



Gippsland Grammar  
A PASSION FOR EXCELLENCE



Trista Leighton: Oil Painting - Year 10 Art

# Gippsland Grammar Year 10 2023 Handbook

## INTRODUCTION

It is an exciting time for students to be selecting their elective subjects for Year 10 and provides them with an ability to begin formulating their program in preparation for VCE. It is important to remember that Year 10 consists of core subjects that will form the basis of the program, and students will be making selection in both the Humanities and Art & Design / Language area, so we are making choices to support our interests, skills, and talents. We are not at this stage determining our career.

The Year 10 curriculum acknowledges that the Year 9 students have experienced a program that challenges students to:

- Strive for and value personal excellence and achievement
- Enhance self-reliance and confidence
- Work collaboratively
- Appreciate and respect a variety of environments

“Year 9 students are encouraged to be self-reliant and responsible. It is expected that all students take responsibility for their own learning and achievement, for involvement in co-curricular activities and for developing relationships with students and staff which will enhance the operation of the Year 9 community.” (Year 9 Handbook)

Students will undertake careers exploration, beginning in Term 1 with the completion of a Career Profile tool which, along with their interview with the Career Advisor, will investigate options to help them prepare for their VCE, subject selection. Those students aged over 15 years may organise to undertake work experience; work experience is also available in Years 11 and 12. Students are encouraged to attend university or TAFE Open Days, held mainly in August each year. Students are also encouraged to undertake opportunities to act as leaders on various camps and develop their leadership skills.

When making their choices, it is important that students consider their strengths and interests, choosing subjects that they will enjoy learning in.



Justin Henderson  
**Acting Deputy Principal**

## Year 10

### Rationale

The Year 10 program will provide a broad curriculum and a range of experiences for students whilst acknowledging the vast range of abilities and interests of the students at this level. It will seek to provide students with the knowledge, skills, and experiences to begin the senior years of study at secondary level.

## The Year 10 Academic Program

### The Core

In Year 10, all students will undertake the study of a common core consisting of:

- English
- Mathematics
- Physical Education
- Religious and Values Education
- Science

### Electives

In addition, each student will select a further three subjects from the following list to make up their course for the year.

- Art
- Electronics and Programming
- French
- Geography
- History
- Japanese
- Music
- Personal Investment
- Visual Communications Design
- Wood Technology
- Certificate II in Furniture Making Pathways
- Certificate III in Health Services Assistance
- Certificate III in Music Industry (Sound Production)
- An off-campus VET subject
- A VCE subject

These subjects are studied for the entire year.

From the elective list all students must choose:

- History or Geography or Personal Investment or Business Management 1/2.
- Arts or Language subject: Art, Visual Communication and Design, Music, Wood Technology, Theatre Studies 1/2, French or Japanese.

Each subject is taught as a year-long unit.

With the exception of Languages - Japanese and French, each subject is a stand-alone unit and not a prerequisite for further study. For example, it is quite possible to pick up Unit 1 & 2 VCE Geography, History, Visual Communications Design or Art without having studied them in Year 10.

## VCE Units in Year 10

Year 10 students are given the opportunity to choose **one** VCE subject as part of their course. While students in past years have found this option to be most beneficial, it should be emphasised that not all students will be able to manage a VCE subject at this time. Accordingly, all students who wish to study a VCE subject will need to complete an application form.

Students may apply to study one of the following subjects if they have met a level of competency in related subjects:

- Accounting 1/2
- Applied Computing 1/2
- Art Creative Practice 1/2
- Art Making and Exhibiting 1/2
- Biology 1/2
- Business Management 1/2
- Chemistry 1/2
- Drama 1/2
- Economics 1/2
- Food Studies 1/2
- Geography 1/2
- Health and Human Development 1/2
- History 1/2
- Legal Studies 1/2
- Media 1/2
- Music Performance 1/2
- Outdoor and Environmental Studies 1/2
- Physical Education 1/2
- Psychology 1/2
- Theatre Studies 1/2
- Visual Communication Design 1/2
- VCE VET Certificate II in Furniture Making Pathways
- VCE VET Certificate III in Health Services Assistance
- VCE VET Certificate III in Music Industry (Sound Production)
  
- There may be some limits on the places available in classes.

