EUROA SECONDARY COLLEGE

“A united community where everybody has responsibility in preparing youth for their future.”

Challenge    Empowerment    Resilience    Respect

Year 10
Curriculum Handbook
2015

Principal’s Message
A warm welcome to Euroa Secondary College, a school committed to delivering excellence in education. We are proud to be the only state secondary school in the Shire of Strathbogie and we take seriously our commitment to the young people in our area. It is an exciting time for our school community as teachers continually engage in professional development aligned with the latest educational research.

Teaching methods constantly change as teachers endeavour to engage all students in learning new skills and knowledge. We have many new facilities and modern equipment designed to meet the needs of students in an ever changing environment. Our connection with community is strong and expanding. We know that all families add value to our school and we are continually endeavouring to engage our families. Belonging to our educational community means that students, teachers and community promote and practise our core values:

- **Challenge** – striving to do the very best individually and collectively.
- **Empowerment** – developing the knowledge and skills to make responsible and sound decisions as an individual or as a team member and having the discipline and courage to take the necessary action.
- **Resilience** – persisting with the task, re-evaluating strategies and making progress.
- **Respect** – respecting the rights and contribution of every individual and acknowledging responsibilities to support one another.

We continually work at being “A united community where everybody has responsibility in preparing youth for their future.” In 2015, approximately 395 students will be encouraged to participate in academic, cultural, sporting and community endeavours designed to expand individual talents and experiences. Approximately 54 teaching and non teaching staff are committed to promoting excellence in all fields of endeavour and strongly believe that this objective is best achieved through the cooperative efforts of students, families and staff.

The College has a proud record of achievement. 90% of our Year 12 students transfer to further education and training within two years of completing their secondary education. The remaining 10% take up ongoing employment. Our aim is for all students to complete their Victorian Certificate of Education or Victorian Certificate of Applied Learning. We combine with our neighbourhood primary schools, other secondary schools, post secondary institutions and industry to ensure that the range of interests of our students is addressed. We also have a commitment to the social and emotional health and well being of our students. Programs operate at each level targeting these issues. Our school nurse promotes physical health and healthy choices. The College also makes provision for counselling by professionals in their fields.

At Euroa Secondary College we place considerable emphasis on facilitating the transition from primary to secondary school. In the Middle Years of learning (Grade 5 to Year 9), students undergo studies spanning the Discipline Domains of English, Mathematics, Science, Humanities, Technology, Languages other than English, (LOTE - Japanese), The Arts, and Health & Physical Education. Although all studies are compulsory, the Year 7 curriculum program is specifically designed to cater for the variety of academic, cultural, sporting and welfare needs of all students. Each Year 7 and Year 8 student studies a core curriculum interspersed with integrated interdisciplinary projects. All students in Year 7 and Year 8 undergo assessment in Literacy and Numeracy and classes are set to ability levels in English and Mathematics in order to challenge and provide support according to individual learning plans. Although LOTE (Japanese) is part of the core, it is not compulsory for all students.
Year 9 contains a 26 period/week core curriculum including English, Humanities, Mathematics, Science, The Arts, Technology, LOTE and Personal Development. Alongside the core, students select one expedition per term (to be worked upon each Wednesday for four periods throughout each term) which complies with the Government’s Essential Learning Standards. Students also undertake two integrated problem based learning units. A small group of teachers are assigned to the Year 9 Teaching Team. Pathways commence in Year 9 with the Beacon Foundation activities.

Students plan their next three years in Year 10. Students undertake six subjects with many undertaking a VCE Unit, VCE (VET) or a pre VCAL. Some students undertake Australian School Based Apprenticeships and Traineeships.

Years 11 and 12 operate according to the requirements of the VCE and VCAL. All studies at VCE level have been reaccredited by the Victorian Curriculum Assessment Authority. The College combines with other providers to offer a broad range of VET courses. Student progress is assessed using a variety of tasks and formal written reports are provided twice during the year. There are two formal family/teacher interview sessions but families may contact the school at any time. Email addresses of all staff are available to families. The College also provides many extra-curricular activities catering for a broad range of interests. You may wish to pursue your creativity as a member of the College Band, participate in the College theatre production, participate in debating and public speaking or compete in local, zone, state, and national sporting competitions. There is also the opportunity to participate in national competitions in English, Mathematics, Science and Information Technology to name a few. Camps and excursions are a regular feature of the extra curricula program with camps at each level.

Our College is well equipped in the area of information and communications technology and all students and staff have access to the College’s local area network. All students have their own netbook. All classrooms are connected to the school wide wireless network. More powerful computers are placed throughout the school.

The College is proud of its spacious physical environment, including indoor basketball and squash courts, oval, sporting grounds, and ample recreational space for active and passive activity. Classrooms and furniture are neatly maintained and constantly upgraded to complement the learning environment.

This booklet provides you with an outline of the comprehensive range of studies available as well as brief details about student services and management procedures at the College. Please take the time to consider the options and consult the staff who are only too willing to provide you with professional advice in a friendly and courteous manner.

