



# **GEE LONG HIGH SCHOOL**

## **Year 10 Curriculum Handbook 2024**



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**Our Vision:** Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

**We are committed to:** Developing caring and respectful relationships. Empowering people to realise their potential through effort, responsibility and teamwork. Building healthy, resilient and productive global citizens.

**Our values: RESPECT**

Responsibility, Effort, Service, Positivity, Excellence, Creativity, Teamwork.

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# Welcome

The Geelong High School motto, Vitae Nos Parat, means We Are Preparing for Life. Our motto and school vision and values provide the basis for our comprehensive school curriculum.

At Geelong High School our curriculum programs and teaching are designed to prepare students for life and is delivered in a manner that supports and promotes the principles and practice of Australian democracy, including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association, and the values of openness and tolerance. We aim to provide a learning program that gives all students the opportunity to flourish. In this, we value each individual in our community and provide a positive, challenging learning environment that is also caring and respectful.

Learning at Geelong High School is designed to develop the full potential of all students, as well as pride, grit and purpose. We challenge students to be their best, to grow socially and intellectually and to fully prepare them as productive global citizens in an ever-changing society. Geelong High sees challenge, choice and motivation as key drivers of all Learning Programs, where students feel good about what they learn and their achievements, personal growth and successes.

The Geelong High School Learning Program offers a balanced and comprehensive curriculum based on the Victorian Curriculum delivered through Geelong High School's teaching and learning instructional framework. It also addresses the Curriculum Goals and Priorities as described in the current School Strategic Plan:

- To ensure that all students are challenged in their learning and are supported by appropriate learning and teaching programs so that they are able to maximise their learning potential
- To improve learning outcomes across all year levels through quality teaching, reliable assessment and responsive curriculum

We trust that this Handbook provides you with a valuable resource of information that, when combined with conversations with parents/carers, classroom teachers and school leaders, will enable you to choose a learning pathway that is right for you.



We wish you all the best as you prepare for life.

Davin Reid  
Principal



# The Victorian Curriculum F-10

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F-10 is organised into Learning Areas. At Geelong High School this means that students are taught by specialised subject teachers in English, Maths, Science and Humanities, alongside a wide range of Art and Technology subjects from Year 7 through to the Senior Years.

The design of the Victorian Curriculum:

## Learning Areas

- **The Arts**
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Arts
  - Visual Communication Design
- **English**
- **Health and Physical Education**
- **The Humanities**
  - Civics and Citizenship
  - Economics and Business
  - Geography
  - History
- **Languages: Japanese**
- **Mathematics**
- **Science**
- **Technologies**
  - Design and Technologies
  - Digital Technologies (STEM)



# THE YEAR 10 PROGRAM

In Year 10, subject selections build breadth and depth of academic experience, skills and understanding and ensure development and extension in the core subjects as well. Completing a wide range of subjects across Year 10 ensures students make the right choices as they move into the senior years. Core subjects ensure students build the knowledge and skills needed to succeed in the senior years across the pathway options.

## HOW TO CHOOSE YOUR COURSE?

English and Mathematics are core subjects in Year 10. Students are then expected to choose at least one elective from Humanities, HAPE, Science and Technology or Art. The remaining units are open electives they can choose from any Learning Area. In Year 10 the range of electives that students can choose from continues to expand considerably and students are able to make more choices that build upon their strengths and interests. Through Home Group sessions once per week, students build relationships with their peers, improve their study skills and develop their awareness of themselves as learners and members of the school community.

Year 10 students can accelerate into VCE subjects as well and a wide range of Unit 1 and Unit 2 subjects are available so that students can accelerate into Unit 3 and 4 subjects when in Year 11. The high demands of these subjects will mean that they are only open to students who show readiness by having strong attainment and study habits. Most students who wish to accelerate will have already accelerated in that subject in Year 10 to prepare themselves for VCE.

In selecting your subjects consider the need to maintain a balanced program, whilst keeping in mind your intended pathway into senior secondary schooling and beyond.

### Year 10 Course Counselling Key Dates

<b>Pathways Evening</b>	17 July 5:30 to 8:00pm
<b>Year 10 Careers Week</b>	Monday 19 to Friday 23 June
<b>Homegroup Course Counselling</b>	Tuesday 18 and Thursday 20 July
<b>Course Counselling Day (Parents required)</b>	Thursday, 27 July

Students entering Year 10 will:

- Study **six units each semester**, which equates to **12 units across the academic year**.
- Study at least **one English** and **one Mathematics** unit in each semester (four of their 12 units)
- Be expected to study at least one Unit from Humanities, HAPE and Science
- Be expected to choose at least one Technology or Arts Unit in their program.
- Select their remaining units from a range of subject areas and can include an Accelerated VCE Unit 1 and 2 sequence if they are successfully nominated to accelerate their studies. Advanced enrolment in VCE subjects will be dependent on nomination by a teacher, the availability of the VCE subject, as well as the student's current academic progress and attendance record.

