

YEAR 10 COURSE HANDBOOK



2019

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Shared Provision

St Mary of the Angel's Secondary College has contributed to and benefited from a unique partnership model of education since 1978.

In addition to forging partnerships with a range of community, sporting and cultural groups within the local region and indeed further afield through the College's Year 9 immersion program, St Mary of the Angels is an active participant in a local education network of primary and secondary schools. This network is known as the Nathalia Learning Community.

Most notably, the College's partnership with the Nathalia Secondary College has enabled a broadening of the VCE curriculum both in terms of the range and number of classes it can offer students.

More recently, the opening of the Trade Training Centres has expanded VET options for our students, we currently offer a range of VET (Vocation Education Training) subjects offered across St Mary of the Angels, Nathalia Secondary College and St Augustine's Kyabram.

These partnerships have and remain vital for their contribution to the quality and range of education options we can offer students, which are comparable to schools much larger than ourselves.

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Year 10 Program

St Mary of the Angels is pleased to present the Year 10 Course Handbook. This is an important time as students consider pathways and interests as they move toward their senior secondary schooling.

Two Pathway Options

In Year 10, we will be offering both the standard Year 10 curriculum, and an Applied Learning option for some students. In the standard Year 10 program, all students undertake the following core subjects: Religious Education, English, Mathematics, Science and Humanities for both semesters 1 and 2.

The Applied Learning Pathway is an alternate learning opportunity which will focus on developing personal and employment skills and provides excellent preparation for the Victorian Certificate of Applied Learning (VCAL), an apprenticeship or traineeship. This program may be suitable for students who prefer a more hands-on, supported learning style and will lead to the completion of VCAL during Years 11 and 12. Students selecting this program will participate in one day per week work placement or work related training (e.g. VET study). These students will be supported by the Program Leader and will work closely with our Pathways staff to support the transition to the workplace. Students will participate in standard Year 10 English and Maths classes and will also select two elective studies per semester with the rest of the Year 10 group. The remainder of the week will be a stand-alone program spread over 8 lessons and will include Project Based Learning and Community Service giving students the opportunity to directly apply their learning to areas of interest and relevance.

All students will select their preferred pathway on the Year 10 Subject Selection Form that may be found at the end of this booklet.

VCE and VET Studies

Students who will participate in the standard Year 10 curriculum may be interested in exploring their options to 'fast-track' a VCE (Victorian Certificate of Education) subject during Year 10 or select a VET (Vocational Education Training) study. All of these options are described toward the end of this Year 10 Course Handbook, together with the appropriate application form that must be completed.

A list of the VCE offerings and contact teachers is included so that students can discuss possible choices with the present teachers. Some VCE Unit 1 and 2 courses are inappropriate or unavailable for Year 10 students and these have not been included. The chance to begin some VCE studies in Year 10 could be an advantage for students wishing to study a wider range of VCE subjects, or wishing to complete an extra Year 12 level subject to maximise their tertiary entrance score. The ATAR score for tertiary entrance is made up of a student's best four scores in their Unit 3 & 4 studies plus ten percent of their next two i.e. six subjects in all. Because St Mary of the Angels students study five subjects in Year 12 this sixth subject, if required, would need to be completed in Year 11.

The offer to fast track a VCE subject will not be open to all students. It is available only to those students who are presently coping well and have demonstrated an ability to work hard and in a self-directed manner. Year 9 students who wish to undertake a VCE subject next year will need to fill in the relevant application form at the end of this booklet and submit this seeking permission to be admitted to a VCE class. Students who decide to apply to study a VCE subject will be assisted to choose an appropriate subject.

Students may also elect to study from a range of VET options as described in the VET Course Booklet and listed in this Handbook. Students would not normally take both a VCE study and a VET study at Year 10, or study two VCE subjects, as these will culminate in Year 11 and not carry through to Year 12 studies. Students seeking permission to undertake a VET subject in Year 10 need to obtain the relevant signatures and submit the completed form.

Year 10 Program

Year 10 Electives

All students in Year 10 will select from a range of elective studies. This booklet contains descriptions of these elective units. Students complete 6 units over the year (3 electives each semester), or 4 units over the year for Employment Pathways students. At Year 10 there are 4 x 50 minute lessons for each elective unit. Each elective runs for one semester and students are not permitted to study the same elective twice.

In addition to the other electives offered, Year 10 students may elect to study 'Extension' electives in English/Humanities and Maths/Science. Students might wish to pursue a keen interest in a particular subject area, reinforce skills or knowledge in key areas, have the opportunity for extension work in a favourite subject or build their confidence in subjects they wish to undertake at VCE level. These extension units are 4 x 50 minute lessons as for all other electives offered.

Selecting Pathways and Subjects:

When students are selecting the pathway and/or electives they wish to study, they should read the unit descriptions, talk to their teachers and parents, think about what they enjoy doing and consider what kind of subjects and pathways they might complete during their senior schooling. Students are encouraged to study a broad range of electives and select units which they will enjoy and which will offer some degree of challenge. At all times, we encourage students to think about the options that will best suit their needs, abilities and work habits. Consultation with our Careers Counsellors Mr Barry Norton or Mrs Sherry Atkins may also be a valuable option.

