aid and Practical Food Modules. **Students going on to the second year will be able to gain a study score to contribute directly to their ATAR while completing Certificate III modules. Students undertake an externally set exam in November.**

Plumbing

Cost: \$35 CIC + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

This Certificate II in Plumbing (Pre-Apprenticeship) prepares graduates with the skills and knowledge for entry level into an apprenticeship within the plumbing industry. The course has a range of units that introduce the learner to basic skills and knowledge of this industry whilst still at school.

Materials: Work boots. Safety shirt supplied by AGA

YEAR 10 SUBJECT SELECTION 2020 - EXAMPLE

NAME _____

FORM GROUP _____

MY CURRENT STUDIES

My semester one progress report average score was: _____

My semester one Victorian Curriculum Levels for English were: R&V_____, S&L_____, W_____

My semester one Victorian Curriculum Levels for Maths were: M&G_____, N&A_____, S&P_____

English Recommendation:

☐ Foundation

☐ Mainstream

Maths Recommendation:

☐ Pre-General Maths

☐ Pre-Methods Maths

Comments / goals moving forward

AREAS OF CAREER INTEREST

CAREER PRE-REQUISITES

A normal Year 10 program will consist of compulsory subjects English and Maths, and four elective subjects per semester. If you choose to study a VCE subject (advanced learning program), this will replace one of your electives each semester. If you choose to study a VET subject (advanced learning program) you will attend TAFE each Thursday.

ADVANCED LEARNING PROGRAM:

☐ I wish to study a VCE subject (please write down 3 preferences in order)

1. _____ 2. _____ 3. _____

☐ I wish to study a VET subject (please write down 2 preferences in order)

1. _____ 2. _____

| 2020 SUBJECT CHOICES | | |
|---|----|------------|
| Select subjects in order of preference from 1 to 14 <i>NB: You will only study 4 elective subjects each semester (8 in total) so be thoughtful in the order of priority</i> | | |
| COMPULSORY SUBJECTS | | |
| Circle your preferred English subject | | |
| Foundation | OR | Mainstream |
| Circle your preferred Maths | | |
| Pre-General Methods | OR | Pre- |
| ELECTIVES (in order of preference) <i>Studying an advanced learning program (VCE/VET) is equal to 2 elective subjects. Please place these as preference 1 & 2</i> | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |

| Year 10 Elective Subjects Offerings | |
|-------------------------------------|-------|
| Subject | Cost |
| Accounting and Finance | \$0 |
| Agricultural Science | \$50 |
| Digital Technologies | \$0 |
| Drama | \$15 |
| Food Studies – Café 101 | \$150 |
| Food Studies – Fabulous Foods | \$150 |
| General Science | \$0 |
| Global Health | \$0 |
| History of the Modern World | \$0 |
| Indonesian | \$0 |
| Legal Matters | \$0 |
| Life Science | \$0 |
| Music Performance | \$50 |
| Peer Support | \$0 |
| Photography and Media | \$10 |
| Physical Science | \$0 |
| Product Design - Textiles | \$60 |
| Product Design - Wood | \$70 |
| SHAPE A | \$0 |
| SHAPE B | \$0 |
| Sports Performance | \$50 |
| Studio Art 10 | \$0 |
| Summit to Sea | \$150 |
| Supa Coach | \$90 |
| Trade Skills | \$70 |
| Visual Communication and Design | \$5 |
| Work and Enterprise | \$0 |

CHECKLIST – please tick

Have you included in your choices the following?

- ☐ English and Maths subjects
- ☐ 14 preferences for electives (you will only study 8 electives in total (4 each semester))

Please sign

Student: _____ **Parent:** _____ **Careers Practitioner:** _____

Year Level Team Leader / Assistant Recommendation – please tick

- ☐ Course is approved OR
- ☐ Another appointment with Careers is required

Please retain as a record of your preferences. Students and a parent/guardian are required to attend a meeting with the Year Level Team Leader, Assistant Team Leader or an Assistant Principal on Thursday 8th August. During this meeting, subjects selected by your child will be entered on our online system and any payments for high cost electives (>\$50) will need to be made to secure a place in the subject. While we endeavour to give each student their first preferences, this may not be possible in every case depending on timetabling and/or student numbers.

| VCE SUBJECT OFFERINGS AT YEAR 10 – Units 1 and 2 | |
|---|-------|
| Subject | Cost |
| Accounting | \$0 |
| Agriculture & Horticulture | \$100 |
| Art | \$30 |
| Biology | \$50 |
| Business Management | \$0 |
| Computing | \$0 |
| Drama | \$100 |
| Food Studies | \$240 |
| General Mathematics | \$0 |
| Geography | \$0 |
| Health and Human Development | \$0 |
| History | \$0 |
| Legal Studies | \$120 |
| Media | \$35 |
| Music Performance | \$200 |
| Outdoor and Environmental Studies | \$840 |
| Physical Education | \$125 |
| Product Design and Development – Materials (Textiles) | \$50 |
| Product Design and Development – Materials (Wood) | \$70 |

| | |
|---------------------------------|-------|
| Psychology | \$0 |
| Studio Art | \$75 |
| Theatre Studies | \$100 |
| Visual Communication and Design | \$0 |

| VET SUBJECT OFFERINGS AT YEAR 10 | |
|---|-------|
| Subject | Cost |
| Aeroskills | \$400 |
| Animal Studies | \$400 |
| Automotive | \$400 |
| Retail cosmetics (Beauty) / Salon Assistant | \$400 |
| Early Childhood Education and Care | \$400 |
| Engineering- Fabrication & Fitting | \$435 |
| General Construction | \$435 |
| Electrotechnology | \$435 |
| Hospitality (Kitchen Operations) | \$400 |
| Plumbing | \$435 |

Note: VET costs are inclusive of an annual \$200 bond that is refunded upon successful completion of the subject.