Scott Watson
Principal
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WELCOME TO YEAR 10

The Year 10 program at Euroa Secondary College has been designed to extend students and introduce them to a range of pathways as they enter their senior years. All students are requited to undertake ‘core’ units in English, Mathematics Humanities and Careers. Students then choose from a wide range of ‘elective’ units to complete their learning program. The elective units have been designed to introduce and lead students to the subjects available at VCE level.

Units at Years 10, 11 and 12 have been arranged so that students may choose to undertake units in specialized subject areas. Students taking up the option of acceleration (known as Fast Tracking) into VCE studies are carefully counseled and monitored during this process.

For many, a new world of more vocationally orientated study also becomes available as a realistic alternative for their senior years. Options in VET (Vocational Education and Training) and SBAT (School-based Apprenticeship and Traineeships) programs may also be selected. More information on these two programs is available in the Year 11 and 12 handbook.

Year 10 studies run for one semester in length, allowing students to explore a wide range of options available. English and Mathematics must be studied in both semester one and two. All other studies run for one semester in either semester one or two. It is highly recommended that students explore a range of subjects from each domain.

The domains are; english, mathematics, humanities, science, health and physical education, art, technology and Languages other than English (LOTE) Japanese.

A year 10 program consists of:

- English is studied for the full year
- Mathematics is studied at a suitable level for the full year
- History is studied for one semester
- Careers is studied for one semester
- Six elective units are selected and studied for one semester. Students may wish to apply to undertake VCE studies in place of these year 10 electives through the Fast Tracking system. Students may complete VCE Unit 1 in semester 1 and/or Unit 2 in semester 2.
- If a student wishes to study VET/SBAT on Wednesdays, this is studied in addition to the program outlined here.
- If a student does not wish to participate in VET/SBAT, an alternative educational program will operate on Wednesdays.
- An extensive work experience program operates throughout year 10 with many opportunities for students to experience a range of job options.
Curriculum outline for Year 10 students

Core Units - compulsory
English – runs for two semesters duration
Mathematics – choose between Yr 10 General Math or Yr 10 Math Methods for two semesters duration
Humanities – History semester one, Careers semester two.

Elective Units – each study runs for one semester
Science options:
General Science 1
General Science 2
Biology/Psychology
Chemistry/Physics

Humanities options:
Environmental Studies
Legal Studies
Personal Finance and Accounting

Health and Physical Education options:
Health and Human Development
Physical Education 1 – Community Sport
Physical Education 2 – Improving Performance

Arts options:
Drama
Music
Studio Arts – Raw Arts
Studio Arts – Digital Photography and Media Studies
Visual Communication Design

Technology options:
Food Technology
Information Technology
Product Design and Technology - Integrated Materials
Product Design and Technology - Textiles
Product Design and Technology – Wood
Systems Technology – Automotive
Systems Technology – Electronic and Robotics

Languages other than English (LOTE):
Japanese
<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td><strong>(May try at least one VCE 1-2 level)</strong></td>
<td>Select 6 subjects – Units 1-2 level (try at least one 3-4 level)</td>
<td>Select 5 subjects - Units 3-4 level</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>VCE English 1/2 compulsory</strong></td>
<td><strong>VCE English 3/4 compulsory</strong></td>
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<tr>
<td>or <strong>Pathways Math</strong></td>
<td><strong>And if wanting; Literature 1/2</strong></td>
<td><strong>And if wanting; Literature 3/4</strong></td>
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<tr>
<td>or <strong>General Math</strong></td>
<td><strong>Or</strong></td>
<td><strong>Or</strong></td>
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<tr>
<td>or <strong>Math Methods</strong></td>
<td><strong>VCE Literacy compulsory</strong></td>
<td><strong>VCE Literacy compulsory</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Accounting</strong></td>
<td><strong>Further Mathematics 3/4</strong></td>
</tr>
<tr>
<td>or <strong>Pathways Math</strong></td>
<td><strong>Industry &amp; Enterprise</strong></td>
<td><strong>Mathematical Methods 3/4</strong></td>
</tr>
<tr>
<td>or <strong>General Math</strong></td>
<td><strong>Economics</strong></td>
<td><strong>And if wanting; Specialist 3/4</strong></td>
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<tr>
<td>or <strong>Math Methods</strong></td>
<td><strong>20th Century History</strong></td>
<td><strong>Or</strong></td>
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<tr>
<td><strong>Humanities</strong></td>
<td><strong>Legal Studies</strong></td>
<td><strong>VCA Numeracy compulsory</strong></td>
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<tr>
<td><strong>Accounting</strong></td>
<td><strong>Business Management</strong></td>
<td><strong>Further Mathematics 3/4</strong></td>
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<tr>
<td><strong>Careers</strong></td>
<td><strong>Environ. Science</strong></td>
<td><strong>Mathematical Methods 3/4</strong></td>
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<tr>
<td><strong>Economics</strong></td>
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<td><strong>And if wanting; Specialist 3/4</strong></td>
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<td><strong>History</strong></td>
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<td><strong>Or</strong></td>
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<tr>
<td><strong>Legal Studies</strong></td>
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<td><strong>VCA Numeracy compulsory</strong></td>
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<td><strong>Environ. Studies</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td><strong>Health</strong></td>
<td><strong>Health &amp; Human Development</strong></td>
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<td><strong>Science 1</strong></td>
<td><strong>Physics/Chemistry</strong></td>
<td><strong>Physical Education</strong></td>
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<tr>
<td><strong>Science 2</strong></td>
<td><strong>Biology</strong></td>
<td><strong>Physical Education</strong></td>
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<td><strong>Biology/Psychology</strong></td>
<td><strong>Psychology</strong></td>
<td><strong>Outdoor &amp; Environmental Studies</strong></td>
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<td><strong>Visual Com Design</strong></td>
<td><strong>Physics</strong></td>
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<td><strong>Arts</strong></td>
<td><strong>Music Performance</strong></td>
<td><strong>Music - Performance &amp; Investigation</strong></td>
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<td><strong>Music/Drama</strong></td>
<td><strong>Studio Arts</strong></td>
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<td><strong>Visual Communication Design</strong></td>
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<td><strong>Technology</strong></td>
<td><strong>Food Technology</strong></td>
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<td><strong>Product Design &amp; Technology</strong></td>
<td><strong>Product Design &amp; Technology</strong></td>
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<td><strong>PD&amp;T - Wood</strong></td>
<td><strong>(Select one of wood/metal/textiles)</strong></td>
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<td><strong>PD&amp;T - Textiles</strong></td>
<td><strong>Systems Engineering</strong></td>
<td><strong>Systems Engineering</strong></td>
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<td><strong>PD&amp;T - integrated</strong></td>
<td><strong>Information Technology</strong></td>
<td><strong>Information Technology</strong></td>
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<td><strong>Systems – Auto or</strong></td>
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<td><strong>Electronics/Robotics</strong></td>
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<td><strong>Information Tech.</strong></td>
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English - core