Availability of Electives:

Elective units will be offered based on student choice, except where the school needs to maintain pathways into VCE subjects. In giving students more choice it is important that responsible and sensible decisions are made, especially in terms of applied learning pathways; VCE, VET or 'Extension' pathways and future career options. Staffing, facilities, resources and timetabling will also help to determine which units are finally offered.

Students should also note that places for Year 10 students in VCE or VET subjects are not guaranteed where number thresholds may be reached as priority will be given to Year 11 and 12 students in these subjects.

Restrictions:

Students are not restricted in their elective choices although, as mentioned previously, our advice to students is to select broadly from the Curriculum Learning Areas. Students considering VET or VCE pathways are recommended not take both but choose one or the other.

Timeline:

Students need to consider their decisions on all the alternatives available to them and seek input from family and teachers. If you have any questions about the pathways and subject choices offered please do not hesitate to contact myself, your child's Learning Advisor, subject teachers or Year Level Leader.

All students are asked to return the completed Year 10 Subject Selection Form by Friday 26th October, 2018. Students who wish to undertake VET or VCE pathways should return their application forms in addition to the subject selection form also by Friday 26th October, 2018.

Yours sincerely,

Bev Thorp

Deputy Principal – Learning and Teaching

Matt Carver

Principal

Applied Learning Pathway

The Applied Learning Pathway is an alternate learning opportunity which will focus on developing personal and employment skills and provides excellent preparation for the Victorian Certificate of Applied Learning (VCAL), an apprenticeship, traineeship or vocational education training course.

The Applied Learning Program will include studies in the following areas with the Year 10 group:

- English
- Mathematics
- Two elective studies per semester

The following studies will be taken as a stand-alone program over 8 lessons per week:

- Project based learning
- Religious Education – community service

Students will also complete one day per week of structured work placement or vocational education training in an area of interest to them.

This Applied Learning Program is most suitable for students who wish to undertake an applied learning pathway in Years 11 and 12 rather than VCE.

Journalism

Course Description:

- What is good investigative journalism?
- What makes good writing?
- How do journalists communicate ideas effectively?
- What makes something newsworthy?

These are some of the questions we will ask as we develop our skills as readers and writers. As budding journalists, students will become familiar with a whole range of news mediums such as print, electronic, and web based news. They will develop interview techniques and research skills to produce articles for different purposes and audiences.

Links, Learning and Pathways:

- If you are interested in what's going on in the world around you, and would like to deepen your understanding of current affairs, then this elective may interest you.
- Students undertaking this elective should have an interest in reading and writing.
- This elective is relevant to students thinking of studying Literature and will assist students moving into VCE English.

Have a Voice

Course Description:

- What makes a good speaker?
- How do people think of what to say on the spot?
- What makes speech inspire people to act?

This course is designed to provide students with a forum to express their views and discuss the issues that impact humanity in the 21st century. With a focus on the work of the United Nations, students will listen to and speak about issues that have and will impact humanity and explore how communication and speech are vital in creating and contributing to change.

Links, Learning and Pathways

- If you are interested in sharing your point of view and enjoy speaking in front of your peers, then this elective will interest you.
- This elective is relevant to students thinking of studying Literature and will assist students moving into VCE English.

Mythology & Monsters, Fact Vs Opinion

Course Description

Why is it that so many diverse societies have similar creation and mythological stories? Unravel the role that mythology played in ancient and modern societies. Examine the gods of Mesopotamia, Greece, Rome, and Egypt and explore some myths such as Pandora's Box, the Golden Fleece, the Twelve Gates of the Egyptian underworld, Gilgamesh and Hercules. Comparing and contrasting mythologies is the primary skill focus of the first part of this unit. Then move on to modern day myths. For example we will examine King Arthur and Merlin, Nostradamus and the Loch Ness Monster. Learn to discern between fact and opinion when building a historical argument either for or against.

Skill Focus: Claims testing and Building an Argument

Links, Learning and Pathways

What will you gain from studying History? A love of History that you will draw upon for the rest of your life, whether it be because you travel the world or want to have an understanding of your place in the bigger picture. You'll develop critical thinking skills that will help you in the senior school and can be used in any occupation including analytical thinking, problem solving, decision making, oral and written communication skills.

Future career paths, that have History at its core, include being a lawyer, archivist, criminologist, writer, journalist, historian, curator, soldier, travel consultant, diplomat, archaeologist and many more.