## VET

Another subject option in secondary education is the Vocational Education and Training (VET) programs within the VCE. VET in the VCE allows students to complete all or part of a nationally recognised Vocational Education and Training qualification to receive credit towards satisfactory completion of the VCE or VCAL. All VCE VET programs have Unit 1 to 4 level recognition within the VCE.

Some VCE VET programs include Scored Assessments. In these programs, students receive a score and grade for each of two components:

- School Assessed Coursework – a set of tasks students undertake in the Units 3 and 4 of their program.
- An examination based on the Units 3 and 4 sequence, set by VCAA.

The statistically moderated School Assessed Coursework score and the examination score are used to calculate Study Scores by the same procedures as for other VCE studies.

VET VCE subjects are usually delivered by TAFE institutions or other providers that have made arrangements

to deliver VET programs using suitably qualified teachers.

Gippsland Grammar currently deliver three programs:

- Certificate III in Health Services Assistance
- Certificate II in Furniture Making Pathways
- Certificate III in Music Industry (Sound Production)

VET subjects, like other subjects, only run if there are sufficient numbers.

Currently, a small number of students access VET courses through the local GIPPSLAND TAFE, one day per week. Course availability may be subject to change by the provider.

For further information on VET courses, please contact the VET Coordinator.

### **Considerations in undertaking a VET subject:**

Students who undertake an off-campus VET subject usually miss a full day of classes each week. Please note that students will need independence and discipline as they will be required to catch up on missed work covered during that day.

VET courses that are delivered on-campus at Gippsland Grammar are done so within the timetable.

The cost of the course is subsidised by the School. Parents are asked to pay \$350 per semester.

## External VET Subjects

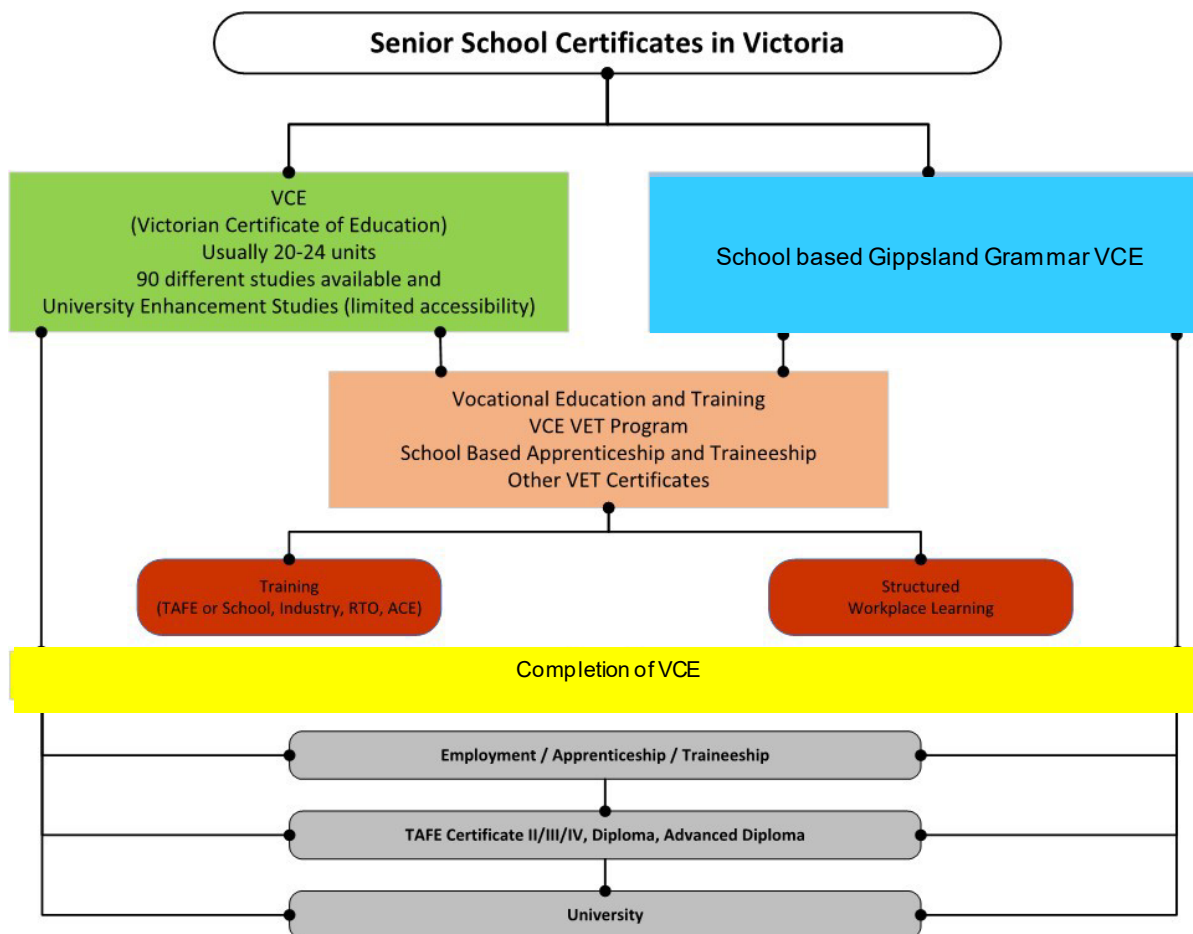
Certificate III in Early Childhood Education and Care
Certificate II in Salon Assistant
Certificate II in Kitchen Operations
Certificate II in Animal Studies
Certificate II in Horticulture
Certificate II in Conservation and Land Management
Certificate II in Engineering Fabrication and Fitting
Certificate II in Automotive Vocational Preparation
Certificate II in Plumbing (Pre-Apprenticeship)
Certificate II in Electrotechnology (Career Start)
Certificate I in Maritime Operations (General Purpose Hand)
Certificate II in Building and Construction (Carpentry)
Hair and Beauty Skills Set

