

TRAFALGAR HIGH SCHOOL

YEAR 10

HANDBOOK

2021

TRAFALGAR

HIGH SCHOOL

INTRODUCTION

This Year 10 Handbook is designed to help students in Year 9 in 2019 with their course selection. The information has been compiled by teachers to provide an outline of the courses and semester units offered at Trafalgar High School in 2020 at Year 10.

If further information is required about course structure or about particular subjects, please do not hesitate to contact the school.

Principal	Ms. Jane Mersey
Assistant Principal	Ms. Lee Jinks
	Ms. Jimi Hopkins
	Ms. Amanda McQualter
Senior Sub-School Leader	Ms. Louisa Draper
Year 10 Coordinator	Mr. Richard Morrison
Year 9 Coordinator	Ms. Niki Wald
VASS Coordinator	Ms. Jimi Hopkins
Distance Education Supervisor	Ms. Louisa Draper
Senior Pathways Coordinator	Ms. Gabrielle Evans

FACULTY LEADERS

Arts	Mr. Sean Richards
Technologies	Mr. Allen Gilmore
Languages	Mr. Leo Kusuma
Humanities	Mr. Michael Spence
English	Ms. Jo McInerney
Health & Physical Education	Ms. Kym Brand
Mathematics	Ms. Belinda Devitt
Science	Ms. Ashley Bannister
VCAL	Ms. Jessica Hancock

Staff can be contacted either by the school email address or school number:

Trafalgar High School.
School Road,
Trafalgar, 3824.
Telephone: 5633 1733
Fax: 5633 2378
email: trafalgar.hs@edumail.vic.gov.au

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Year 10 Program for 2021

Consists Of Four Alternatives:

Students undertake **one** of the following:

10S Program
(For present 9S students only)