Big History

Course Description:

13.8 billion years of awesome history in just one semester. This is the aim of Big History. Students will investigate those perennial questions: Where did everything come from? How did we get to where we are now? Where do humans fit in? Where are things heading? Throughout the course students view human history from new angles, often crossing over into other disciplines like the sciences and arts. The course is structured around 8 fundamental thresholds starting with the big bang and moving through history right up to the modern revolution. You'll learn

What we know and what we don't, consider our place in the Universe, and develop your own ideas for what the future may hold. Watch: <https://school.bighistoryproject.com/bhplive>

Skill Focus: Critical Thinking Skills

Links, Learning and Pathways

What will you gain from studying History? A love of History that you will draw upon for the rest of your life, whether it be because you travel the world or want to have an understanding of your place in the bigger picture. You'll develop critical thinking skills that will help you in the senior school and can be used in any occupation including analytical thinking, problem solving, decision making, oral and written communication skills.

Future career paths, that have History at its core, include being a lawyer, archivist, criminologist, writer, journalist, historian, curator, soldier, travel consultant, diplomat, archaeologist and many more.

The Six Wives of Henry VIII

Topic Description:

Divorced, beheaded, died. Divorced, beheaded, survived. Such were the fates of Henry VIII's wives but were they just victims of a fickle king? This unit explores each of the wives using the driving question: 'How important were Henry VIII's wives?' to guide research. The BBC television series of the same name forms the basis of this exploration into life in Tudor England, royal intrigue, secrecy, manipulation and a reign that reshaped the world.

Skill Focus: Inquiry Based Learning

Links, Learning and Pathways

What will you gain from studying History? A love of History that you will draw upon for the rest of your life, whether it be because you travel the world or want to have an understanding of your place in the bigger picture. You'll develop critical thinking skills that will help you in the senior school and can be used in any occupation including analytical thinking, problem solving, decision making, oral and written communication skills.

Future career paths, that have History at its core, include being a lawyer, archivist, criminologist, writer, journalist, historian, curator, soldier, travel consultant, diplomat, archaeologist and many more.

Geography Extension: Exploring the World

Topic Description:

This subject is divided into two topics. The first part, Endangered Planet, explores wider global issues such as the conservation of our forests, oceans and ecosystems; species protection, and global extinctions with a particular focus on water. The second section, Our Own Backyard, involves a shift to a local level where an investigation of the health of our own Broken Creek and Barmah Forest is conducted through research and field visits.

Links, Learning and Pathways

This unit will appeal to those students who like exploring issues and concerns that are real in a 'hands-on' manner. The aim of this elective is to produce students who are active global citizens, equipped to assess current world issues, make informed decisions and act accordingly.

Why study Geography? Geography enables students to learn an array of important issues which affect them and the modern world around them. The study of Geography develops a wide range of skills like evaluating arguments, claims testing and problem-solving. Geography enables students to identify and analyse the factors that influence where things are and why they are there. In addition the ecological dimension of this unit requires students to identify and analyse the ways humans interact with environments therefore raising awareness of what is going on in the world around them and encourage responsible stewardship.

Maths/Science Extension - Semester 1

(This unit is designed to be taken together with Maths/Science extension Semester 2)

Course Description:

This elective is primarily aimed at those students who demonstrate a high level of interest and ability in Maths and Science, and is strongly recommended for any students considering career paths in the maths or sciences. The course will consolidate core concepts and will allow students to extend their range and understanding of areas covered in practical work, theory and in research. There will be opportunities for student to apply their mathematical skills to different types of applications and to become familiar with the new CAS (Computer Algebra Systems) calculators.

Students may elect to study either one or two semesters of Maths/Science Extension as **different topics are offered each semester**.

Topics studied include:

- Maths: Number, Ratio and Functions (Linear, Exponential, Logarithmic)
- Science: Motion, Chemical Bonding

Links, Learning and Pathways:

Highly recommended for students intending to study VCE Chemistry, Physics, and/or Maths Methods.

Links to future studies and pathways in the Maths and Sciences.

Consolidates core curriculum from Year 10 Maths and Science, and provides introductory extension studies in skills and concepts important for VCE Maths and Science.

Special Requirements:

Scientific and/or CAS calculator.

Maths/Science Extension - Semester 2

(This unit is different to semester 1)

(This unit is designed to be taken together with Maths/Science extension semester 1)

Course Description:

This elective is primarily aimed at those students who demonstrate a high level of interest and ability in Maths and Science, and is strongly recommended for any students considering career paths in the maths or sciences. The course will consolidate core concepts and will allow students to extend their range and understanding of areas covered in practical work, theory and in research. There will be opportunities for student to apply their mathematical skills to different types of applications and to become familiar with the new CAS (Computer Algebra Systems) calculators.

Students may elect to study either one or two semesters of Maths/Science Extension as **different topics are offered each semester**.

Topics studied include:

- Maths: Number, Ratio and Functions (Quadratic, Circular)
- Science: Electricity, Surface Chemistry

Links, Learning and Pathways:

Highly recommended for students intending to study VCE Chemistry, Physics, and/or Maths Methods.

Links to future studies and pathways in the Maths and Sciences.

Consolidates core curriculum from Year 10 Maths and Science, and provides introductory extension studies in skills and concepts important for VCE Maths and Science.

Special Requirements:

Scientific and/or CAS calculator.