When choosing their subjects, students should carefully consider their pathways into later years of schooling (particularly VCE). They are strongly encouraged to use the handbook to develop and map out their senior pathways. They should never choose subjects because of their friends and should always look to plan their pathway in line with their aspirations as well as keep their options open.

## Year 10 Expected Student Selections

<b>English</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• Advanced English</li> </ul>	<b>Arts and Technology</b>	<b>Technology:</b> <ul style="list-style-type: none"> <li>• Food and You</li> <li>• Computing</li> <li>• Food Around the World,</li> <li>• Music Technology</li> <li>• Product Design – Wood</li> <li>• Product Design – Metal</li> <li>• STEM</li> </ul> <b>Arts:</b> <ul style="list-style-type: none"> <li>• Art Making and Exhibiting</li> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> <li>• Media</li> <li>• Visual Communication and Design</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Advanced Maths</li> <li>• Maths</li> <li>• Foundation Maths</li> </ul>		
<b>Science</b>	<ul style="list-style-type: none"> <li>• General Science</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> </ul>		
<b>Humanities</b>	<ul style="list-style-type: none"> <li>• Legal Studies</li> <li>• History</li> <li>• Business and Economics</li> </ul>		
<b>HAPE (Health and Physical Education)</b>	<ul style="list-style-type: none"> <li>• Outdoor &amp; Environmental Studies</li> <li>• Health &amp; Human Development</li> <li>• Major Sports</li> <li>• Advanced PE</li> </ul>		



## Year 10 Remaining Electives

Once students have chosen one elective from each of the above Learning Areas, they should select their remaining electives from the full range of electives. They will have four remaining electives to choose from the following:

<b>Arts</b>	<ul style="list-style-type: none"> <li>• Art Making and Exhibiting</li> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> <li>• Media</li> <li>• Visual Communication and Design</li> </ul>
<b>HAPE (Health and Human Development)</b>	<ul style="list-style-type: none"> <li>• Outdoor &amp; Environmental Studies</li> <li>• Health &amp; Human Development</li> <li>• Major Sports</li> <li>• Advanced PE</li> </ul>
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>• Legal Studies</li> <li>• History</li> <li>• Business and Economics</li> </ul>
<b>LANGUAGES</b>	<ul style="list-style-type: none"> <li>• Japanese</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Food and You</li> <li>• Computing</li> <li>• Food Around the World,</li> <li>• Music Technology</li> <li>• Product Design – Wood</li> <li>• Product Design - Metal</li> <li>• STEM</li> </ul>

# ***Acceleration into VCE Unit 1 and 2 Subjects***

Geelong High School Year 10 students can accelerate into VCE by studying a VCE Unit 1 & 2 sequence. The advantages for students who participate include:

- Enabling students to develop an understanding and appreciation of the demands and work ethic required for a VCE study.
- Has the potential to increase a student's ATAR (Australian Tertiary Admittance Rank)

Only students who are nominated by their teacher can consider completing VCE subjects. It will also be dependent on careful consideration of academic progress, the availability of the VCE subject, as well as the student's attendance record. Students should preferably have successfully completed a Year 10 unit in the subject area equivalent to the VCE unit they are wishing to study. The application process involves an interview and will be completed prior to your course counselling appointment. Most VCE subjects are available for students to choose from as an accelerated VCE subject except English. Students are encouraged to have conversations with Ms Cameron (Careers Advisor) or Mr McConchie (Assistant Principal) if they have questions about which VCE Study may best suit them.

Students will be required to complete a normal VCE program during Years 11 and 12. Attempting a VCE study in Year 10 will not reduce the number of units students are required to attempt in Years 11 and 12, as it is intended to give students access to an additional study in order to maximise their ATAR. Generally, students will only be permitted to attempt one VCE study but may nominate two subjects they would be interested in studying in the event that their first choice is not able to be accommodated. Students will not work a reduced program in Year 10 as a result of electing to accelerate in VCE. Students should be aware that there are additional conditions when studying an Accelerated VCE.

## **Process**

- Students who might consider an advanced VCE Unit 1 & 2 sequence will be identified by their teachers and contacted to let them know they can consider it.
- They may then choose to enter this option onto their Course Selections sheet. When a Course Counselling time has been booked through Compass, students must then sign up for a confirmation meeting, 30 minutes prior to the Course Counselling time. Sign-up sheets for these confirmation meetings will be with Mr Gemmill (VCE Coordinator) and Ms Cameron (Careers Advisor).
- Students will be interviewed by a member of the Geelong High Leadership Team and this interview alongside their academic and attendance history will be taken into consideration.
- Successful applicants are required to take their Letter of Offer to their Course Counselling appointment.
- Enrolment in the VCE Unit will depend on the availability of the course.