In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. English involves students in reading, viewing, writing, comparing, researching and talking about texts.

Understanding texts and recognizing how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening. Students learn to control language by applying their understanding of the grammatical structures of English, by learning to spell accurately and use punctuation effectively and by imitating good writers and speakers. Through oral activities students enhance their communication skills as speakers and listeners.

English pathway map

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<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>English Year 10</td>
<td>English Units 1-2</td>
<td>English Units 3-4</td>
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<td></td>
<td>And/or Literature Units 1-2</td>
<td>And/or Literature Units 3-4</td>
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Pathways
It is compulsory to undertake VCE English Units 1-4 or Literature Units 1-4 to be eligible for a VCE certificate in year 11 and 12.
It is compulsory to undertake a VCE English/Literature or VCAL Literacy in order to be eligible for a VCAL certificate in year 11 and 12.
Mathematics - core

Students across Years 10 11 and 12 select studies in mathematics that match their ability level and their intended VCE or VCAL learning pathway. All courses in Mathematics focus on the process of “Working Mathematically”. The curriculum delivery is based upon the solving of interesting problems. The tasks used allow all students to begin their investigations at a level appropriate to their current understanding and skills. Being open ended, the tasks provide the opportunity for all students to establish and extend their mathematical competencies beyond the year level at which they are currently operating.

Mathematics pathway map

Pathways

It is compulsory to undertake a VCE Mathematics or VCAL Numeracy in order to be eligible for achieving a VCAL certificate in year 11 and 12.

General Mathematics

This area of study has a focus on real world mathematics, and is recommended for students who will need to use some mathematics in a practical way. It is also useful for entry into university, TAFE or other formal education courses. In this subject you will look at things like Building Design, Quality Control, Cost of Living, Running a Business and many other real life topics.

Pathways

VCE General Mathematics Units 1-2, or VCAL numeracy.

Mathematical Methods

This unit is recommended for students who are considering a tertiary pathway for science, engineering or mathematical fields. It is also recommended for students who have a very good mathematical ability. The emphasis is on learning algebra and graphing skills both on paper and by using a CAS graphics calculator. The graphics calculator can be directly connected to student netbooks, and are an essential part of the learning requirements.

Pathways
The twentieth century was an important period in Australia’s social, economic, political and cultural development. Students learn how the world changed during times of conflict and war and of cooperation to help understand how Australia has developed and Australia’s place today within the Asia-Pacific region. Students will look at the changing attitudes to the rights of Australia’s Indigenous peoples and the search for reconciliation. Australian history makes up approximately 60 per cent of this unit.

Students will investigate the following issues through different media (film, the Internet, music as well as books and primary sources):

- global conflict and collective peace (Wars and the United Nations)
- migration and nation building - (e.g. Who built the Snowy Mountain Scheme and why?)
- mass communication and popular culture (influence of film, TV, music, computers)
- dictatorship and democracy (e.g. How did Hitler or Stalin affect life?)
- rights and freedoms (voting, civil rights, apartheid, Mabo etc)
- decolonisation and globalisation – (e.g. What happened in Vietnam when the French left and why do Nike and Maccas rule??)
- active citizenship – (Can you make a difference? See how others have. e.g. Greenpeace, Franklin Dam protests)

Pathways
VCE History Units 1-4.