Art 2D

Course Description:

In this elective students will be encouraged to become more independent in their approach to exploring, developing and refining images and forms. They will be able to use a wide range of media, with emphasis on two dimensional media such as acrylic/oil and watercolour paint, and drawing materials. Using these to experiment and refine ideas producing artworks that reflect their individual style. Students will also examine the purpose and content of art by studying selected artists and their artwork.

Links, Learning and Pathway:

Links to Vic Curriculum: Arts level 10

Links to VCE: Art, Studio Art

Vocational Pathway:

Career in Fashion Design, Urban and Regional Planner, Teacher - Secondary/Primary, Museum Curator, Interior Designer, Illustrator, Animator, Architect, Art Critic, Cartoonist, Body Artist, Florist, Make-up Artist, Fabric Designer, Visual Merchandiser, Vehicle Painter.

Special Requirements:

Materials are provided by the College. Students will need an A3 Sketchbook and Folio.

Art 3D

Course Description:

The focus of this unit is to develop students 3 Dimensional Art language in terms of making and creating work based on a theme. Ceramics, mosaic, plaster and paper mache are the focal media for the unit, with support coming from past and present practicing artists. The unit will provide an opportunity to experience art in everyday life.

Links, Learning and Pathway:

Links to Vic Curriculum: Arts level 10

Links to VCE: Art, Studio Art

Vocational Pathway:

Sculptor, Toy Maker, Crafts Person, Art Historian, Conservator, Jeweller, Model Maker, Glass Crafts Person, Theatre Mechanist, Stonemason, Set Designer, Teacher - Secondary/Primary, Town Planner, Artist.

Drama

Course Description:

In this elective students will engage with and create their own performances.

Students will:

- analyse professional productions
- write, block, rehearse and perform both monologues and ensembles
- immerse themselves in different forms of performance styles (including non-naturalism/Shakespeare/Musical Theatre/Epic Theatre)
- learn about and manipulate the elements of Drama through performance
- develop performance and expressive skills

Links, learning and pathways:

- This course is designed to combine theoretical concepts with practice exercises and is suited to those who enjoy expressing themselves creatively. It is not just for students who enjoy acting. It is also for those who enjoy creating ideas and watching them come to life on stage.
- Students who are considering a pathway in any of the Arts areas may find this subject beneficial.
- Direct links to VCE Drama

Photography

Course Description:

Students who chose this course, will be able to use photography as a means to express themselves. They will examine images from practicing artists and use them as inspiration for their own ideas. Subjects and themes may include still life, architecture, animals, advertising, industry and emotions. Assessment will be based on the student's photographs and their evaluation of their work

Links, Learning & Pathways:

Links to Vic Curriculum, Arts level 10

VCE: Art, Studio Art, Media, VCD

Pathways:

Photojournalism, commercial photographer, portrait photographer, sport photographer, graphic designer, advertiser, Multi Media Developer, Museum Curator

Music

Course Description

Students develop music performance skills both as part of an ensemble and as a soloist using voice, instruments and technology. Students will create, rehearse, improvise, compose and perform music to audiences in different contexts. Students will develop stagecraft skills to communicate with audiences. They will identify characteristics of performance styles and genres and learn about ways that musicians influence and challenge ideas and contribute to cultural expression in their local communities and at national and international levels. Students will have the opportunity to write and record songs in a studio for the Kool Skools program.

Links, Learning and Pathways

- Develop skills in music performance
- Develop skills in music theory
- Develop introductory skills in stagecraft and sound production
- Recommended for school band and vocal ensemble members
- Pathway to VET Music Industry (performance)

Special Requirements:

It is recommended, but not prerequisite, that some music study has been undertaken in year 8 or 9, or have had some previous experience in school band, choir, production or private lessons. Access to instrument at home would be beneficial

Dance

Course Description

Students develop dance practice by exploring personal movement style and developing new movement possibilities. Students manipulate combinations of the elements of dance and choreographic devices to communicate their own personal choreographic intent. They will perform group and solo dances using genre and style specific techniques, expressive skills and production elements to communicate their own choreographic intent. Students will also evaluate their own choreography and performance, and that of others, to inform and refine future work.

Links, Learning and Pathways

- Developing Skills in Dance Performance
- Develop introductory skills in stagecraft
- Develop introductory skills in choreography

Special Requirements:

It is recommended, but not prerequisite, that some dance study has been undertaken in Year 8 or 9, or have had some previous experience from dance lessons.

Outdoor & Environmental Studies

VCE Unit 1 – Exploring Outdoor Environments &

VCE Unit 2 – Discovering Outdoor Environments

Studies focus on examining some of the ways in which humans understand and relate to nature through experiences of outdoor environments; characteristics of various environments; and the impacts that activity and technology have on outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigation, gaining insight into a variety of responses to, and relationships with, nature.

Cost:

Unit 1 will cost \$275 – Includes two practical experiences.

Unit 2 will cost \$525 – Includes two practical experiences.