# 2023 COURSE CONFIRMATION

## *Steps to enter your elective choices.*

1. Firstly, it will be important to familiarise yourself with the requirements for course selection as outlined above.
2. Work in consultation with your Home Group teacher, parents and the various resources provided by Home Group teachers and the Pathways team to complete the '**Student Preferences Sheet** – by Week 2, Term 3. Work through this draft with your families prior to Course Counselling.
3. Year 9 students going into Year 10 in 2024, along with their parents, will need to book an appointment time with a member of the counselling team, via Compass which is accessed via our website [www.geelonghigh.vic.edu.au](http://www.geelonghigh.vic.edu.au). Booking will be available Week 2 Term 3.
4. Attend your Course Counselling appointment with a parent/carer when your selections will be reviewed before being approved.
5. At your Course Counselling Meeting:
  - Take your Student Preferences Sheet, signed by you and your parent.
  - Enter your preferred subject selections into the online system with your Course Counsellor
  - Discuss your aspirations and reasoning for choosing different electives.
  - Note the associated costs of the electives you have chosen.
  - Sign a print-out of your preferred electives that stays with the school.

Students will receive confirmation of their 2024 course in Term 4, 2023. Students whose course could not be completed from their selection of preferred units will be contacted for further counselling to finalise their studies. It is intended that all courses will be finalised by the end of November. During the Course Counselling appointment, a check will be made to ensure that the requirements for course selection are being met and that selections provide pathways to meet the pre-requisites of future studies.

# **YEAR 10 SUBJECTS**

## **YEAR 10 ARTS - ELECTIVES**

All students are expected to choose one Arts or Technology elective in Year 10.

### **10ARART 10 Art Making and Exhibiting**

Students will make and respond to artworks independently and with their classmates. They will use and apply appropriate visual language and visual conventions. They will complete art works with a view to exhibiting their work to the public in an appropriate manner. They will design, create and evaluate visual solutions to selected exhibition themes. They will develop an appropriate vocabulary for use when discussing art works. They will continue to develop their knowledge of the various principles and elements of art and design.

### **10ARDA 10 Dance**

In this unit, students will further develop their fitness, core dance technique and physical skills. They will learn about the importance of warming up and safe dance practice and demonstrate this in all classes. Students will gain a deeper understanding of the choreographic process, creating their own performances in both groups and solo. Students will study well-known choreographers and present their understanding to their class. Students also learn an ensemble routine, and perform for an audience. This course is suited to both beginners and more experienced dancers with an emphasis on participation, self-improvement and fun.

### **10ARDR 10 Drama**

In this unit, students will create their own small ensemble performance and solo work. Students will experience all aspects of creating the performance, including acting, directing, sound, lighting, sets, costumes and publicity. Students will study the dramatic elements, including movement, voice and gesture, and how these contribute to creating authentic characters in performance. From inspiration and improvisation to development, production and performance, this unit is your chance to make new and exciting theatre.

### **10ARME 10 Media**

Take your photography and video storytelling skills to the next level. In this unit, students build on the skills they developed in Year 9 Media while deepening their understanding of media production processes. Students continue to develop their photography skills and ideas while exploring how to create a series of images to communicate a theme. Students explore how to control different settings on the camera and learn Photoshop skills that help to enhance the artistic side of photo editing. In the video section of the course, students learn about genre conventions and how to use technical and story elements to create a short film.

In addition to the assessment tasks, students produce photographs, short video exercises and written responses analysing media products.

## **10ARMU**    **10 Music**

This course is designed for those students who love to sing and play music. Students who undertake this course will work on developing their vocal skills both as a soloist and ensemble member and provides a pathway for students to study VCE Music Inquiry. Students who undertake this course should be having regular lessons on their chosen instrument or voice. The focus will be on developing practical skills in composition leading into live performances in a group or solo setting. Students will also work on developing their musicianship, theory and aural skills.

## **10ARVCD**    **10 Visual Communication & Design**

Year 10 Design builds on the skills and knowledge taught in 9 Design. Visual literacy is a major focus of the unit. This is a practical subject for students to learn how to problem solve and communicate visually. Technical drawing, rendering, design elements and principles and the design process are four core areas of the course. Students create solutions for the fields of Communication, Environmental and Industrial design. All work is presented in the form of a folio.

## **YEAR 10 ENGLISH**

### **10ENCOR**    **10 English**

This unit is built around the three interrelated strands of Reading and Viewing, Writing and Speaking and Listening. The focus is on extending students' language and literacy knowledge, understanding and skills in relation to texts and issues. Through the reading and viewing of a variety of texts, students will explore themes and issues such as identity, family and personal relationships. Common Assessment Tasks include:

- Analytical Interpretation
- Analysing Argument
- Presenting Argument
- Crafting and Creating Texts

All learning extends on the text genre knowledge and literacy skills developed in Year 9 English and assessments are modelled on VCE expectations.

## **YEAR 10 ADVANCED ENGLISH ELECTIVE**

### **10ENADV**    **10 English Advanced**

In Year 10 Advanced English, students will be encouraged to develop their analytical skills by reading more widely and more closely. Students will be challenged and supported to read texts across a range of genres, forms and time periods. They will also develop their reading practices, such as annotation, note-taking and discussion. Writing in response to texts is also a major focus and students are shown how to use textual evidence to justify their interpretations. This subject is a good choice for students looking to extend themselves.