Careers - core

Students learn about their own personal character strengths, values, interests and skills that connect to employability skills. The course involves investigating their own learning pathway using a range of resources, both on-line and in printed format. Students undertake a range of classroom learning activities including; one week of formal work experience, resume, intro/application letter writing and electronic portfolio creation. Students continue to plan for their year 11 and 12 programs by researching options available within their VCE/VCAL programs. Students create individual pathway plans for their top career choices, including research into qualifications required and entry requirements needed. Students undertake a mock interview process in preparation for developing sound interview skills for future use. Students analyse and interpret current employment trends and future growth in their selected career choices.

Pathways
VCE Industry and Enterprise Units 1-4
Science options

It is highly recommended that students explore as many science units as possible. The General Science Units 1 and 2 and Biology/Psychology units are tailored for students wishing to include science at year 10 level and who may consider Biology and/or Psychology in year 11 and 12. The Chemistry/Physics unit is suited to students wishing to continue one or both of these units into year 11 and 12.

Science pathway map

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<thead>
<tr>
<th>YEAR 10</th>
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<th>YEAR 12</th>
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<tr>
<td>General Science Semester 1</td>
<td>Biology Units 1-2</td>
<td>Biology Units 3-4</td>
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<tr>
<td>General Science Semester 2</td>
<td>Psychology Units 1-2</td>
<td>Psychology Units 3-4</td>
</tr>
<tr>
<td>Biology/Psychology</td>
<td>Chemistry Units 1-2</td>
<td>Chemistry Units 3-4</td>
</tr>
<tr>
<td>Chemistry/Physics</td>
<td>Physics Units 1-2</td>
<td>Physics Units 3-4</td>
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Pathways
Students need to carefully select appropriate science subjects. Many university courses require scientific knowledge. Refer to each subject below for further descriptions of the pathway they lead to.

General Science semester 1
Students will study about different types of microorganisms and diseases that can be caused by them. They will undertake various investigations while studying Forensic Science. They will also learn about technology used in various electronics devices. This will open up lots of opportunities at TAFE and Universities in areas of Engineering, Microbiology, Food Science, Laboratory Techniques, related Health Care work and Medicine.

Pathways
VCE Psychology Units 1-4, VCE Biology Units 1-4.
## General Science semester 2

Students will learn how to reconstruct Rockets and how to manufacture paper. They will do research on feral species of plants and animals and their effect on the environment. Students will explore different types of Petrochemicals and research sustainability issues. This will open up lots of opportunities at TAFE and Universities if they want to do further studies in Environmental Science and related field work, Community Work, Rocket science or Chemical engineering.

**Pathways**

VCE Psychology Units 1-4, VCE Biology Units 1-4.

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## Biology and Psychology

An introduction to VCE Biology and VCE Psychology, this unit is in two parts. The Biology section introduces students to cells and cellular functions, with a particular emphasis on DNA, chromosomes and genes, and simple genetic inheritance. In the Psychology section students investigate the definitions of Psychology, and study the research methodology used and the many different specialist fields of Psychology. Students learn about the ethics that are mandated in psychological research by exploring famous psychological experiments. They also study the research methodology used in detail.

**Pathways**

VCE Psychology Units 1-4, VCE Biology Units 1-4.

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## Chemistry and Physics

This unit is an introduction to VCE Chemistry and Physics. It involves the study of the chemical behaviour of elements and compounds, atomic structure, the periodic table, radioactivity and chemical reactions. This unit also explores the relationship between force, mass and movement and the everyday uses of electromagnetism - motors, generators, speakers and telephones. This leads students into further studies at universities – biomedical, mechanical and chemical engineering or nursing or into a TAFE course – nursing, mechanics or manufacturing processes to name a few.

**Pathways**

VCE Chemistry Units 1-4, VCE Physics Units 1-4.
Humanities options

Humanities is about life. The skills you develop through undertaking any Humanities subject will be useful to you whatever you choose to do later in life. The ability to collect information, then interpret and use it to come to a conclusion or decision is important to us all.

WHAT WILL YOU DO IN HUMANITIES CLASSES?
You will be:
 ✓ Contributing to class discussions
 ✓ Presenting information to the class
 ✓ Researching, using the Internet and other material
 ✓ Writing written responses
 ✓ Listening to guest speakers
 ✓ Watching documentaries and films, listening to music
 ✓ Reading and viewing source materials
 ✓ Collecting, using and interpreting data
 ✓ Producing posters and other visual responses
 ✓ Participating in other activities which may include debates, role-plays, games, excursions
 ✓ Applying your learning to real-life scenarios

Pathways
Humanities subjects are useful for making career and education choices and can assist you to get into the courses you wish to apply for, particularly if you are also strong in English. Pathways through VCE can be found at the end of each subject outline.

Personal Finance and Accounting

Students are introduced to the world of Money and Finance. Students should learn the language of finance and develop skills to enable them to make informed decisions regarding the use and management of their personal finances, both at present and when they become adults.