OR

Year 10 Program with
One VCE Subject

OR

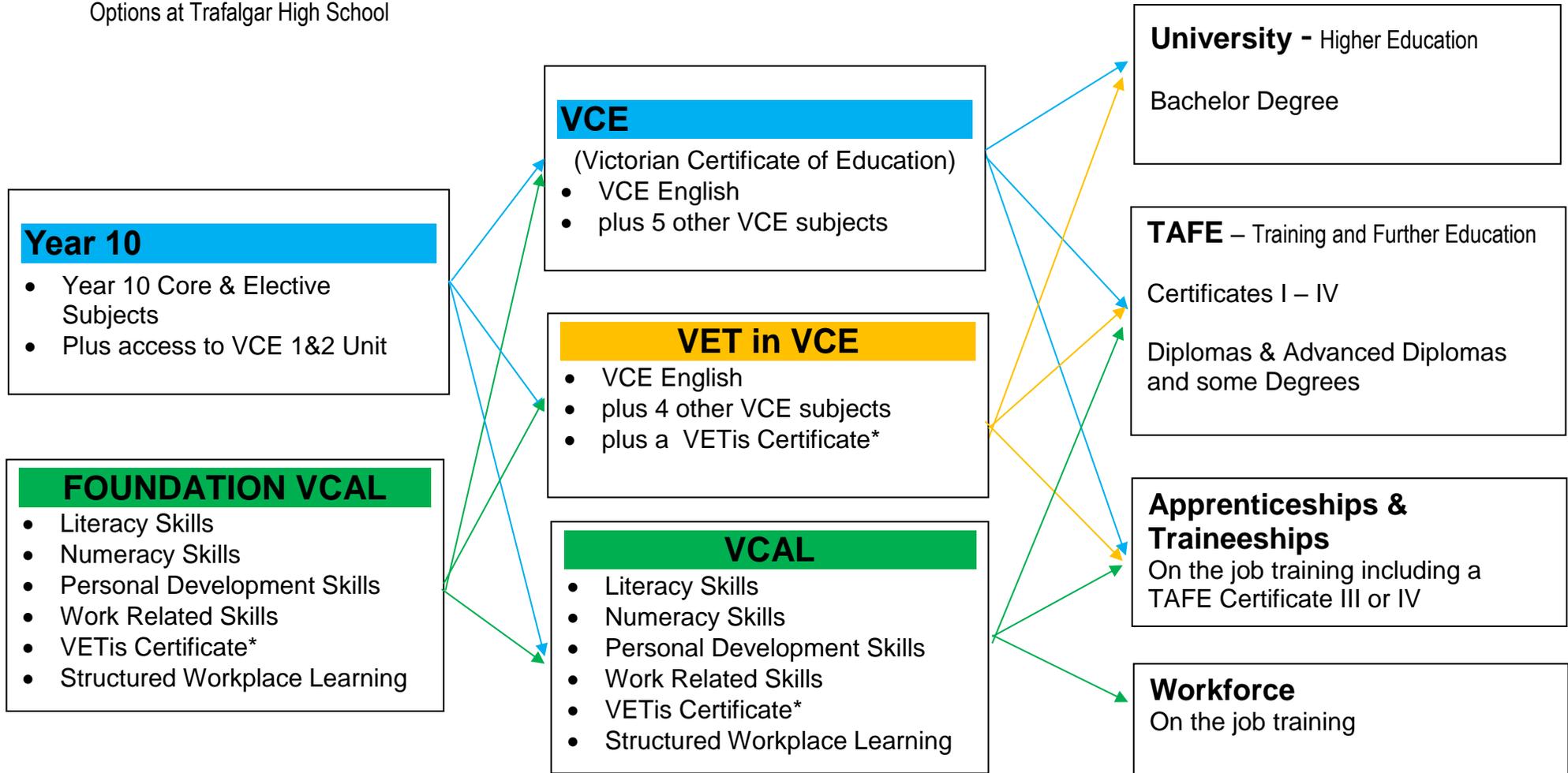
Year 10 Program

OR

Foundation VCAL

Where to Now?

Options at Trafalgar High School



*VETis (Vocational Education & Training in schools). This is industry specific based training and learning, undertaking a Certificate II or III. Typically one day per week over two years

Year 10 SEAL Program

The 10S curriculum grid, with the time allocations attached to each subject, appears below.

Compulsory Full Year Subjects

English	3 x 75 minute periods per week
Mathematics	3 x 75 minute periods per week
Science	3 x 75 minute periods per week
Physical Education	1 x 75 minute periods per week
Year 10 Elective	3 x 75 minute periods per week
Chosen VCE subject 1	3 x 75 minute periods per week
Chosen VCE subject 2	3 x 75 minute periods per week

Electives

Students choose **ONE** elective per semester. The Year 10 electives offered are:

Electives: (Three periods per week)
Creative Writing
Design Technology
Drama
Food Studies
Geography/Health – Wellbeing in a Globalising World
History – Rights & Freedoms in a Globalising World
Indonesian 1 & 2 – Full Year Elective
Media
Music
Personal Training
Outdoor Education
Sports Academy
Visual Arts
Visual Communication Design
Web Design & Robotics

*Each elective description includes assessment evidence.

**VCE subject selections will be communicated via a subject selection pro forma early Term 4.

Year 10 Program with option of one VCE subject

The Year 10 curriculum grid, with the time allocations attached to each subject, appears below.

Compulsory Full Year Subjects

English	3 x 75 minute periods per week
Mathematics	3 x 75 minute periods per week
Humanities	3 x 75 minute periods per week
Science	3 x 75 minute periods per week
Physical Education	1 x 75 minute period per week
Year 10 Electives	3 x 75 minute periods per week
Chosen VCE subject or Year 10 subject	3 x 75 minute periods per week

Electives

Students choose **ONE** elective per semester. The Year 10 electives offered are:

Electives: (Three periods per week)
Creative Writing
Design Technology
Drama
Food Studies
Geography/Health – Wellbeing in a Globalising World
History – Rights & Freedoms in a Globalising World
Indonesian 1 & 2 – Full Year Elective
Media
Music
Personal Training
Outdoor Education
Sports Academy
Visual Arts
Visual Communication Design
Web Design & Robotics

** Each unit description includes assessment evidence

Foundation VCAL Program

VCAL is another way for students to complete their secondary schooling. The VCAL has been designed by the Victorian Qualifications Authority (VQA) to meet the needs of students who **do not wish to receive an ATAR score**, required for University entrance. It is also for students who prefer, or need, to learn in a more practical and hands on way.

Structure of the VCAL

The VCAL program must cover the four main areas of study:

- **Literacy & Numeracy Skills:** VCAL Foundation Numeracy includes developing skills in numbers and data, financial literacy, time and location, measurement and design, and the use of software tools and devices. VCAL Foundation Literacy includes four learning outcomes focused on the development of reading and four learning outcomes focused on the development of writing, as well as units of work that develop spoken language and oral communication skills.
- **Personal Development Skills** – Includes community projects and activities to develop self-confidence, teamwork, organisation, civics and civil responsibilities, social awareness and responsibility and other employability skills.
- **Work Related Skills** – designed to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of occupational health and safety knowledge prepares learners for the workplace.
- **Industry Specific Skills** – includes the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. For example, VET courses: Hospitality, Building, Hairdressing, Community Services, Engineering, and Automotive delivered by TAFE or other provider.