As this is an advanced elective, there are criteria that you need to meet in order to qualify. For instance, your English CAT results should put you above level, your effort level should also be Very High and your English teacher will need to recommend you. Advanced English runs for the whole year and students who choose it, do not also do English Core. Students who complete Advanced English will be prepared for both Literature and English VCE pathways.

## Semester One

The first part of this unit focuses on developing students' reading practices and on learning about how authors can use fiction to express their own ideas and concerns about the world. Students read George Orwell's 'Animal Farm' and come to appreciate it as an allegory of the Russian Revolution. Through engaging with 'Animal Farm', they learn how the historical, social and political context of a text can enhance one's reading experience. The second part of this unit focuses on exploring the ways literary texts connect with each other and with the world. Students will deepen their examination of the ways their own cultures and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on two texts, Shakespeare's 'Twelfth Night' and the modern teen film 'She's the Man', they will consider the relationships between authors, audiences and contexts. Ideas, language and structures of these different texts from past and present eras and cultures are compared and contrasted.

## Semester Two

In Semester Two, students will develop their reading and discussion practices, as well as engaging in close reading of texts and writing analytical and creative responses. By experimenting with textual structures and language features, students will understand how imaginative texts are informed by close analysis and how writers are influenced by the work of other writers. This semester, students will also be introduced to different literary perspectives that will lead them to interpret texts in increasingly sophisticated and complex ways. By reading literary criticism from a range of theoretical perspectives (e.g. feminist, psychoanalytical, Marxist, functionalist) the way students approach books, films, music and art will be taken to another level.



## **YEAR 10 HEALTH & PHYSICAL EDUCATION**

All students are expected to choose at least one HAPE elective.

### **10HPAP    10 Advanced PE**

Advance Physical Education is designed as an advanced sport unit which gives students the opportunity to apply already developed skills and strategies in a variety of team and individual activities. Sports which are taught in this unit include, but not limited to are:

- Soccer
- Basketball
- Football Codes
- Hockey
- Volleyball
- Tennis
- Netball

Theory topics studies in this course are aimed at introducing students to topics that will be studied in VCE Physical Education and is strongly recommended you complete this subject if you intend to do Physical Education in year 11. All topics are studied at an **advanced year 10 level**. Students are assessed on:

- skill acquisition,
- biomechanics,
- body systems
- energy systems
- acute responses to exercise

### **10HPH    10 Health**

In this subject which is recommended for anyone that thinks they might like to do VCE Health and Human Development, you will explore all of topics involved in the VCE course at a year 10 standard. Class activities will have you develop your understanding of conception, antenatal development, birth and caring for a baby. Students will also have the option of participating in the 'Baby Think It Over' program or participate in a parallel assessment.

The following themes are covered throughout the course:

- Health and wellbeing
- Nutrition
- Mental health
- Conception, pregnancy, birth and child development.

You will show your understanding through a range of class activities such as research investigations and reports, tests/exams, assignments, reflection and regular participation in class discussions.

### **10HPMS    10 Major Sport**

Major Sports will offer a range of sports for students to participate in, whilst also taking into consideration student choice and interest. If you like to keep active, this is the subject for you and follows on from the year 9 subject of the same name. Theory studies include topics such as the lifestyle of an elite athlete, game day strategies and nutrition for sports at a year 10 level. Students will be involved in negotiating practical sports to be undertaken. These may include topics and sports such as:

- Soccer
- Basketball
- Netball
- Volleyball
- Rugby
- Lacrosse
- AFL

The skill development in a variety of these activities should be a valuable foundation for future sporting involvement.

### **10HPOES 10 Outdoor Environmental Studies**

Do you enjoy sport and recreational activities, both indoors and in the great outdoors? Outdoor Ed will combine our own indoor facilities with numerous outdoor areas like Geelong Foreshore, Eastern Beach and other areas of the great outdoors to cover a unique combination of recreation and sport. It is hoped that the enjoyment gained from these activities will encourage a lifetime of participation in recreational sport. It is expected that previous skills learned will be extended in this unit.

Themes throughout this unit may be negotiated and could include:

- Consolidating open water skills and applying these to recreational activities such as swimming, snorkelling, Stand Up Paddle boarding, water polo or surfing.
- Improve swimming stroke technique at the pool.
- Learning and developing skills and awareness in recreational sports such as rock climbing, trampolining, obstacle courses and rollerblading.
- Sporting activities using the GHS facilities decided by negotiation.
- A two-day bush walking camp in the Otway National Park.

The theoretical component will focus on a commitment to learning safe participation skills, assessment of risk and risk management, minimal impact strategies and specific first aid.

Students will be assessed through a range of methods such as a commitment to participation, movement and skill development, tests/exams and assignments. This subject is highly recommended if you are considering VCE Outdoor and Environmental Studies.

## **YEAR 10 HUMANITIES**

All students are expected to choose at least one Humanities subject as one of their electives in Year 10.

### **10HUBE      10 Business & Economics**

In Year 10 Economics students examine the performance of the Australian economy and the business sector and how these might be measured in different ways. Students continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government. Students will also learn about the different marketing strategies a business may utilise when promoting a business or product.