Note that external VET subjects are in addition to the subjects selected in Years 10

## Senior School Certificates in Victoria

This section is about the VCE and how to plan a program.

### Senior Secondary Certificate Pathways Guide



### How to Qualify for a VCE

To be awarded the Victorian Certificate of Education students must satisfactorily complete *at least 16 units*.

Including the Year 11 units these also must include the following Unit 3/4 (Yr. 12) sequence.

- at least three units of English, and one of these must be from Unit 3 or 4 (students may replace English 3/4 with Literature 3/4 or English Language 3/4)
- at least three pairs of units 3 and 4 of studies other than English. The remaining units can be any that you choose.

Please note that at Gippsland Grammar, the completion of Mathematics at Year 11 is a requirement.

## Course Descriptions – Year 10 Core Curriculum

### English

The Australian Curriculum has been fully implemented in Year 10 English. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The subject focuses on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed, while preparing students for VCE studies in English, including English, English Language, English as an Additional Language and Literature.

Year 10 students study English for the full academic year. They engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. Exercises and tasks in the oral component of the curriculum introduce students to speaking for different audiences and purposes and encourage students to speak with confidence and in an informed manner in different contexts. Formal speeches, debates and interviews are just some of the forms that help students to extend their skills in oral communication.

The entire curriculum at Year 10 is supported by an emphasis upon developing language skills through strengthening students' knowledge of metalanguage and their use of the fundamentals of spelling, punctuation, and grammar, as well as skills in critical thinking and analysis.

### Maths

Year 10 Mathematics has the following aims:

- To consolidate and expand the skills which were introduced in Year 9.
- To consolidate techniques useful to students in solving problems in various mathematical contexts.
- To use appropriate technology, including the TI *nspire* CAS calculator.
- To prepare students for their chosen Mathematics pathway.

In Year 10 there are three options offered to students.

Year 10 Mathematics includes linear relations, geometry, indices, trigonometry, quadratic equations, measurement, parabolas and other graphs, probability, and statistics as per the Australian Curriculum,

Year 10 Advanced Mathematics is for students requiring extension in Mathematics. It includes all of the Year 10 Mathematics concepts plus Advanced content including geometry of circles, surds, trigonometry involving non-right-angled triangles and logarithms and polynomials as per the Australian Curriculum.

Year 10 Foundation Mathematics is for those requiring a modified program in Year 10. The learning outcomes focus on the following four domains: Numeracy for personal organisation, Numeracy for interpreting society, Numeracy for practical purposes and Numeracy for knowledge. The mathematics areas of Number, Space and Shape, and Data and Measurement are covered within these domains.