Students will be off-campus for up to 2 days each week completing TAFE and/or Industry Work Placement. In Semester One, students will be at school for **4 days** and off-campus at TAFE for **1 day**. In Semester Two, students will be doing work placement. The work placement must be related to the student's VET & chosen career pathway.

Students are responsible for getting themselves to and from the TAFE and their Industry Work Placement.

There will be a charge for the Certificate Training provided by TAFE (or other registered provider of the course). At this stage the expected cost to each student will be **\$450**, payable in early December 2019. Should the course not run, money will be fully refunded. A student is fully committed to a VET program by week 4 of the VET program and cannot change programs during the year.

Awarding the satisfactory completion of a VCAL unit is based on a decision by the teacher that there is sufficient evidence that the student has achieved the learning outcomes. This means students need to be able to provide evidence for any work undertaken. This evidence must meet the required standard, meet timeframes within a reasonable period and be clearly the student's own work or where indicated a result of teamwork.

In the instance that student is not deemed competent in a VET module or in a VCAL unit, they will NOT be awarded a VET or a VCAL certificate.

Entry to VCAL is by application.

Compulsory Full Year Subject Outlines

English

Unit Descriptor:

There is a continuing emphasis on skill consolidation and an increasing focus on students forming and supporting opinions. Students produce responses in a variety of forms to suit their particular purpose and audience. They learn to recognise how authors, film producers and others shape their material to suit their purpose and audience, in accord with Victorian Curriculum requirements.

The skills developed and the materials studied are intended to equip students for both VCE English and VCE Literature.

Assessment Evidence:

The course is divided into three strands: speaking and listening; reading and viewing; and writing.

• **Speaking and Listening:**

Students participate in a variety of activities to develop their spoken communication skills. These include oral presentations, class discussion, dramatic performances and formal debating

• **Reading and Viewing:**

Students continue to develop their ability to respond intelligently to a variety of texts. These include: set novels, short stories, films and media texts (including newspaper and Internet material). As noted above, they learn to recognise how authors, film producers and others shape their material to suit their purpose and audience.

• **Writing:**

Students produce a portfolio of writing tasks in a range of styles. They have the opportunity to produce multimodal texts. They continue to complete regular exercises to improve their written expression skills.

Materials Required:

Refer to booklist.

Additional Expenses:

Possible Excursions.

Mathematics

Unit Descriptor:

There are three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

There are four proficiencies, which reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

- **Understanding:**

Connecting related ideas, representing concepts in different ways, and interpreting mathematical information.

- **Fluency:**

Recalling definitions, choosing appropriate methods and calculating answers efficiently.

- **Problem Solving:**

Using applying existing strategies to unfamiliar situations and verifying that answers are reasonable.

- **Reasoning:**

Explaining their thinking, transferring learning from one context to another, making inferences and justifying strategies used and conclusions reached.

Three different Mathematics courses are offered to mainstream Year 10 students. It is important that students are in the correct Mathematics course that suits their abilities and needs. Current Year 9 teachers will be making recommendations as to which Maths course students should take. It may not be possible for students to change maths courses during the year.

Advanced Mathematics:

Advanced Mathematics at Year 10 is designed to prepare students for Year 11 Maths Methods and Year 11 Specialist Maths. In this subject, students are required to work at a faster pace as there are more topics that are covered in preparation for Year 11.

Mainstream Mathematics:

Mainstream Mathematics at Year 10 is designed to prepare students for Year 11 General Mathematics.

Advanced 10A Maths (for students currently in 9S):

This course is for students who have completed Maths to a Year 10 level while a student in Year 9. It is designed to prepare students for Year 11 Maths Methods and Year 11 Specialist Maths. In this subject, students will study areas of mathematics that draw from the VCE curriculum.

10S students who take Advanced 10A Maths will need to purchase a TI-nspire CAS Calculator.

Assessment Evidence:

The proficiencies in the content strands are assessed through a series of topic tests, analysis tasks, assignments and end of semester exams.

Materials Required:

Refer to booklist

For pathway options in Mathematics, please refer to page 23

Humanities

Unit Descriptor:

Students studying the Humanities will cover the following topics throughout the year.

In **History** students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries, including World War II. They will discover how key events, ideologies and social movements have shaped the modern world, including the civil rights movement and the environmental movement.

In **Geography** students explore key environmental issues such as global warming, urban development, land degradation, and poverty. They will identify strategies to address these issues and develop policies, including those for sustainable use and management of resources.