### **10HUHI      10 History**

In Year 10 History, students learn about the history of the modern world and Australia from 1918 to the present. The 20<sup>th</sup> century was a critical period in Australia and the world's social, cultural, economic and political development.

Over the course of the History unit, students will consider:

- How the nature of global conflict changed during the 20<sup>th</sup> century.
- The consequences of World War II and how these consequences shaped the modern world.
- How Australian society was affected by other significant global events and changes in this period.

Specifically, students will study:

- World War II
- The rights and freedoms of Indigenous Australians
- How these rights and freedoms were achieved

### **10HULS      10 Legal Studies**

In Year 10 Legal Studies students learn about Australia's justice system. They investigate the features and principles of Australia's court system, including its role in punishing offenders and the prison system. Students also investigate Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.

## **YEAR 10 JAPANESE**

### **10LAJP      10 Japanese**

In Year 10 Japanese, students consolidate their understanding of the three writing scripts – Hiragana, Katakana and Kanji and combine these in written passages using Japanese genkoyoshi (squared paper). Further Kanji are introduced throughout the Year 10 course and grammar is a major focus. Students are expected to develop a sound understanding of the various verb and adjective conjugations.

The following topics are covered throughout the Year 10 course:

How to give directions

- Sport in Japan

Part-time work and job interviews

- Popular culture

Students increase their intercultural knowledge and awareness of Japan by viewing and responding to various movies and anime, participating in a restaurant excursion and completing research projects. Students will complete a variety of communicative activities to improve their reading, writing, listening and speaking skills.

Students will also complete regular vocabulary and script tests, end of unit tests, role plays/speeches and poster/booklet assignments for assessment. Students will also be expected to regularly revise for a minimum of fifteen minutes at home by completing homework tasks from the textbook and on the Education Perfect online program.

## **YEAR 10 MATHEMATICS**

All Year 10 students are required to select 10 Maths Core – unless recommended to study Advance or Foundation Maths. These year-long subjects meet their Mathematics study requirement.

### **10MACO 10 Maths Core**

This unit aims to build on the mathematical knowledge students learn in previous years and extend them to VCE readiness. Although students looking to head towards Maths Methods should ideally complete the Advanced Maths unit, Core Maths will also prepare students, regardless of their VCE and postsecondary school pathway.

Students will undertake a variety of learning activities tailored to their learning needs in the following areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Throughout the year, students will be required to use computers and other technology, making specific use of resources like MathSpace and Essential Assessment to enhance learning and student outcomes.

Assessment of this subject will include tests, projects, class work and an exam in each semester.

### **10MAAM 10 Advanced Maths**

This unit is designed to provide capable students with work that extends their knowledge in the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Number and Algebra, the students will focus on:

- Quadratic functions
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations.
- Indices, surds and logarithms
- Linear relations

In Measurement and Geometry, the students will focus on:

- Area, surface area and volume
- Use the unit circle to define trigonometric functions and graph them with and without the use of digital technologies.
- Solve simple trigonometric equations.
- Sine rule and cosine rule

In Statistics and Probability, the students will focus on:

- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events.
- Investigate the concept of independence.
- Investigate conditional probability statements.

Assessment of this subject will include an assessment task for each topic, class work and an exam in each semester.



This unit is designed to support students to develop their foundational knowledge of Mathematics and how it applies to the world around them. During this subject, students will develop their functional numeracy skills that are essential to be a productive member of the community and workforce.

Students will undertake a variety of learning activities tailored to their needs in the following areas:

- Number and Algebra
  - Numerical skills and processes
  - Fractions, decimals and percentages
  - Rates and ratios
  - Financial mathematics
- Measurement and Geometry
  - Converting units of measure
  - Applications of area and volume formulae
  - Geometric constructions
- Statistics and Probability
  - Data in the media
  - Interpretations and representations
  - Chance experiments

Students will be assessed based on the completion of tasks in class, their growth on Essential Assessment and the projects they complete.

This unit prepares students for numeracy skills used in life and the workforces, and VCE Foundation Mathematics. Students who wish to select this subject must get a recommendation from their current Year 10 Maths teacher.



## **YEAR 10 SCIENCE**

All students are expected to choose at least one Science subject as one of their electives in Year 10.

### **10SCBI 10 Biology**

Biology is the study of living organisms and their interactions with each other and the environment. This unit is designed to prepare students for VCE Biology.

Skills developed are:

- Use of scientific equipment including microscope
- Scientific investigation and reporting

Content covered in this unit includes:

How plants and animals obtain and use energy (Photosynthesis and cellular respiration)

- Why cells are the smallest unit of life and what the small structures inside do (Cell structure and function)
- What happens when organisms compete and encounter changes in their environment (Homeostasis, adaptations, ecology and evolution)

How do organisms and cells manage to replicate and reproduce (Genetics)

### **10SCCH 10 Chemistry**

Chemistry is a 'physical science concerned with the composition, properties and reactions of substances' or in simplest terms, it is the science of matter. This unit has been designed to prepare students for VCE Chemistry and beyond.