Unit 1: Exploring Outdoor Experiences

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit

Outcomes

- Analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.
- Explain factors that influence outdoor experiences and plan for sustainable interactions with other outdoor environments while participating in practical experiences

The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken. Additionally, at least one task for assessment of each of the following will be selected from the following: a case study, an oral presentation including the use of multimedia and podcasts, data analysis, structured questions, written responses, include essays and web discussion forums.

Unit 2: Discovering Outdoor Environments

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit

Outcomes

- Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
- Evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken. Additionally, at least one task for assessment of each of the following will be selected from the following: a case study, an oral presentation including the use of multimedia and podcasts, data analysis, structured questions, written responses, include essays and web discussion forums.

Advanced Physical Education

Course Description:

In this unit of study a major focus is put on getting students ready for VCE Studies. Students still get the chance to do practical classes in a range of sports chosen with an emphasis on the use of the muscles and bones and respiratory systems, and their application to performance. During theory studies a major emphasis is put on learning the body systems of the human body. Getting to know the systems and how they work is critical.

Links, Learning and Pathways:

Body Systems to be covered:

- Skeletal System
- Muscular System
- Circulatory System
- Respiratory System

This is a major focus of this unit. Being able to have a proficient understanding of these systems is vital if wishing to go on to VCE Studies in this area.

Pathways:

- VCE PE
- Sports and Recreation Cert's

Special Requirements:

Nil

Sports Science

Course Description:

This subject will help students to obtain a better understanding of why and how things happen in sport. Students will be challenged in a range of ways that will re-enforce their learning within practical experience in a variety of sports chosen. This subject has a more science base than regular Physical Education.

Links, Learning and Pathways:

- Training Methods and Principals
- Biomechanics – how can personal performance be improved.
- Performance Enhancing- Legal v Illegal and technologies used to improve performance

Pathways:

VCE PE

Special Requirements:

Nil, but a keen interest in a range of sports is useful.

Fit To Lead

Course Description:

This subject will be focused on teaching students to understand the roles and responsibilities of coaching in sport. Students will have the opportunity to coach one another as well as others within the community. This course will challenge students to develop leadership skills, which could be used for future coaching or leadership opportunities. This subject will also look at the ethics involved in coaching and how coaching is viewed at different levels. Students who select this subject would benefit from an interest in working with children or coaching in the future.

Links, Learning and Pathways:

- Links to Vic Curriculum, Learning through movement
- Skill Acquisition – How to teach skills to others
- Fundamental Motor skills- The importance of learning and mastering these skills in sport

Pathways:

- VCE PE
- Sport and Recreation Cert's
- Teaching/Education
- Personal Training
- Professional Coaching

Special Requirements:

Nil, however an interest in sport would be highly recommended.

Chefs Apprentice

Topic Description:

This elective is designed to give students a **hands on/practical approach to food preparation and the technology design process**. The unit concentrates on the theme of Carbohydrates, exploring related topics of Yeast and Bread making, Pasta, Rice and Muffins. Students study the aspects involved in working efficiently in the kitchen, health and hygiene, gaining skills in basic food preparation, Food Art and the formulation of innovative menus.

Domains:

- Personal Learning
- The Arts
- Design, Creativity & Technology

Assessment Tasks:

- Food safety and safe hygiene practices
- Pasta and sauce Design Brief
- Food Art

Links, Learning and Pathways:

- If you are interested in being in the Hospitality as a career, this is a good taster for you to try.
- Students who are interested in food and have basic kitchen skills would benefit with this elective.
- VET Hospitality and VCE Food Technology are the next pathways after Year 10 Chefs Apprentice.

CAD CAM

Computer Aided Design (CAD) Computer Aided Manufacturing (CAM)

Course Description:

Student will use a CAD program to design their own projects and then send the design to a Laser Cutter CNC Router or 3D Printer to have the machine cut and shape their designs. Students learn a range of valuable mechanical skills, visualisation of ideas, CAD, design validation, and data management skills as they create parts, assemblies and drawings. You will also have an opportunity to build and operate the CNC mill shown in the photo.

Links, Learning and Pathways:

- This would help prepare students for subjects such as VCE Systems Design and Technology, Systems engineering, or ICT.
- This is a relatively new technology, and there is a high demand for skilled CAD programmers and CNC operators, which would give students a solid pathway into a industrial design, engineering, medical manufacturing careers.
- Personal enrichment: skills in design and manufacturing.

Special Requirements:

- USB mouse and USB drive

Fabric & Fashion

Course Description:

The aim of this unit is to extend a student's knowledge and understanding of various textile materials and construction techniques as a way of developing creativity and innovation. Students will study the components of the design process and learn to prepare projects by investigating, generating, producing, evaluating and managing tasks using a range of materials and techniques. Historical, sustainable and artistic exploration will also be an integral part of this unit, as a basis for imagination, inspiration and understanding of work materials.