Students will study topics including the calculation of a person's wealth or 'Net Worth', Personal and Household Budgeting, the Australian Taxation System, Borrowing and using Credit, Insurance and the workings of the Stock Market.

Pathways
VCE Accounting Units 1-4, VCE Business Management Units 1-4, VCE Economics Units 1-4.
Environmental Studies

What is biodiversity? You will learn about this by examining the many different types of environments around the world. You will also investigate the way human activities have changed environments on a global scale around the world as well as in Australia, particularly in our local area. A large part of your work will be devoted to case studies; the Sevens Creek and a wetland environment. You will undertake fieldwork which means that you will go out on excursions during which, for example you will look at the effects of erosion and collect data to analyse and report on. This subject has aspects of both Science and Humanities.

Pathways
VCE Environmental Science Units 1-4, VCE Geography Units 1-4, VCE Outdoor and Environmental Studies Units 1-4.

Legal Studies

In this unit students explore the operation of the legal system from a young person’s perspective. Students suggest reasons why laws are needed in the community and investigate legal issues that are of concern to young people. They will investigate the two main sources of law – parliament and the courts. Students will:

• Collect a folio of newspaper articles on court cases and distinguish between criminal and civil law.
• Identify the main courts in the court of hierarchy and prepare a chart summarising the different types of cases heard by different courts.
• Participate in a visit to a law court to observe the courtroom procedure and personnel.
• Examine the operation of the advisory trial and the jury system and consider factors that may disadvantage individuals in their dealing with the legal system.
• Undertake detailed study of the operation of the Children’s Court and the rights of young people
• Explore other ways of resolving disputes instead of going to court, and look at case studies in tenancy, employment and consumer law.
• Examine the process by parliament to make laws and conduct a role play of the legislative process to pass their own bill.
• Explain how citizens can influence government policy through participation in political parties; elections and membership of interest groups.
• Describe the election process in Australia and conduct a simulated election campaign.

Pathways
VCE Legal Studies Units 1-4, VCE Business Management Units 1-4, VCE History Units 1-4, VCE Accounting Units 1-4.
Health and Physical Education options

Students are encouraged to explore as many subjects as possible. All subjects lead into VCE pathways.

Health and Human Development

Students not only investigate health issues that have influenced the changes in medicine over the last few centuries but they also look at current health concerns and why they are a problem globally. Students look into health issues in developing countries and the various types of aid provided by the many world aid agencies. Time permitting, investigations into the medicine cabinet and the many prescription and non-prescription medical drugs available.

Pathways
VCE Health and Human Development Units 1-4

Physical Education – Community Sport Semester 1

Students develop an understanding of planning, preparation and administration of a sporting competition. They study the roles of player, coach, administrator, referee and sports trainer. A detailed study of a community sporting club is carried out as well as sports injury prevention and treatment. Theory is supported by practical experience in a range of activities to be selected from swimming, team games and community sports.

Pathways
The study of Physical Education at Year 10 has been split into two distinctive subjects. Each subject covers different aspects of physical activity and both lead to VCE Physical Education Units 1-4. Neither subject is a pre-requisite for VCE, however it is strongly recommended that students who are interested in VCE Physical Education select one or both.

Physical Education – Improving Performance Semester 2

Students develop an understanding of the major systems of the body, which contribute to human movement and exercise performance. They also study methods of improving sporting performance such as fitness testing, training programs and biomechanics. All theory areas are supported by practical experience. Students carry out fitness testing, develop their own fitness program and participate in a variety of activities ranging from athletics, gymnastics and team sports.

Pathways
The study of Physical Education at Year 10 has been split into two distinctive subjects. Each subject covers different aspects of physical activity and both lead to VCE Physical Education Units 1-4. Neither subject is a pre-requisite for VCE,
however it is strongly recommended that students who are interested in VCE Physical Education select one or both.
Arts options

There is a wide range of options available within the Arts. Students are encouraged to explore as many subjects as possible. All subjects lead into VCE pathways.

Drama

Students have the opportunity to explore, through drama, contemporary issues based around their health, such as binge drinking or acceptance. They will learn to develop characters through drama games, improvisations and activities and then develop a play, as a class or in small groups, around the chosen theme for performance and assessment.

Music

Students have the opportunity to explore and develop their skills in music analysis, theory and aural perception, as well as performance. As soloists and members of a group, students will develop skills in preparing a program of works for performance, including improvisation and technical work.

Pathways

VCE Music Performance Units 1-4, VCE Music Investigation Units 3-4.

Studio Arts- Digital Photography & Media Studies

Students experiment with properties of different media to explore current community issues, views and ideas through text media and digital format. This includes still photography, digital imaging, scanning, animation, film studies, and the creation of short documentaries and production of a Magazine, Newspaper or Website. Students’ works co-operatively in teams, students analyse and implement cross-curricular and interdisciplinary media presentation. They create works, which communicate and challenge their ideas and meanings. Demonstrate technical competence when provided with an opportunity to create a number of media products that may explore different mediums and may be linked by a common theme or genre, such as an emotion. Create a number of media products in different mediums, which may be part of a multi dimensional project, such as an advertising campaign.