In **Economics** students will learn about law making and the Australian Constitution, economic decision making through case studies regarding economic issues and financial management and enterprise. Students will also explore careers, the nature of the workplace, application and interview skills. A wide variety of activities are utilised in order to engage students with their learning.

Assessment Evidence:

Assignments, Presentations, Structured Questions, Workbooks

Materials Required:

Textbooks will be Jacaranda History Alive 10 and Geography Alive 10. Refer to booklist.

Additional Expenses:

Possible excursions

Science

Year 10S Science Unit Descriptor:

In this unit, students build on their scientific knowledge and skills from previous years. Students are introduced to material related to VCE unit 1 and 2 from chemistry and physics in order to develop an understanding of these concepts. Students will also explore ideas related to VCE unit 3 and 4 biology. Students will further develop their skills in designing, conducting and writing scientific reports, following the scientific method format. Students will maintain an experimental log book over both semesters. Students will build on their science inquiry skills by conducting research tasks which will also allow students to further develop their presentation and communication skills.

Year 10 Science Unit Descriptor:

In this unit students build on their scientific knowledge and skills from previous years. Students explore and investigate the science branches of chemistry, biology and physics. In chemistry students investigate atomic structure and rates of chemical reactions. In biology students explore inheritance and aspects of genetics, as well as change over time with evolutionary processes. In physics students investigate motion and energy conservation, including electromagnetism. Students will further develop their skills in designing, conducting and writing scientific reports, following the scientific method format. Students will maintain an experimental log book over both semesters. Students will build on their science inquiry skills by conducting research tasks which will also allow students to further develop their presentation and communication skills.

Assessment Evidence:

- Demonstrate an understanding of key ideas presented related to chemistry, biology and physics
- Conduct a series of experiments and analyse results
- Complete assignments and research tasks
- Keep a well maintained log book
- Complete a set of structured questions under test conditions
- Present findings in class presentations: PowerPoints, movies, verbal presentations, posters
- Demonstrate an ability to work independently as well as work cooperatively as part of a team
- Demonstrate effective time management skills by completing work with an allocated time
- Complete an exam at the end of each semester

Materials Required:

Refer to booklist.

Additional Expenses:

Possible excursions and/or incursions.

Health & Physical Education (HPE)

Unit Descriptor:

The emphasis of this subject is on developing an awareness of safety towards self and others, to analyse the current levels and role of physical activity in Australian lives. Students will develop and understanding of training methods to improve individual fitness levels; and to participate in training methods, sports, games, recreational and leisure activities that aim to maintain regular participation in physical activity with an aim to perform and refine specialised movement skills. Students will also investigate components of fitness and the tests associated with them.

In the Traffic Safety unit students use simple data to identify the rates of injury and death in Australia. They will investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies such as the Graduated Licensing System and other programs.

During the First Aid course students will build on previously learnt first aid skills including CPR, Action Plan and specific signs and symptoms of major injuries and conditions. Assessment will focus on CPR and the body systems which are incorporated. Students will apply their knowledge to common situations they could be involved in such as workplace accidents, motorbike riding, camping, fishing or sporting activities.

Through their participation in activities such as Archery, Golf, Lawn bowls, Basketball, Table Tennis, Soccer, Volleyball and minor games students will demonstrate proficiency in the execution of manipulative and movement skills during complex activities and participate in sports, games and recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.

Assessment Evidence:

- Being organised for learning – this includes being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly – this includes using equipment safely
- Demonstrates Effort – participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Demonstrate improvement of sport specific skills
- SACs – Tests
- Research Task

Materials Required:

Refer to booklist.

Sports Uniform which includes black shorts and red t-shirt. A change of clothing should also include appropriate footwear, a hat and sun cream.

Additional Expenses:

Possible excursions.

Elective Semester Subject Outlines

Creative Writing

Unit Description:

Are you a natural story-teller? Do you love to immerse yourself in invented worlds full of adventure and excitement? Unleash your inner writer in this stimulating subject that explores fascinating settings, realistic characters, well-paced plots, sense-driven descriptions and rousing language. Whether you wish to enter writing competitions or improve your personal blog, this elective will provide you with the creative tools necessary to bring your imagination to life.

Assessment Evidence:

- Students will complete creative writing tasks
- Students will complete creative writing tasks for specific audiences
- Students will complete creative writing responses to text

Materials Required:

Refer to booklist

Design Technology

Unit Descriptor:

Students will focus on the using different types of materials in Design Technology depending on the task at hand these include Wood, Metal, Plastics, Textiles. We will be looking initially into the use of complex woodworking joints and fastening techniques which provide strength and attractive appearance with projects more focused on an end product. These products would include Marquetry Watch Box, Redesigning a Stool or Chair, Redesigning a Desk or Floor Lamp, Outdoor Furniture. The emphasis here is on careful and well investigated designs on the accuracy of the work and on the student's ability to work through the design process.