Links, Learning and Pathways

- Links to Vic Curriculum – Technologies (Design and Technologies) Level 9 & 10
- Links to VCE – Design and Technology (Textiles)
- Vocational Pathways – Careers in Design/Textiles/Fashion
- Personal enrichment – Skills in pattern design/interpretation and sewing skills

Special Requirements

After designing their project, students will need to purchase their individual fabric requirements. Students will choose a pattern, provided by the school, to alter to their own design. All other requirements are provided by the school.

Agriculture & Horticulture

Course Description:

The Goulburn Murray Irrigation District is one of the most important agricultural areas in Australia. Annually the area contributes approximately \$2.2 billion to the economy. There is a bright future and career options are unlimited. So if you are interested start building your knowledge bank today. Students are to cover a range of topics from both Agriculture and Horticulture that really suit their own interests.

Links, Learning and Pathways:

Topics covered may include:

Horticulture:

- Plant Nutrition
- Plant propagation
- Indigenous plants

Agriculture:

- Best management irrigation practices
- Plant production (pasture, cropping and orchard production)
- Animal production (dairy, sheep and beef production)
- Different Breeds for different needs and Paddock to plate
- Technology (e.g. assisted breeding techniques, genetically modified crops, global position systems and irrigation technology)

Pathways:

VCE Agriculture/ Horticulture

VCE Biology

VCE Environmental Studies Possible Careers: Environmental Management, Agronomy, Advisory services, veterinary science,

Farm owner, contractors, Farm management, Nutritionists, feed and seed company reps etc.

Karts

Course Description:

This subject aims to give students an insight of Technology as applied through the automotive industry. Students are required to work in a small group and carry out research, develop ideas and produce designs that will allow them to produce a Go-Kart to set specifications. Each group shall be supplied with the mechanical parts required to build the vehicle. Through research and the development of design ideas the members of the groups will work together to complete and test their vehicle within the given time frame. They will ultimately race their vehicle against the vehicles completed by the other groups. They are required to demonstrate an understanding of the application and use of tools, equipment and machines that are employed in the shaping and modeling of metals. Students are required to demonstrate safe workshop practices at all times.

Links, Learning and Pathways:

- This would help prepare students for subjects such as VCE Systems Design and Technology, Systems engineering, and VET. Vocational pathways careers in design, engineering, automotive, racing and manufacturing
- Personal enrichment: skills in design and manufacturing

Special Requirements:

USB mouse and USB drive

Foods of the World

Course Description:

This elective is designed to give students a hands on/practical approach to food preparation and the technology design process.

The unit concentrates on the theme of Multi-cultural foods and explores topics in detail relating to different countries, their culture and traditional foods served.

Countries such as Australia, Greece, France, North America, England, India and Asia.

This course is designed to give students the opportunity to investigate the foods grown and consumed around the world. They look closely at how different food ingredients are utilised in food preparation. Students apply the technology design process of Investigate, Design, Produce and Evaluate relating to the topics covered.

Domains:

- Personal Learning
- The Arts
- Design, Creativity & Technology

Links, Learning and Pathways:

- If you are interested in being in the Hospitality as a career, this is a good taster for you to try.
- Students who are interested in food and have basic kitchen skills would benefit with this elective.
- VET Hospitality and VCE Food Studies are the next pathways after Year 10 Foods of the world.

Patchwork - Quilt

Course Description:

The aim of this unit is to extend a student's knowledge and understanding of various textile materials and construction techniques as a way of developing creativity and innovation. Students will study the components of the design process and learn to prepare projects by investigating, generating, producing, evaluating and managing tasks using a range of materials and techniques. Historical, sustainable and artistic exploration will also be an integral part of this unit, as a basis for imagination, inspiration and understanding of work materials.

Links, Learning and Pathways

- Links to Vic Curriculum – Technologies (Design and Technologies) Level 9 & 10
- Links to VCE – Design and Technology (Textiles)
- Vocational Pathways – Careers in Design/Textiles/Fashion
- Personal enrichment – Skills in pattern design/interpretation and sewing skills

Special Requirements

After designing their Individual Quilt, students will purchase a selection of materials from which their Individual Quilt will be developed. All other requirements will be provided by the school.

Design & Build - Plastics

Course description:

This course aims to encourage students to continue to develop an understanding and knowledge of Plastics and their properties. Students will follow the design process 'Initiate, Investigate, Design, Produce and Evaluate' to manufacture a product. Students will have the opportunity to manufacture their project using a range of plastic materials and construction methods.

Students also have the opportunity to incorporate other materials into their projects. Students will carry out safe work practices and learn manufacturing skills that may benefit career choices.

Links, Learning and Pathways:

Links to Vic Curriculum: Technology Level 10

Links to VCE: Product Design and Technology - Wood/ Textiles, VCD

Vocational Pathways:

Careers in Design, set and prop design, sign manufacture, manufacturing and maintenance careers

Special Requirements:

The College will provide all materials necessary

Systems Engineering

Course description:

The Systems Engineering class is collaborative work space for making, learning, exploring and sharing ideas that uses high tech and low tech tools. Learn about programming phone apps, and micro controllers, using bluetooth and the internet to control devices such as robots or household appliances IoT (internet of things) . Design and invent using 3d modelling, 3D printer, laser cutter, CNC machines and build projects that can be controlled via laptop or phone.