## RAVE – Religion and Values Education

Religious and Values Education, or RAVE is a multi-strand curriculum. It is based on a strong foundation of *story*, *personhood* and *sacred text*. It builds on what students have learned in previous years: to develop their own beliefs and engage in critical and self-reflective thinking with a view to engaging with the big ideas and questions of life, including the problem of suffering and injustice in the world and other significant existential and faith questions, such as is there a meaning and purpose in life—and if so, what is it?

A new addition to the RAVE curriculum, is *self-reflective writing*. In Semester 1, it could be as simple as a reflection on an outing, an infatuation with a hobby or a passion for a sport; a book, a favourite film, a career aspiration, or a life-changing event; an ‘aha’ moment, or a great success. Perhaps even a failure, which has brought on a change of mind and behaviour. Whatever is chosen, we ask of our students that they strive to go beyond just the ‘closed question’ and launch out to more open, perhaps even more ‘unusual’ ways of thinking that are capable of addressing those more demanding questions such as *why* we have to push beyond labelling ‘good’ and ‘evil’. It could include a movement from the ‘what’, ‘when’, ‘who’ *basic* kinds of questions to a *deeper* interrogation such as the ‘how’ and the ‘why’.

In Semester 2, the writing continues to explore the Question Quadrant’s ability to break open more abstract themes, such as—it has been said that ‘the truth will out’—what if the opposite were true? Another component will include the invitation to write a letter of appeal for a real-life, real-time emergency through *Amnesty International*.

The second strand of the Year 10 RAVE course focuses on philosophical systems.

In Semester 1, students are introduced to the notion of “Weltanschauung” (worldview) and how people acquire it. John Armstrong observes that, ‘whether they are conscious of it or not, people live by a core idea, or set of ideas. This then leads into an exploration of the main *ethical* systems under two main headings: (A) Dualist, which includes—*consequentialism*, *non-consequentialism* (de-ontology), *virtue ethics* and *ethics of care* (humanitarian ethics) and (B) Monist, which principally features *immanent transcendent moral ethics*. Here issues are raised and examined using Director Chris Nolan’s *The Batman Trilogy*, testing and applying them to real life experiences.

In Semester 2, the systems principally examined are: *ontology* (the philosophy of what is, what exists); *epistemology* (the philosophy of what is true: how do I know that I know?); *hermeneutics* (the study of the principles of interpretation) and *metaphysics* (the philosophy of the ‘more than’), and finally, *aesthetics* (the philosophy of beauty and the arts) which is optional. Here too, the systems’ strengths and weaknesses are critically examined and personalised by applying them to life experience. The issues raised by these investigations are then discussed, using directors Lana Wachowzki and Lilly Wachowski’s *The Matrix*.

Overall, the course is designed to practice the art of living inside the questions posed by the story of human existence and how it has been preserved in *sacred* (and secular) *text*, and the humanity we call *homo sapiens*.

## Science

The course aims to provide students with the experience of each of the disciplines of science in order to develop and extend their existing knowledge and skills, and to assist them in selecting studies for their VCE.

In Chemistry, students cover the topics of laboratory safety, the Periodic Table, bonding, writing chemical formulae and equations.

The Biology unit examines the genetic basis of inheritance, human inheritance, biodiversity, the chemical code for life and methods of controlling inheritance. The focus then moves to concepts of evolution in the context of natural selection.

In the Physics unit students explore the fundamental aspects of mechanics and are required to carry out calculations that use Newton's Laws and the basic equations of motion. Energy transformations are explored in view of the Law of Conservation of Energy.

The Earth and Space Science covers ideas about the origin of the Universe, such as the Big Bang Theory, and looks at the Scientific evidence that is used to support these ideas.

## Physical Education

In Year 10, Physical Education is a compulsory subject; the time allocation being four lessons per cycle, normally this comprises of a double lesson each week.

The focus in Year 10 is upon enjoyment and teamwork as students undertake a wide range of activities. In Term 1 the topic is racquet sports and AFEA Fitness testing. Term 2 covers fitness related activities and Netball. In Term 3, students participate in Volleyball and take part in an interclass competition in sports ranging from indoor soccer, volleyball, lacrosse, handball, and indoor hockey. Term 4 activities cover a range of elective sports.