Assessment Evidence:

- A Design Booklet that shows evidence of Investigating, Generating, Planning, Producing and Evaluating.
- Demonstrate an understanding of safety and the correct use of stationary and hand/power tools.
- Complete written Investigation tasks.
- Demonstrate an ability to work independently and in groups.
- Complete all tasks within the allocated time period.
- Completion of a Product to a high standard.

Materials Required:

Refer to booklist

Additional Expenses:

A fee may incur if additional materials are required for projects that take place throughout the year.

Drama

Unit Descriptor:

Drama enables students to express, explore and make meaning of personal, social and cultural worlds through narrative, role and situation. Students will learn to think, move, speak and act with confidence while making and staging performances for audiences.

Students will improvise with elements of drama and stagecraft to develop ideas and communicate meaning through a variety of performance styles. They will work collaboratively to rehearse and refine their expressive skills and actions in a range of forms and spaces.

They will also attend and respond to performances presented by professional practitioners. This allows students to make connections with their own work and to build their experience of how dramatic elements, styles, stagecraft etc. can be used and manipulated in performance.

Assessment Evidence:

- Develop and sustain different roles and characters to realise dramatic intention.
- Perform devised and scripted drama for an audience
- Select and use appropriate expressive skills to convey dramatic action and meaning
- Select and use elements of drama, narrative and structure in directing acting and applying stagecraft
- Attend a professional performance
- Discuss and analyse a performance by a professional practitioner
- Year 9 Drama as pre-requisite

Materials Required:

Refer to booklist.

Additional Expenses:

The attendance at professional performances can incur costs. These are dependent upon availability and not expected to exceed \$50.

Food Studies

Unit Descriptor:

Students will build on their prior knowledge from junior food technology classes. Students will develop practical skills, knowledge and understanding about healthy eating, as well as how to apply these skills in their everyday life. The opportunity to prepare and cook a wide range of ingredients and foods will be central to this study. In addition, students will be engaged in investigating, designing, producing, analysing and evaluating their work. Importantly, this course will prepare students for the VCE Food Studies Study Design.

Assessment Evidence:

- Maintain a workbook of notes, designs and evaluations relevant to the practical activities undertaken
- Complete written design brief tasks
- Demonstrate an ability to work independently and in teams
- Model a variety of safe and hygienic food preparation skills
- Complete all tasks within a designated time period

Materials Required:

Refer to booklist. A lunch box sized container.

Additional Expenses:

There will be a compulsory fee additional to fees for this subject, which will be approximately \$80

Geography / Health - Wellbeing in A Globalising World

Unit Descriptor:

This subject provides an introduction to both VCE Geography and VCE Health and Human Development. It will look at the role of individuals, organisations and governments in implementing programs for development and change. It will explore the health and wellbeing of individuals and countries across the globe. Students will delve into the role of climate change, global marketing, digital technology, conflict and mass migration and other factors in influencing health and wellbeing. This subject will also investigate and evaluate existing strategies for promoting global health and wellbeing as well as giving students the opportunity to develop their own ideas and strategies for promoting the health and wellbeing of those in need in a variety of countries.

Topics include:

- What makes a good life? Is life the same everywhere?
- Human health and wellbeing – what is it and how is it measured?
- Geographic factors: social, political, technological, environmental and economic
- Development challenges
- Conflict and change

Assessment Evidence:

A structured task and a research project which results in a student-led solution/outcome to a local or global problem.

Assessment Evidence:

- Maintain a workbook of notes, designs and evaluations relevant to the activities undertaken
- Research tasks including assignments and case studies.
- Written response to structured questions
- Field work

Materials Required:

Jacaranda Geography Alive 10 (Humanities textbook)

History - Rights and Freedoms in a Globalising World

Unit Descriptor:

In this unit students will investigate major global influences that have shaped Australian society during the twentieth century and continue to do so to this day. The elective will cover the following topics:

- Popular Culture
- The Environment Movement
- Political Crisis
- Migration Experiences

Assessment Evidence:

A structured task (Film Review) and a Research Project.

Materials Required:

Jacaranda History Alive 10 (Humanities textbook)

Indonesian (Bahasa Indonesia)

**Unit 1 & 2 full year*

Unit Descriptor:

In this unit, students will study 2 topics per term. These topics include: environment, food/etiquette, movies/characteristics, and art/music. In each topic, students complete a range of activities to develop their language skills in reading, writing, listening, speaking and viewing. Each unit allows students to build on language skills previously learnt to create fluent Indonesian speakers in a range of topics and scenarios in preparation for VCE Indonesian.