Links, learning and Pathways:

Mechanical engineering, electronic and electrical engineering, civil engineering, software design. Systems engineering in VCE.

Special Requirements:

USB drive, USB mouse, android phone would also be an advantage.

Design & Build - Wood

Course description:

This course aims to encourage students to continue to develop an understanding and knowledge of Timber. Students will follow the design process 'Initiate, Investigate, Design, Produce and Evaluate' to manufacture a product. Students will have the opportunity to manufacture their project using a range of timber materials and construction methods.

Students also have the opportunity to incorporate other materials into their projects. Students will carry out safe work practices and learn manufacturing skills that may benefit career choices.

Links, Learning and Pathways:

- **Links to Vic Curriculum:** Technology Level 10
- **Links to VCE:** Product Design and Technology - Wood/ Textiles,
- Wood related VET subjects including VET Building and Construction or VET Cabinet Making
- **Vocational Pathways;** Careers in Design, Cabinet Maker, Builder, Carpenter or Joiner.

Working With Metal

Course Description:

Students will follow the technology process 'Investigate, Design, Produce and Evaluate' to manufacture one or more of their own ideas.

They will have the opportunity to design and build projects of their own choice using a range of metal other materials into their projects

Students will carry out safe work practices and learn manufacturing skills that may benefit career choices.

Links, Learning and Pathways:

- VCE Design and Technology-Textiles, Wood and Metal, Systems Engineering or VET
- Vocational pathways careers in design, engineering, welding, and manufacturing
- Personal enrichment: skills in design and manufacturing

Special Requirements:

- USB mouse and USB drive

VCE/VET Subjects Units 1 & 2

May be available for selection by Year 10 students

VCE SUBJECT	CONTACT
Biology	Michelle McCracken or Chris Barnard (NSC)
Business Management	Sam O'Brien
Food Studies	Judy Fry (NSC), Neroli Eddy
Geography	Melissa Knight
Health & Human Development	Nicole Quinn or Kale Watkins (NSC)
History	Joanne Dryden, Christina Stephenson
Legal Studies	Sam Collins
Literature	Jane Hando
Media	Charlotte Strawhorn (NSC)
Outdoor & Environmental Studies	Renee McCance, Daniel Robinson (NSC)
Physical Education	Matthew Dimble or Daniel Robinson (NSC)
Psychology	Lisa Kemp, Jess Trotman
Sociology	Laura Booth (NSC)

Application Form for VCE Units 2019

Student Name: _____

Homeroom: _____ Date: ___/___/___

VCE Units Applied for: a) _____ Units 1 & 2

b) _____ Units 1 & 2

To be considered for a VCE Unit 1 & 2 sequence in Year 10, students must demonstrate:

- a consistently high level of achievement in the relevant learning area(s) in Year 9
- sound and consistent work habits across all of their subjects.
- regular attendance at the College throughout 2018
- Students who are approved to study a Unit 1 & 2 sequence are expected to keep up to date in all of their other Year 10 subjects. Students may give 2 options for VCE Unit 1 & 2 studies but are only permitted to study one VCE sequence.

Please enter the following results from SIMON

My overall attendance percentage in 2018: _____

My results for relevant subjects: (List to be created in table below)

Subject: _____

Task Name	Level / Grade
<i>e.g. Biology Test</i>	<i>e.g. 6.5</i>
<i>e.g. Biology Practical Report</i>	<i>e.g. D</i>

Work habits:

Work Habit	Term 3 Result
Strives to achieve their best in this subject	
Is able to work collaboratively with others	
Is able to work independently	
Seeks and acts on feedback	
Takes responsibility for their learning	

Application Form for VCE Units 2019

Reason for undertaking a Unit 1 & 2 subject:

Student's Signature: _____

Parent/Guardian Comment(s):

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Yr 9 Team Leader Recommendation: Yes No Signature: _____

Yr 9 Teacher Recommendation: Yes No Signature: _____

DP-L&T Approval: Yes No Signature: _____

Approval Granted: Yes No Signature: _____

Proposed VET Offerings for 2019

(Not a complete list, Subject to Change) Location (Refer to key below)

AGRICULTURE & HORTICULTURE		Location
	Agriculture	E
	Horticulture	E
AUTOMOTIVE		S
AVIATION		E
BEAUTY		
	Beauty Services	E
BUILDING TRADES		
	Bricklaying	E
	Building & Construction	S
	Electrical	K
	Furnishing (Cabinet Making)	E
	Plumbing	E
BUSINESS		
	Business	E
	Business Administration	E
CHILDREN'S SERVICES (Child Care)		E
COMPUTERS		
	CISCO CCNA	E
COMMUNITY SERVICES		
	Community Services	E
	Community Services Work	E
ELECTRO-TECHNOLOGY (Career Start)		K
ENGINEERING		K
HAIRDRESSING		S
HEALTH		
	Allied Health	E
	Health Services Assistance	E
HOSPITALITY		
	Kitchen Operations	S
CREATIVE INDUSTRIES		
	Media	E
MUSIC		
	Music Industry Foundation	S
SPORT		
	Sport & Recreation	E

C – Correspondence Course
 S – Offered on site at St Mary of the Angels or Nathalia Secondary College
 K – Offered at St Augustine's Kyabram with transport provided
 E – Offered by an external provider. Students will need to provide their own transport.