Pathways

VCE Studio Art Units 1-4
**Studio Arts - Raw Arts**

Students create artworks through drawing, painting, sculpture, digital art and digital photography. They use a range of raw media, materials and techniques to suite a variety of audiences and purposes. Their ideas demonstrate the development of personal style media concepts and community issues, emotions, feelings, observations (e.g. fact vs. fiction). Working individually and in groups, students design and produce an open learning challenge to produce several art pieces. Develop a stronger connection to the design process of Investigation, Exploration, Creating, Evaluation and Annotation.

Pathways
VCE Studio Art Units 1-4

**Visual Communication Design**

Students focus on developing their drawing skills for communicating information and messages in a visual way. Students learn and develop a range of skills including; use of technical and instrumental drawing techniques, rendering with a range of media and use of computer software programs to enhance final presentations. Students complete a range of set projects and negotiated design tasks. Projects undertaken include designing and creating in two-dimensional and three-dimensional formats. Students can create such things as interior/exterior of built environments, corporate identity, menus, packaging and landscape design. Students learn and further develop skills in the use of Adobe Photoshop and Illustrator. This subject is suited to students who may wish to pursue a career in the arts, in such areas as; architecture, drafting, graphic design, industrial design, illustration. It also assists in developing technical drawing skills for the building and engineering industries.

Pathways
VCE Visual Communication Design.
Technology options

There is a wide range of options available within Technology. Students are encouraged to explore as many subjects as possible. All subjects lead into VCE pathways.

Food and Technology

Students learn about the properties of food from preparation techniques to storage through practical classes. They also investigate the food industry from production to marketing. This unit provides opportunities for students to demonstrate achievements against the standards in Interpersonal Development, Health and PE, and Design, Creativity and Technology.

Pathways
This subject leads into VCE Food and Technology units 1-4

Information Technology

In this computer based study, students learn how to use ICT in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving). They examine how networked information systems allow data to be exchanged and explore how mobile devices are used within these networks. Students learnt how to produce programming or scripting language and apply all stages of the problem-solving methodology when creating solutions.

Pathways
This subject leads into VCE Information Technology units 1-4

Product Design and Technology - Integrated Materials

Students are required to complete a Design Folio and produce a clock and possibly an extension project using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.

Pathways
VCE Product Design and Technology Units 1-4.
### Product Design and Technology - Wood

Students are required to complete a Design Folio and produce a Coffee Table using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.

**Pathways**

VCE Product Design and Technology Units 1-4.

### Product Design and Technology – Textiles

Students investigate and research to create a developmental folio from a given or generated design brief. They generate a range of design options and then refine to annotate their chosen design for production. They produce an item of clothing using tools and equipment safely and accurately selecting the appropriate materials and processes for the task. Students critically analyse their performance and completed item of clothing using set or given criteria.

**Pathways**

VCE Studio Art Units 1-4, VCE Product Design and Technology Units 1-4.

### Systems Engineering – Automotive

Students in this subject learn the principles required to produce an automotive vehicle. They are required to demonstrate knowledge of four and two stroke engine construction and basic applications. They will also explore the major components of a motor vehicle and how they operate. Students may also have the opportunity of working on a project of self-interest. Although a Design Folio is not required for this subject, there is still a significant amount of written work to be completed.

**Pathways**

This subject leads into VET Automotive Studies Units 1-4. May also lead into VCE Systems and Technology – Robotics Units 1-4 and VCE Product Design and Technology Units 1-4.

### Systems Engineering – Electronic and Robotics

Students are required to complete a Design Folio and produce a simple electronic/robotic product using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.
Languages other than English (LOTE) - Japanese

Students interact to exchange information and opinions on topics related to the world of adolescence. They complete a range of communication tasks including: listening, reading, writing and speaking and combine these with tasks that integrate intercultural understanding and language awareness. Students use a range of communicative tools and ICT applications in their research including word processing, Internet research, Microsoft PowerPoint program and dictionary use. They employ strategies for broadening their language awareness and repertoire of script, structure and vocabulary. Studying a foreign language enables students to develop reflective, deep and creative thinking as well as engage in self-reflection. Students are exposed to the culture and wider civilization that surrounds them. They have opportunities to work in teams as well as develop their own personal learning strategies.
VCE (Fast Tracking) subjects
Refer to the Year 11 and 12 booklet for full descriptions of each subject

The full comprehensive list of VCE studies can be found in the ‘Where to Now’ guides published annually. Provided here is a list of the VCE studies delivered at Euroa Secondary College. Students are encouraged to attempt at least one VCE study as part of their year 10 program.
Students need to apply in writing to be accepted into a VCE subject.