Standards of dress are maintained, and full participation is expected.

## Course Descriptions – Year 10 Electives Curriculum

### Art

The Art course in Year 10 consists of four areas of study. The first deals with Still life as an ongoing subject in art. The second looks at the development of Cubism and how it shaped artistic practice in the modern era. The third focuses on the use of the design process to creatively respond to themes and produce expressive artworks. The fourth and final area is the history of Still life painting from the seventeenth century to the present and the influence of Cubism as seen in the work of artists such as Pablo Picasso.

#### **In Semester One students will:**

- Do several observational drawings of Still life subjects using tone and colour
- Be introduced to painting techniques and produce a painting of a Still life subject
- Produce a Folio piece in the form of an acrylic painting using the design process
- Write an essay on the history of still life
- Write a Comparative essay on the work of several still life artists

#### **In Semester Two students will:**

- Be introduced to Cubism as the most significant art period of the last century
- Do a drawing using Cubist approaches to pictorial space
- Work through a Folio piece using the design process to respond to a theme done in a form and medium of the student's own choice
- Write an essay showing the development of Cubism as seen in the work of Pablo Picasso and Georges Braque
- Write a comparative essay on the work of several Cubist artists.

### Applied Computing: Projects

The Year 10 Applied Computing: Projects elective is designed for students who:

- Have an interest in technology and its impact and contribution to society
- Want to develop their design, computational, systems, problem-solving and critical thinking skills
- Are curious about new technologies such as artificial intelligence, machine learning and big data
- Enjoy playing and creating games, websites, apps, and user experiences
- Enjoyed the Applied Computing, Renewable Technologies, or Robotics electives in Year 9

This broad digital technologies and computing course will allow students to gain knowledge and skills in a range of topics such as programming, software development, digital project management, cybersecurity and encryption, micro controllers such as Arduino and Raspberry Pi, networking, data visualisation, user experience, as well as any other topical units. Students will develop their knowledge and skills in these topics and then complete projects to provide them with opportunities to develop creative solutions to real-world problems. There is no prerequisite for this elective.

### French

The Year 10 French course is designed to consolidate basic skills acquired in Years 7-9 as well as to expose students to more sophisticated grammatical and linguistic structures. Students exchange information and opinions, and provide examples and explanations on topics, such as daily routine, travel, relationships, and study. Students write their own personal messages in the form of a presentation letter, a diary entry, fictional stories, and essays. There is also an increased emphasis on oral competency.

They develop the skills to grasp the overall meaning of spoken and written texts, decipher new words and structures, and understand that it is not always necessary to know every word or language structure to make sense of the text. Students also start learning synonyms and homonyms in order to develop their range of vocabulary. A wider range of resources is also used to support their learning. They compare aspects of French life with life in Australia, for example the education system and daily life.

***Students need to have completed Year 9 French before applying for Year 10 French.***

## Geography

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national, and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?
- 

## History

### The Modern World and Australia

History at Year 10 is divided into Studies as described below:

#### Depth Study 1 - World War II (1939-45)

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome, and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

**Topic 1.** An overview of the causes and course of World War II

**Topic 2.** An examination of significant events of World War II with particular focus on the Holocaust and use of the atomic bomb

**Topic 3.** The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)

**Topic 4.** The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)

**Topic 5.** The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia

### **Depth Study 2 - Rights and Freedoms**

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Rights and freedoms (1945 – the present)

**Topic 1.** The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration

**Topic 2.** Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations

**Topic 3.** The US civil rights movement and its influence on Australia

**Topic 4.** The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology

**Topic 5.** Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle

**Topic 6.** The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007)

### **Depth Study 3 - Migration experiences (1945 – present)**

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study Migration experiences.

**Topic 1.** The waves of post-World War II migration to Australia, including the influence of the Cold War

**Topic 2.** The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' and the role of migrants in nation building. **Topic 3.** The impact of the Vietnam War and Indochinese refugees and their significance for Australia. **Topic 4.** The contribution of migration to Australia's changing identity as a nation and to its international relationships and the contentious nature of refugees in Australia.