Students will study:

- Historical development of atomic theory and the structure and trends in the Periodic Table
- The electron configuration of an element and how it is used to predict chemical and physical properties and its tendency to form a particular bond type. Students will study models for metallic, ionic and covalent bonding.
- Chemical reactions and factors that influence rate and the mole concept in relation to quantitative analysis.
- Organic chemistry and the widespread use of polymers in everyday life

### **10SCC General Science**

This core science unit covers topics from Genetics, Chemistry and Physics. Students studying this unit will be unlikely to study VCE Science but will benefit from the key knowledge they learn across the course.

Students may undertake studies of:

- DNA and its structure and functions
- Transmission of inherited characteristics
- Atomic structure of atoms, how the periodic table is organised and properties of metal and non-metals.
- Chemical reactions, ionic and covalent bonding
- Forces and Motion – Newton's Laws
- Forensic Science

### **10SCPH 10 Physics**

This unit has been designed to prepare students for VCE Physics. Physics can lead to further studies in engineering, aerospace design, computer science and potential employment as a pilot, in medical imaging or computer game design.

Students will study the properties of motion and energy and the relationships between them, as well as the fundamentals of electricity. They will complete a number of practical activities including calculating acceleration due to gravity, building and testing a water rocket allowing them to utilise knowledge of motion to calculate maximum

flight distances and speed. Students will also have the opportunity to research an area of Physics which is of interest to them and present that research to their fellow students. Students should have a good level of mathematical skills.

Topics covered include:

- Motion: this area focuses on the understanding of velocity and acceleration of objects and the interactions of forces in our everyday lives
- Energy: students will study different types of energy and the transitions between them
- Electricity and circuits: students will study a range of circuit elements, design and build circuits and use a range of electrical measuring devices.

## 10SCPS 10 Psychology

Psychology is 'both an academic and applied discipline involving the scientific study of mental processes and behaviour' or in its simplest terms, is a study of human behaviour. This unit has been designed to prepare students for VCE Psychology and beyond.

Students will study:

- The differences between Psychology and Psychiatry
- How mental illness can be diagnosed and treated.
- Major experimental research procedures
- The structure and function of the different parts of the brain
- How the brain affects behaviour
- Forensic Psychology – specifically stalkers and stalking, dangerousness, forensic profiling



## **YEAR 10 TECHNOLOGY**

All students are expected to choose at least one Arts or Technology subject in Year 10.

### **10DTC      10 Computing**

In this unit, students will learn about how computer technology affects our lives and how we use computers for work and entertainment. Students will also develop computational thinking. They will use an object-oriented programming language to learn about data types and control structures. Students will use the Python programming language to design, develop, test and evaluate programs. Students will learn how to control program flow using conditional statements and looping. They will also begin to design user interfaces for their programs and learn how to handle on screen graphics in Python. Students will undertake a programming project where they can choose to develop a simple game or a basic computer app.

### **10DTAW      10 Foods Around the World**

Cook, eat and enjoy new foods from around the world. The focus of this unit will be on the study of foods from both Australia and other lands. From the beginning of agriculture and the development of food patterns and traditional cuisines through to modern times and sustainable food systems. Students will learn to prepare meals from different cultures and at the same time experience and enjoy different and exotic flavours, textures and ways of preparing and presenting food. Students will discover how cuisine is influenced by different countries and cultures using traditional ingredients and cooking methods.

### **10DTFY      10 Foods for You**

Whether you are a whiz in the kitchen, wanting to learn how to cook for yourself or simply enjoy cooking, this subject is for you. In this unit students investigate how to cook a wide range of contemporary foods items in a sustainable manner. They will also investigate the science of food and how a range of preparation methods and ingredients impact the success of a recipe. Topic areas will include nutrition, food safety, sustainability, and food science. This subject is designed to set students up for success in VCE as well as learn important life skills in cooking and healthy eating.

### **10DTMT      10 Music Technology**

Students in Year 10 Music Technology will work using our studio equipment to record, mix and edit sounds.

Students will use Pro Tools and gain a familiarity with professional recording software and external equipment. They will make recordings and edit them for use in films and also create professional mixes of musical excerpts. Students will work with live PA equipment and work towards completing sound check and live mixes for performance purposes.

Students who choose this subject will have valuable experience if they are working towards a career in the music industry or further study in this area including the Cert III in Music Industry (Sound Production). Students do not need any experience in playing instruments to choose this subject. Students who did not complete this subject at Year 9 are also not disadvantaged and are encouraged to give it a go. However, students who did complete Year 9 Music Technology will be extending and refining their skills in Music Technology and Production.

### **10DTPD      10 Product Design - Wood**

This unit is designed for students who enjoy working with wood and have some skill in this area. Students will generate a range of alternative possibilities, use appropriate technical language, and justify their preferred project option, explaining how it provides a solution to a problem. They will effectively use communication techniques and procedures to support the development of their design and planning. Students will produce products using complex tools, equipment, machines, and materials with precision.