Accounting
Biology
Business Management
Chemistry
Economics
English
Food Technology
Geography
Health and Human Development
History
Industry and Enterprise
Information Technology
Literature
Legal Studies
LOTE – Japanese
Mathematics
Mathematics Pathway mapping
Foundation Mathematics
General Mathematics
Mathematical Methods
Further Mathematics
Specialist Mathematics
Music
Outdoor and Environmental Studies
Physical Education
Physics
Product Design and Technology
Psychology
Studio Art
Systems Technology
Visual Communication Design

All curriculum handbooks are available from our internal College curriculum server and the College website at; http://www.euroasc.vic.edu.au
NEW VET program in 2015
Certificate III in Media - Game Design Foundations

Course Overview
This program combines industry standard game design workflows and technologies to teach you how to create and design games using 3D software.

In the first year, you are introduced to the Unreal 4 game engine along with visual scripting, Photoshop and Maya. You learn to create unique 3D art assets, gameplay elements and design game mechanics as you complete a fully playable game.

During the second year, you expand and build on these techniques as you learn how to create a custom character and implement it within the game engine to create a unique game to your design. You will also cover key topics including website construction, flash development and graphic design.

As a two-year program, this course provides students with a Certificate III level qualification recognised by industry. The qualification is not just limited to gaming and application of the skills learnt can be applied across a range of fields including; film, defence, medical science, mining and many more.

Projects completed within the course.

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design</td>
<td>Learn about what is involved in designing games and write a game design for a new, unique game.</td>
</tr>
<tr>
<td>3D game framework</td>
<td>Edit and create 3D game assets and bring them into the Unreal 4 game engine to bring your game concepts to life.</td>
</tr>
<tr>
<td>Game Mechanics</td>
<td>Using powerful visual scripting learn how to create gameplay for your game including computer controlled enemies and collectables.</td>
</tr>
<tr>
<td>Game Production</td>
<td>Finalise your own unique and fully playable game and learn how to publish your game to share with friends and family.</td>
</tr>
<tr>
<td>Interactive Design</td>
<td>Building on skills learnt in the first game production you will begin working on a second game learning how to interactively prototype game ideas.</td>
</tr>
<tr>
<td>Game Core</td>
<td>Learn how to rapidly build advanced gameplay elements including a custom 3D animated character and the process of implementing it inside the Unreal 4 game engine.</td>
</tr>
<tr>
<td>Interactive Production</td>
<td>Learn how to apply custom options to the game building process as you publish your fully playable game for friends and family to enjoy.</td>
</tr>
</tbody>
</table>

Delivery Mode: Wednesdays in a computer room at Euroa Secondary College.
Cost: $50 for Year 1 in 2015.
NOTE: costs are for Year 1 only and may be subject to change. Year 2 will be on offer in 2016.
For more details see David Robinson, Michelle Bootes and Fiona Townsend
**VET subjects on offer in 2015**

Vocational Education and Training (VET) is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Interactive Digital Media) at the same time as completing their VCE or VCAL. Important industry specific skills and workplace skills are learnt through the VET program, and the students are usually required to complete work placements as a part of the program, which develops their skills even further.

VET is provided by many providers, and for the first time in 2015, we will be offering VET (Interactive Digital Media) at ESC. Our students also can also attend either Shepparton, Seymour, Wangaratta or Broadford to access courses.

The VET courses that students from ESC can access are listed below. There may be some later additions to this list, and some courses may be withdrawn, as a course running depends upon the total number of students enrolled.

The materials fees for each course is shown, and it is a requirement that families pay the materials fees PRIOR to commencement of the course. Students are also responsible for travel to and from their VET course.