## **Japanese**

Students who undertake the study of Japanese at Year 10 move from comprehending Japanese and communicating through speech and writing in a practical yet limited sphere to extend their aural and academic skills to a broader range of age-relevant topics and issues. They move beyond simple sentences about the personal world and start to express themselves in more sophisticated terms in order to function in the real Japanese speaking world. Students will continue learning to discuss everyday topics such as their leisure activities, their school life, shopping, relationships, part-time jobs, and future endeavors.

Students complete a wide range of routine and challenging tasks in class and at home based on the four communication skills: listening comprehension, speaking, reading comprehension and writing. These tasks include language practice activities in the form of games, role-playing, multimedia presentations.

International cross-cultural activities may also be involved between collaborating schools overseas and ours. The course is the bridge between elementary Japanese to VCE Japanese, and therefore it will benefit the student to commit to building one's Japanese skills throughout the school year and discovering the fun in the process.

***Students need to have successfully completed Year 9 Japanese before attempting this subject.***

## Creating and Performing Music

Music in Year 10 is available either as a **YEAR 10 SUBJECT ELECTIVE** or as a **VCE UNIT 1/2** course. A feature of the course is the amount of enjoyable practical work involved in the course, whether in the Year 10 Subject Elective or as part of the VCE Unit 1/2 Course. Students interested in taking a music course in Year 10 or in doing a VCE Music course are advised that it is best to take the Year 10 Music course in Year 10, rather than undertaking the VCE 1/2 course.

Creating and Performing Music Elective in Year 10 will provide students the opportunity to compose using music technology, perform in a group or as a soloist across many different styles, and further their understanding of music styles and literacy. Students choosing this subject should be studying an instrument and should be able to read music.

Throughout the year in Creating and Performing Music Elective in Year 10, students will listen to, perform, and compose music, encouraging aesthetic and emotional development, self-discipline and creativity. Students will enhance their appreciation, knowledge, and skills in music, fostering a life-long musical enjoyment and prepare students for further music course options.

Students will study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive, and critical when listening.

You do not have to intend to do VCE Music as a subject in order to do Year 10 Music as an elective. However, it is essential that you are learning an instrument or voice with a recognised instrumental tutor as there will be practical elements during the year requiring use on an instrument or voice.

### Possible Music pathways for Year 10 Music

There are four possible pathways you can consider if you wish to include a Music subject as part of your VCE course. In past years there have been some students who have included two or even three VCE Music subjects: to do this you would need to be intending to make music your preferred career option and wish to concentrate your school efforts musically. However, in most cases following a single music subject pathway is sufficient for entry into a tertiary music course, or if you intend taking a music course for the excellent reason that you enjoy being involved in and making music.

**OR** as a Group/Ensemble Recital with a School assessed Solo component.

	2023 (Year 10)	2024 (Year 11)	2025 (Year 12)
<b>Pathway One Best Option</b>	Year 10 Music Creating and Performing	VCE Performance 1/2	VCE Music Performance 3/4 Solo or Group
<b>Pathway Two</b>	VCE Music Performance 1/2	VCE Music Performance 3/4 Ensemble/Group Option	
<b>Pathway Three</b>	VCE Music Performance 1/2	VCE Music Performance 3/4 Solo Option (you need to consult about this option)	
<b>Pathway Four</b>	Year 10 Music Creating and Performing	VCE Performance 1/2	VCE Music Investigation 3/4 / Music Styles & Composition (may be offered in 2019 or 2020)

Music students interested in the technological aspects of music production may also like to consider including the VET Music Industry course as part of their subject selection. In this case, additional pathways might be:

	2023 (Year 10)	2024 (Year 11)	2025 (Year 12)
<b>Pathway Five</b>	VET Music Industry 1/2	VET Music Industry 3/4 and VCE Performance 1/2	VCE Music Performance 3/4 (Solo or Group)
<b>Pathway Six</b>	VET Music Industry 1/2 & Year 10 Music	VET Music Industry 3/4 and VCE Performance 1/2	VCE Music Performance 3/4 (Solo or Group)

The Director of Performing Arts would be happy to discuss these options with students who are considering choosing either the Year 10 Subject Elective or taking a VCE Music 1/2 or 3/4 sequence.