Students will also be able to use evaluation criteria they have previously developed, and analyse processes, materials and equipment used to make appropriate suggestions for changes that would lead to an improved final product.

Projects that could be made include bedside tables with a drawer and hinged door, and hall stands with bent wood legs, inlaid top and drop side.

## **10DTST     10 STEM – Science Technology Engineering and Maths**

In this semester long subject, students will continue to apply the ‘Engineering Process’ to design, build and modify a bridge to hold the most weight, using the smallest number of resources. They look at the rise of wearable technology and travel out to the Geelong Tech School to undertake a program called ‘Future Fashions’. Students look at electricity and how it relates to electronics, using a variety of components including resistors, capacitors and transistors. They also look at Arduino Microprocessors and use some basic block based and text-based coding to create a variety of projects.

Consider the pathway that best suits you at this stage. Most students choose a VCE university pathway or a vocational pathway including a VET or SBAT. Some students also chose to accelerate and some students doing a VCE pathway sometimes choose to complete a VET across Year 10 and 11. Some VET courses can contribute to an ATAR in Year 12 as well.

The GHS VCE Learning Program is based on student choice, although practical constraints of resources (specialist teachers, timetable blocking and rooms) will be a consideration in constructing the final program. Students will have two opportunities in the process to have input into the development of their program. It is not possible to guarantee that each student will be allocated all of their preferred units.

<sup>10</sup>

## **10DTPDM     10 Produce Design – Metal**

This unit is designed to follow on from 9 Metal & Jewellery. Students design and make metal-based products and jewellery items to satisfy more complex design briefs. They investigate what is needed, devise evaluation criteria, develop appropriate designs and technical drawings, and make the products. During production, and when they’ve finished and used the products, students evaluate these against their criteria. Techniques covered may include marking-out, sheet metal work (cutting, forming and piercing), silver-soldering, drilling, riveting, welding (spot, bronze and fusion), grinding, machining, casting, patination and finishing. Projects will vary according to student interest and teacher expertise but may include cantilever toolbox, rings, necklace, bracelet or bangle, earrings, collapsible sawhorse, camping BBQ, or nutcrackers. Low-cost or free local excursions to an engineering technology site and a jeweller or silversmith’s workshop may be possible.

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# **YEAR 10 KEY INFORMATION**

## **Assessment in Year 10**

Students will participate in a variety of assessment practices and tasks. Across years 7-10 Geelong High School operates continuous assessment through Compass. In Compass, families and students can see specific feedback on all Learning Tasks in all their subjects. These assessments are known as Common Assessment Tasks (CATs) across the school, and all are in line with the Victorian F-10 Curriculum. Most assessments at Geelong High School are completed with a pen and paper in timed conditions, from which teachers and students derive short and long-term learning goals.

Throughout the semester, parents and carers will receive updates as to how their child is progressing through the Learning Tasks in Compass, Progress Reports and Parent Teacher Interviews. Semester Reports will provide a more comprehensive overview of student learning and development at the end of each semester.

### **Homework**

All students at Geelong High School receive regular homework across all their subjects to help support learning and develop strong, independent learning and study skills. Please see our website for more information on our school Homework Policy. All students must purchase a school diary to help them organise and prioritise their homework. Year 10 students should be doing one hour per subject each week to reinforce their learning and develop the skills they will need in the senior school. Students completing a VCE subject in Year 10, should be doing three hours of revision and homework per week for that subject.

### **BYOD Program**

The purpose of this program is to allow students to thrive as global citizens in the 21st Century. This program runs across years 7 to 12, and it requires students to bring a digital device which they feel best suits their learning although it cannot be a Chromebook or Android device. Students can collaborate with their peers and access a range of learning resources using their device, including electronic textbooks, online resources, learning platforms such as Education Perfect, Essential Assessments and Reading Plus, and the Google Workspace for Education Fundamentals suite of learning tools. Google tools are regularly used by teachers to enhance learning through Google Classroom and Google Drive as well. It is a school requirement that all students have a charged device for every lesson. There are longer term loan devices available to families.

### **Booklists and Curriculum Contribution Charges**

Subjects regularly provide essential resource collections to students in order to support their learning. To assist with keeping these resources up to date and available to students, there is a Curriculum Student Learning Bundle charge associated with each unit. Materials charges, subscriptions charges, stationery requirements, planned activities and other approximate costs for each unit are outlined in the handbook and are correct at the time of publication but may vary. Financial assistance and payment plans are available for families who should contact the front office if need be.

# ***Required Forms and Links***

*All these forms are available on your Compass Account, under School Resources.*

CLICK ON THE LINK BELOW FOR FURTHER INFORMATION.