Student will also become leaders to help run the Indonesian Independence Day festival. This will include running activities, cooking, photography and advertising the event. This will enhance their leadership skills and also their knowledge of Indonesian culture. Please note Indonesian is a full year elective.

Assessment Evidence:

Students will complete assessment tasks based around:

- Communicating in a LOTE
- Intercultural knowledge and awareness
- Vocabulary Tests
- Chapter Tests

Materials Required:

Refer to booklist.

Additional Expenses:

One excursion during each term - Approximately \$20 each.

Media

Unit Descriptor:

In this Unit, students will continue to learn about the processes involved in the creation of media texts such as films, TV shows, advertisements etc. This elective will offer extension studies for those students who have completed the year 9 elective. They will learn about the various skills needed to produce media texts and they will have the opportunity to create their own films and advertisements thereby building on the skills that they have learnt in year 9. Students also learn about the impact new media such as the internet and mobile phone technology has had on society and how these technologies influence our lives. This elective is suitable for students who will be enrolling in Media Studies for the first time as the content material will be adapted to suit the student's point of entry.

Assessment Evidence:

- Creation of a short film or advertisement
- Demonstrate an understanding of the various stages of media text creation
- Complete written research tasks
- Demonstrate an ability to work independently and in teams
- Complete all tasks within an allocated time period

Materials Required:

Refer to booklist.

Music

Unit Descriptor:

In this unit, students will learn to play various styles of music with a major focus on the practical aspect of music and the development of their instrumental skills. This includes vocal skill development. Students will explore composition and song writing. Students will learn theoretical concepts and apply this to their instrumental and ensemble work throughout the semester. Students will refine and further their understanding of musical styles, chords, scales, guitar and bass tablature. In addition, exploring drum notation, reading and writing of lead sheets and notation.

There is an expectation that students will have developed some skills in their chosen instrument (vocals included) as they will perform in both ensemble and solo instrumental works every lesson throughout the semester. Students will maintain a journal recording notes, ideas, chord diagrams, song charts and theory relating to the music introduced throughout the semester. A written piece of music (composition) will be developed, recorded and performed and a journal kept as part of their assessment.

Assessment Evidence:

- Musical competence and development of instrumental skills on a chosen instrument (vocals included) demonstrated through band, solo performances and class work
- Understanding of theoretical concepts and an ability to implement them practically on their instrument
- In class and end of unit Musical performances
- A personal/group instrumental and/or vocal composition based on a particular genre/style of music and a written journal
- A personal/group instrumental and/or vocal composition
- Development of Music production skills
- Completed recording of student Music works either composed or covers, performed and produced by the students using appropriate technology

Materials Required:

Refer to booklist. Preferred instrument (if appropriate) e.g. personal guitar, bass, flute.

Outdoor Education

Unit Descriptor:

This unit will provide students with the appropriate knowledge and skills to safely participate in the outdoors. This unit will provide students the opportunity to develop an understanding and appreciation for their local and surrounding environment. Outdoor Education strongly focuses on personal and social development through participation in theoretical and practical activities, as well as the opportunity to enrol in The Duke of Edinburgh's International Award program and complete award sections in service, physical recreation and adventurous journey award sections

This unit focuses on skills relevant to each theoretical component, this includes;

- Tent pitching
- Orienteering
- Fuel stove operation and safety
- Essential survival skills
- Survival First Aid
- Compass and map use
- Rips & Tides
- Bushcraft
- Coastal Environments
- Alpine environment

Assessment Evidence:

- Compulsory practical participation at each camp/excursion
- Application, reflection and analysis of their practical experiences - Journal Entries
- Written assignments on outdoor experiences and techniques

Materials Required:

Refer to booklist.

Additional Expenses:

- Camps/Excursions
- Bus hire and Travel expenses
- Camp Accommodation
- Equipment hire for selected practical activities (Surfing; Surfboards and Wetsuits)

Attached is an approximate cost of each semester and camp. This costing is applicable for 2020.

Dates and Activities are subject to change.