## Personal Investment

This course introduces students to a range of financial skills and knowledge which aims to make them more financially literate and competent. After completing this course of study, students will have the ability to make informed judgments and effective decisions regarding the use and management of money in a dynamic and complex financial system.

These attributes are developed through a study program that includes personal money management, sources of credit, interest rates, alternative investments such as shares and real estate, a detailed study of taxation and the world of work. The skills involved in personal decision making are supported with investigations of the 'bigger picture' issues such as money markets, labour markets and global economic change.

## Visual Communication Design

Designers create and communicate through visual means to shape the quality of our life. In Year 10 Visual Communication Design is the only subject offering multiple design studies in the curriculum. The fields include architecture and the built environment, fashion, product design, graphic design, illustration, urban planning and landscape design, advertising and marketing, engineering and industrial design. All areas are based on understanding drawing and its conventions including computer aided design to communicate form in either two – or three-dimensional form. Through the completion of sustained design projects, students are required to demonstrate the design process. The subject also tackles the broader skills and issues driving the multimedia revolution; the importance of Design thinking which is critical in all areas of the curriculum. Creative, critical and reflective thinking (design thinking) supports students to progress in all subject areas. Methods include computers, printers, web access, a range of software tools including applications to support the creation and manipulation of text, graphic design and images and input devices such as scanners, digital cameras and drawing tablets.

### Assessment Tasks

- Typography
- Brand Identity
- Packaging
- Rendering
- Architecture
- Advertising
- Examination

## Design Technology Wood

Wood Technology in Year 10 is a more advanced course based on developing the skills learnt in earlier years. This course has two major projects that the students need to produce and are developed off a design brief for each item. The students make use of the internet to gain ideas and then design each project with scale drawings for their individual needs. All students use VOS which has rubric assessments for each task and the design briefs for each project. The students also complete comprehensive reports on each item.

In Semester one the students will:

- Develop a thorough understanding of OHS in a workshop environment using Onguard
- Design a personalised serving tray from a design brief for Mother's Day
- Use small routers to produce timber inlays in projects

In Semester two the students will:

- Use inspiration from guru Sam Malouf to investigate and design a bedside table
- Create intricate timber inlays
- Have the option to complete a project from the Wood Lat



## The Studies from Year 7 – 12

### Subject Pathways

**cs:** core subject

**c:** Compulsory to study before proceeding to next year level in subject

**es:** elective subject

**d:** desirable to study before proceeding to next year level in subject

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English [cs]	English [cs]	English [cs]	English [cs]	English [cs] + [c] Literature [cs] + [c] English Language [cs] + [c] EAL [cs] + [c]	English [cs] Literature [cs] English Language [cs] EAL [cs]
Mathematics	Maths [cs]	Maths [cs]	Maths [cs]	Maths [cs]	Math Methods [c] General Maths [c] Specialist Maths [c]	Math Methods Further Maths Specialist Maths
Science	Science [cs]	Science [cs]	Science [cs]	Science [cs]	Biology [d] Chemistry [c] Physics [c] Psychology [d]	Biology Chemistry Physics Psychology
Humanities and Commerce	History [cs] Geography [cs]	History [cs] Geography [cs]	Modern History & Australia [cs] Environmental Studies [cs]	History [cs] Geography [cs] Business M/ment [cs] Personal Investment [es]	Economics History Geography Business M/ment Accounting [d] Legal Studies	History Geography Business M/ment Accounting Legal Studies Australian & Global Politics
Physical Education and Health	Physical Education and Health [cs]	Physical Education and Health [cs]	Physical Education and Health [cs] Dance [es] Faster, Fitter, Stronger [es] Human Movement [es]	Physical Education [cs]	Health and Human Development Physical Education Outdoor and Environmental Studies Cert.III in Allied Health Assistance	Health and Human Development Physical Education Outdoor and Environmental Studies Cert. III in Health Services Assistance
Religion and Values Education	RAVE [cs]	RAVE [cs]	Personal Development [cs]	RAVE [cs]		
Music	Music [cs]	Music [cs]	Creating and Performing Music [es]	Music [es]	Music Contemporary Performance OR Music Repertoire Performance Cert. III in Music Industry Sound Production [d]	Music Contemporary Performance OR Music Repertoire Performance Cert. III in Music Industry Sound Production [d]
Information and Communication Technology	Applied Computing	Applied Computing	Robotics [es] Solar Technology [es]	Robotics and Electronics [es]	Applied Computing [d]	Data Analytics Software Development