**VET Courses Available to ESC students in 2015.**

<table>
<thead>
<tr>
<th>Program</th>
<th>VET Certificate</th>
<th>Offered at</th>
<th>Materials Cost</th>
<th>Work-placement</th>
<th>VETIs (score assess)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture (AHC20110)</td>
<td>Certificate II in Agriculture (VCEVET)</td>
<td>TEC-Shepparton</td>
<td>$75 $75</td>
<td>Compulsory 80 hours</td>
<td>Yes</td>
</tr>
<tr>
<td>Automotive (22015VIC)</td>
<td>Certificate II in Automotive Studies (Pre-vocational) (VCEVET)</td>
<td>TEC-Shepparton</td>
<td>$90 $90</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Automotive Studies</td>
<td>Seymour P-12 College</td>
<td>$300 $300</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td>Aviation</td>
<td>Certificate IV in Aviation (partial Completion)</td>
<td>Gawne Aviation</td>
<td>$1400 $1400</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td>Beauty (SIB30110)</td>
<td>Certificate II in Retail Cosmetic services</td>
<td>TEC-Shepparton</td>
<td>$685 $350</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td>Building and Construction (22216VIC)</td>
<td>Certificate II in Building and Construction (Carpentry) (VCEVET)</td>
<td>TEC-Shepparton</td>
<td>$350 $180</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Building and Construction (Carpentry)</td>
<td>Broadford Secondary College</td>
<td>TBA TBA</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td>Conservation Land Management</td>
<td>Certificate II in Conservation Land Management &amp; Certificate II in Horticulture (VCEVET)</td>
<td>TEC-Shepparton</td>
<td>$70 $70</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td>Design</td>
<td>Certificate III in</td>
<td>TEC -</td>
<td>$300 $300</td>
<td>Highly Recommended</td>
<td>No</td>
</tr>
<tr>
<td>Course Code</td>
<td>Program Description</td>
<td>Location</td>
<td>Fee</td>
<td>Recommended</td>
<td>Note</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>CUV30311</td>
<td>Design Fundamentals</td>
<td>Wangaratta</td>
<td>$260 (plus $70 CI card)</td>
<td>$110</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>UEE22011</td>
<td>Electrical Fundamentals</td>
<td>Shepparton</td>
<td>$220 (plus $70 CI card)</td>
<td>$190</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22209VIC</td>
<td>Certificate II in Engineering (VCEVET)</td>
<td>TEC- Shepparton</td>
<td>$300</td>
<td>$300</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22246VIC</td>
<td>Certificate II in Equine Industry (VCEVET)</td>
<td>GoTAFE – Wangaratta (online)</td>
<td>$1250</td>
<td>$1070</td>
<td>Yes</td>
</tr>
<tr>
<td>LMF20309</td>
<td>Certificate II in Furniture Making</td>
<td>TEC- Shepparton</td>
<td>$300</td>
<td>$310</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22201111</td>
<td>Certificate II in Hairdressing</td>
<td>TEC- Shepparton</td>
<td>$640</td>
<td>NA</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22201111</td>
<td>Certificate II in Hairdressing</td>
<td>GoTAFE - Seymour</td>
<td>TBA</td>
<td>TBA</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22201111</td>
<td>Certificate III in Hairdressing (partial completion)</td>
<td>TEC- Shepparton</td>
<td>NA</td>
<td>$360</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>HLT32512/ HLT32412</td>
<td>Certificate II in Allied Health &amp; Certificate II in Health Services Assistant (combined) (VCEVET)</td>
<td>TEC - Shepparton</td>
<td>$200</td>
<td>$120</td>
<td>Compulsory</td>
</tr>
<tr>
<td>AHC20310</td>
<td>Certificate II in Production Horticulture (VCEVET)</td>
<td>TEC- Shepparton</td>
<td>$70 (plus $70 CI card)</td>
<td>$70</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>SIT20312</td>
<td>Certificate II in Hospitality (Kitchen Operations)</td>
<td>TEC- Shepparton or Seymour</td>
<td>$380</td>
<td>$200</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>SIS20313/ SIS30513</td>
<td>Certificate II in Sport and Recreation (VCEVET)</td>
<td>TEC- Shepparton</td>
<td>$230</td>
<td>$230</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>SIS20313/ SIS30513</td>
<td>Certificate II in Music (Technical Production)</td>
<td>Broadford Secondary College</td>
<td>TBA</td>
<td>TBA</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22138VIC</td>
<td>Certificate II in Plumbing (pre-vocational)</td>
<td>GoTAFE - Seymour</td>
<td>$470</td>
<td>$370</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>22209VIC</td>
<td>Certificate II in Plumbing (pre-vocational)</td>
<td>TEC- Shepparton</td>
<td>$230</td>
<td>$230</td>
<td>Highly Recommended</td>
</tr>
</tbody>
</table>

Please contact ESC’s VET coordinator Mrs Townsend if you would like more information.

Pathways
Students who undertake a VET course, may continue into further training at TAFE or look for an apprenticeship or traineeship in the industry.
SBAT - School Based Apprenticeship and Traineeships

To become an SBAT, it is essential that a student be employed on a part-time basis and undertake a national certificate relevant to their work. A SBAT certificate is equal to a VET subject, but the delivery method is such that the student is involved in paid employment.

Delivery Mode:

- Students must be 15 years of age.
- Students participate in a negotiated structured training program delivered in partnership between the workplace, the Registered Training Organisation (RTO) and the school.
- Students commencing a SBAT generally undertake one day per week in the workplace, as well as time during scheduled school holidays.
- Students usually attend TAFE training in block release throughout the school year.

SBAT Coordinator:
Mr Adrian Bright.

On completion of a school based apprenticeship a student may decide to continue into a full apprenticeship, or may choose to do something totally different. Either way the qualification goes with them for the rest of their lives no matter where in Australia they choose to live and work.

2014 Pathways Team:
Principal - Mr Scott Watson
Assistant Principal - Mr Kevin Bott
VCE/VCAL Coordinator - Mrs Marion Wetherbee
Assistant VCE/VCAL Coordinator - Mrs Fiona Townsend
Year 10 Coordinator - Mr Phil Smith
Assistant Year 10 Coordinator - Mr Jason Schultz
Pathways Advisor - Mr Adrian Bright
Assistant Pathways Advisor Ms Jacqui Coleman

Teaching and Learning leader: Mrs Michelle Bootes

2014 Curriculum Domain Leaders:
English - Mrs Nina Beresford-Smith
Mathematics - Mrs Michelle Bootes
Science - Mrs Judy Nicholls
Humanities - Miss Louise McLay
Health and Physical Education - Mrs Kim Saxon
Arts - Ms Gladys Sarisuk
Technology - Mr David Robinson

We wish all students well in their final years of education at Euroa Secondary College. If you require any further information, please do not hesitate to contact the appropriate member of our college team.