Information for Parents

IMPORTANT FINANCIAL INFORMATION FOR PARENTS/GUARDIANS OF STUDENTS STUDYING A VET SUBJECT

Should a VET student wish to exit his or her external VET course we must remind all parents/guardians that there will be no refund on any fees incurred from an initial course selected.

Equally important, should a student request to transfer into a new VET course during the same calendar year we must remind all parents/guardians that they will be financially responsible for any fees set down by the course provider. As these fees can be quite substantial, it is strongly recommended that both student and parents/guardians make an appointment to discuss this issue with your VET trainer or VET co-ordinator before any decisions are made.

Should a student undertake a GoTafe or other (external provider) VET course it will be the responsibility of the parent or guardian to pay the cost of materials. The College will invoice the family the cost of the student's materials in the first week of March.

Students undertaking a VET course that is offered inside the Trade Training Consortium arrangement with Nathalia Secondary College, St Mary of the Angels Secondary College or St Augustine's Kyabram will pay the cost of materials. The College will invoice the family the cost of the student's materials in the first week of March.

Students who wish to undertake a second VET course, regardless of course or location, will be charged cost of materials and a further surcharge of between \$200.00 and \$650.00, depending on the course.

Application Form for VET in 2019

Student Name: _____

Homeroom: _____ Date: _____

VET Study Units Applied For: _____

VET subjects are substantially different from other VCE subjects in that success is achieved by demonstrating the ability to do the required tasks. This is called competency-based learning and is the basis of all TAFE courses. VET subjects provide industry specific training. Students gain a nationally recognized Certificate as well as their VCE.

Reasons for undertaking a VET Pathway

Student Signature: _____

Parent / Guardian Comment/s

Parent / Guardian Signature: _____

VET Coordinators: Barry Norton (SMOTA), Sherry Atkins (SMOTA), Sue Heberle (NSC), Selga Langley (St Aug's) Recommendation & Comment:

Signature: _____

----- Office Use Only -----

Year Level Coordinator Recommendation:	Yes	No	Signature:	_____
VET Coordinator Approval:	Yes	No	Signature:	_____
Deputy Principal Approval:	Yes	No	Signature:	_____
Principal Approval:	Yes	No	Signature:	_____

Year 10 Subject Selection

Student Name: _____ Current Homeroom: _____

Choose the stream you wish to study in 2019:

Standard Year 10 Pathway

Applied Learning Program

Please choose the Maths stream you would like to study

(Maths selection should be made in consultation with your Year 9 Maths teacher):

Year 10 A Maths (Leads to VCE Math Methods/Specialist Maths)

Year 10 Maths (Leads to VCE General Maths/Further Maths)

All students should select ten (10) studies (on the reverse of this page) and number these in order of preference with 1 being the most preferred and so on. Signed and completed forms are to be returned to the College office by **Friday 26th October, 2018**.

Students Signature: _____

Parent/Guardian Signature: _____

Year 10 Subject Selection

Student Name: _____ Current Homeroom: _____

No. from 1 - 10	Subject Title	Key Learning Area(s)
	Have a Voice	English
	Journalism	English
	Mythology & Monsters, Fact vs Opinion	Humanities
	Big History	Humanities
	The Six Wives of Henry VIII	Humanities
	Geography Extension: Exploring the World	Humanities
	Mathematics / Science Extension – Semester One	Science / Maths
	Mathematics / Science Extension – Semester Two	Science / Maths
	Art 2D	The Arts
	Art 3D	The Arts
	Drama	The Arts
	Photography	The Arts
	Music	The Arts
	Dance	The Arts
	Outdoor and Environmental Studies	Health & P.E.
	Advanced Physical Education	Health & P.E.
	Sports Science	Health & P.E.
	Fit to Lead	Health & P.E.
	Agriculture and Horticulture	Tech
	Chef's Apprentice	Technology
	CAD CAM	Technology
	Fabric & Fashion	Technology
	Karts	Technology
	Foods of the World	Technology
	Patchwork - Quilt	Technology
	Design & Build - Plastics	Technology
	Systems Engineering	Technology
	Design & Build – Wood	Technology
	Working with Metal	Technology
	VCE - Please submit the application form pg. 20-21	
	VET - Please submit the application form pg. 24	

Students should select ten (10) studies and number these in order of preference with 1 being the most preferred and so on. Signed and completed forms are to be returned to the College office by **Friday 26th October, 2018**.



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