Languages	French [cs] Japanese [cs]	French [cs] or Japanese [cs]	French [es] Japanese [es]	French [es] + [c] Japanese [es] + [c]	French [c] Japanese Second Language [c]	French Japanese Second Language
	<b>Year 7&amp;Year 8 for one semester only per subject</b>					
Drama	Drama [cs]		Drama [es]		Theatre Studies	Theatre Studies
Wood Technology	Wood Technology [cs]		Wood Technology [es]	Wood Technology [es]	Cert. II in Furniture	Cert. II in Furniture
Food Technology	Food Technology [cs]		Food Technology [es] Food for Entertaining/Life [es] Cakes by Design		Food Studies	Food Studies
Visual Communication Design	Visual Communication Design [cs]		Visual Communication Design [es]	Visual Communication Design [es]	Visual Communication Design [d]	Visual Communication Design
Art	Art [cs]		Art [es]	Art [es]	Art Creative Practice Art Making and Exhibiting	Art Creative Practice Art Making and Exhibiting
Media					Media	Media

**Points to note**

- The study of Mathematics at Year 11 level is a requirement at Gippsland Grammar.
- One of the English studies is a compulsory study through to and including Year 12. Students can choose between English, Literature, English Language or EAL.
- VCE Business Management 1/2 is listed in the Year 10 column as it can be taken as an alternative to Year 10 History or Geography if students meet eligibility criteria.
- Students study one semester of History and one semester of Geography in both Year 7 and Year 8.
- EAL class is provided for the International Program students.

**VCE VET subjects**

The VCE VET subjects in the table above are offered at Gippsland Grammar. Other VET subjects are studied off-site.

**In all instances, VCE, VET and VCAL subjects will only run in any given year if there are sufficient numbers of students electing to study the subject.**

## Glossary Terms

<b>ATAR</b>	Australian Tertiary Admissions Rank. The overall ranking on a scale of 0-99.95 that you receive, based on your study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called the ENTER.
<b>Baccalaureate (VCE)</b>	The VCE Baccalaureate has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher-level mathematics and a language in their VCE program of study.
<b>GAT</b>	The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.
<b>Outcomes</b>	What students are expected to know and be able to do on completing a VCE unit. Each VCE Unit includes two to four outcomes.
<b>Pathway</b>	A Study Option. Students can choose to undertake the VCE or VCAL. VET subjects can be studied within both or a school-based apprenticeship undertaken.
<b>Review Panel</b>	A Review Panel aims to identify students' problems and to develop an approach to them prior to a student failing a subject.
<b>RTO</b>	Registered Training Organisation. An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.
<b>SAC</b>	School Assessed Coursework in Unit 3/4 subjects only.
<b>SAT</b>	School Assessed Task in Unit 3/4 subjects only.
<b>Semester</b>	A semester is one half of the academic year. Most units last for one semester.
<b>Sequence</b>	The order in which you do your VCE units, for example a Units 3 and 4 sequence.
<b>Statement of Results</b>	A set of documents that formally state the results you achieved in VCE and/or VCAL and whether or not you have graduated.
<b>Study</b>	A Study is basically a subject. Each Study consists of two or four Units.
<b>Study Score</b>	A Study Score is reported for each student's 3/4 Units. It is a score from 0 to 50.
<b>Units (VCAL)</b>	Accredited units in Literacy, Numeracy, Personal Development and Work Related Skills that contribute as credits towards the VCAL.
<b>Units (VCE)</b>	The parts of a Study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.
<b>VCAA</b>	Victorian Curriculum and Assessment Authority. It is the Victorian State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.
<b>VCAL</b>	Victorian Certificate of Applied Learning.
<b>VCE</b>	Victorian Certificate of Education.
<b>VCE VET</b>	A VET subject that receives credit as a VCE subject and is examinable.
<b>VET</b>	Vocational Education and Training. VET Units are usually taken in conjunction with TAFE institutions and refers to nationally recognised vocational certificates.