Term 1 \$200	Coastal Environments Overnight Camp <ul style="list-style-type: none"> • Stand up paddle boarding • Beach combing • Rock pool rambling
Term 2 \$150	Gippsland National Park Experience <ul style="list-style-type: none"> • 2 day trips • Inter-School Orienteering • Hut making • Trangia cooking • Survival Scenarios
Term 3 \$300	Alpine Snow Experience <ul style="list-style-type: none"> • Snowboarding • Skiing • Snow shoeing • Hut making • Trangia cooking • Survival Scenarios • Inter-School Amazing race
Term 4 \$200	Coastal Environments Overnight Camp <ul style="list-style-type: none"> • Stand up paddle boarding • Beach combing • Rock Pool rambling

Personal Training

Unit Descriptor:

This unit will focus on health and personal fitness utilising the new Trafalgar High School Fitness Centre. It will include a combination of theoretical and a practical approach.

Concepts covered include

- Developing, performing and evaluation of a personal training program
- Developing knowledge of nutrition and recommendations for specific needs
- Participate in strength and conditioning training
- Technique analysis and feedback
- Injury prevention, management and rehabilitation
- Setting personal goals and evaluation.
- Energy Systems

Assessment Evidence:

Practical Assessment – participation & performance

Theoretical Assessment – Journal reflection and program design

Materials Required:

Refer to booklist.

Sports Academy

Unit Descriptor:

This unit is for those students who may enjoy exercise and wish to develop their knowledge of how their body adapts and performs skills. Concepts covered in the subject aim to provide an introduction into VCE PE covering an introduction to the Muscular & Skeletal systems. Other topics included Skill Acquisition & Coaching styles and the Technique or Technological changes which have occurred in sporting activities.

Assessment Evidence:

- Being organised for learning: this includes being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly: this includes using equipment safely
- Demonstrates Effort: participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Demonstrate improvement of sport specific skills
- Laboratory Reports: Applying theoretical knowledge with practical class experience
- Tests: Knowledge of body systems. Stages of skill acquisition and coaching styles.
- Research task on the technological changes to a sporting activity.

Materials Required:

Refer to booklist.

Sports Uniform which includes black shorts and red t-shirt. A change of clothing should also include appropriate footwear, a hat and sun cream.

Visual Arts

Unit Descriptor:

Visual Arts offers students a more independent and specialised approach, working in a variety of 2D and 3D art forms, for example drawing, painting, artist books and photography. Students explore a range of subject matter and materials, leading to the development of personal ideas and viewpoints based on the study and appreciation of a range of artistic styles. Traditional and contemporary techniques and processes are explored with a view to develop their own art practice. Students analyse and evaluate a range of artworks from different cultures, times and places broadening their knowledge and understanding of art.

Assessment Evidence:

- A folio that shows evidence of the art process (including research, development and exploration of ideas and evaluations)
- Demonstrate an understanding of the art elements and principles
- Complete written analysis of art works
- Complete a series of 2D and 3D artworks

Materials Required:

Refer to booklist.

Visual Communication Design

Unit Descriptor:

In Visual Communication Design students develop an understanding of the three design fields; Environmental, Communication and Industrial Design. Students design briefs to explore and develop ideas incorporating a range of media, materials and drawing conventions that includes model making, two- and three-dimensional drawing techniques and digital applications such as Adobe Illustrator and Photoshop. Students will learn about past and present designers and design styles and the design elements and principles.

Assessment Evidence:

- A folio that shows evidence of the design process (including research, designs, development and evaluations relevant to the design brief)
- Demonstrate an understanding of the design process and design elements and principles
- Complete written analysis of visual communications
- Complete a range of two- and three-dimensional visual communications

Materials Required:

Refer to booklist.

Web Design & Robotics

Unit Descriptor:

In this unit students will develop skills in the use of various software applications that assist in website creation. They will work collaboratively to plan, develop, test and evaluate an effective website.

The students will also collaboratively use robotic kits to complete a series of tasks involving assembling, coding and controlling robots. They then build, code and control a robot of their own design, creating a video to present all its capabilities and features.

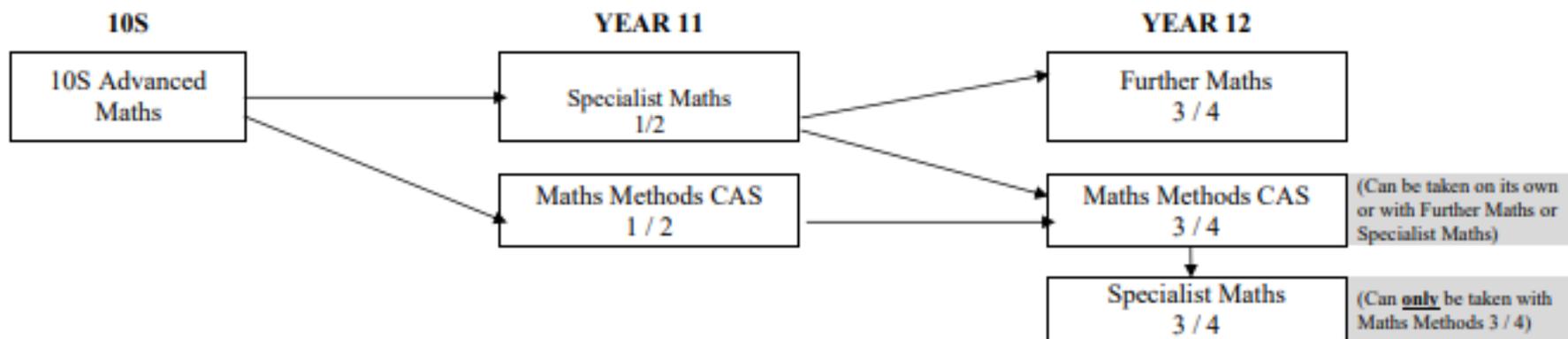
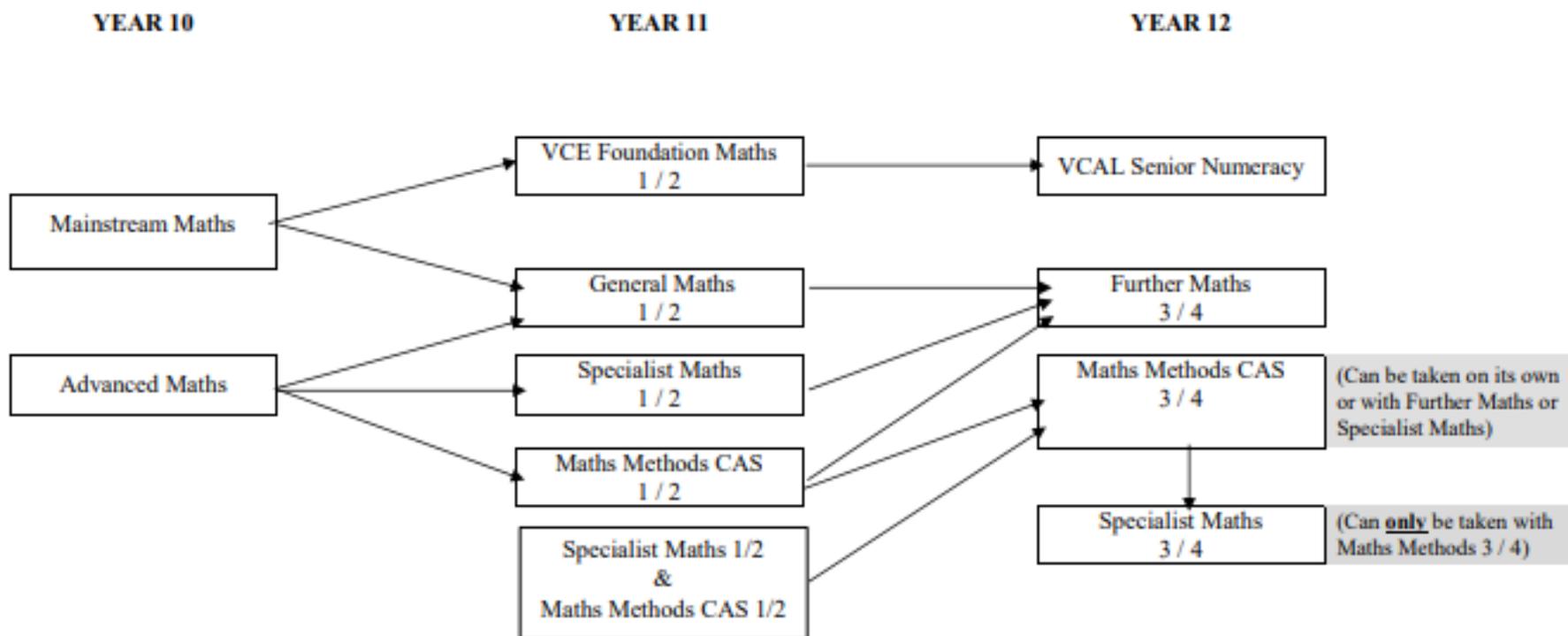
Assessment Evidence:

- Collaboratively produce a website, including stages of planning, developing, testing and evaluating.
- Collaboratively build robots and video their finished product to present all its capabilities and features.

Materials Required:

Refer to booklist.

VCE MATHEMATICS PATHWAYS



Selection into Year 11 Mathematics is based on teacher recommendation