## ***FURTHER VCE INFORMATION***

[DESIGNING MY SENIOR SCHOOL STUDIES.pdf](#)

[THIS IS HOW VET IS DIFFERENT.pdf](#)

[VCE-VET PROGRAM CHART.pdf](#)

[VETDSS GUIDE 2024.pdf](#)

[WHAT CAN I GET FROM MY VET.pdf](#)

[YEAR 10 STUDY OPTIONS VCE.pdf](#)

[YEAR 9 ACCELERATED VCE APPLICATION FORM](#)

## ***APPLICATION FORMS FOR VET AND SBAT***

[VET APPLICATION FORM 2024](#)

[SBAT APPLICATION 2024.pdf](#)

## ***HOME GROUP COURSE COUNSELLING FORMS***

[YEAR 9 into 10 HOME GROUP COURSE COUNSELLING.pdf](#)

# ***TEACHERS WITH RELEVANT LEADERSHIP RESPONSIBILITIES***

## **EDUCATIONAL LEADERS AND LEARNING SPECIALISTS**

Mr Lachlan Envall and Ms Tessa Kirk	Years 7 - 9
Ms Abby Graham	Years 10-12
Ms Vanessa Shipp	Literacy/English
Ms Joanne Pacitto	Numeracy/Maths
Ms Rebecca Hall	Science/STEM
Ms Melissa Fitzgerald	Disability and Inclusion
Mr Joshua Grabowski	Student voice, agency and leadership

## **LEARNING AREA LEADERS**

Ms Tayla Clayton	Arts/Technology
Ms Sonia Kinsey	HAPE
Ms Jamie Long	Languages
Mr Craig Brentnall	Humanities

## **SENIOR YEARS TEAM**

Ms Cat Yee	Year 12 Coordinator
Mr Nick Ayerbe	Year 11 Coordinator

## **Assistant Principal Student Wellbeing**

Mr Steven Brown and Lachlan Envall

## **Assistant Principal School Operations**

Ms Julianna Garcia

## **Assistant Principal Teaching/Learning**

Mr Andrew McConchie

## **HOUSE LEADERS**

Mr David Allitt	Barwon House
Ms Sarah Tolley	Corio House
Mr Trent Timmers	Leigh House
Mr Brad Rankin	Moorabool House



# YEAR 10 GHS CURRICULUM CONTRIBUTIONS

<b>Curriculum Contributions:</b> <i>You are invited to make a contribution for the full amount of \$300.00 or a portion of this amount covering any of the following items.</i>	
<b>Year 10 Curriculum Online Subscription Package: \$100.00</b> This package includes online subscriptions that are required by students for their learning in each core curriculum area: <ul style="list-style-type: none"> <li>• Essential Assessments</li> <li>• Reading Plus</li> <li>• STILE (Science)</li> <li>• World Book Encyclopaedia, Click View, &amp; The Age Newspaper</li> </ul>	\$310.00
<b>Year 10 Curriculum Learning Items: \$160.00</b> This covers provision of all essential resources and materials necessary for the core subject classes to help students meet their learning outcomes, including access to class sets of textbooks if needed by students.	
<b>Positive Education Program: \$40.00</b> Curriculum learning items for the Positive Education Program delivered in Home Group. An additional amount may be charged if students are required to attend an incursion/excursion.	
<b>Year 10 Elective:</b> This comprises of all essential resources and materials necessary to help students meet their learning outcomes in the Arts (Art, Dance, Drama, Music, and Visual Communication & Design) and for Technology Metal. This amount is based on a maximum of four electives per semester. This amount does not cover the electives listed below.	\$400.00
<b>Year 10: Food and You</b>	\$150.00
<b>Year 10: Food Around the World</b>	\$150.00
<b>Year 10: Japanese Language Perfect Online Subscription</b>	\$40.00
<b>Year 10: Metal</b>	\$40.00
<b>Year 10: Product Design Wood</b>	\$120.00
<b>VET: Students studying a VET Course</b> <ul style="list-style-type: none"> <li>• VET Dance – Geelong High School</li> <li>• VET Music Industry Sound Production -Geelong High School</li> <li>• VET -Studying VET not at Geelong High School ie: Gordon TAFE,Oxygen Music, VFA</li> </ul>	\$250.00
<b>Extra-Curricular Items and Activities:</b> <i>Including items Students Own and User Pay Items.</i>	
<b>Student ID Card:</b> The Student ID Card enables students to access the COMPASS Kiosk for late arrival/early departure passes, top-up printing credit and to check their timetable and includes a \$10.00 printing credit. (Replacement cost is \$10.00 for the ID Card only)	\$10.00
<b>Student Study Planner:</b> It is strongly encouraged that students utilize the planner to enhance their learning ability. If a replacement planner/diary is required there will be an extra charge of \$10.00.	\$10.00
<b>Combination Lock:</b> Only select if you require a new lock. The lock is retained from Year 7.	\$ 20.00
<b>School Yearbook:</b> The Geelong High School Annual Student Yearbook (Flotsam) is a written and photographic record of the school year, produced for the students. The 2024 Student Yearbook will be distributed early 2025.	\$ 30.00

<b>Other Contributions – Voluntary:</b> <i>(These are suggested amounts; any contribution is welcome)</i>	
<b>Building Fund (Tax Deductible):</b> Supports Building Improvements (Tax Deductible Contribution). We have suggested an amount \$100.00 or units of \$10.00 however, any contribution is welcome.	\$100.00
<b>Community Support Fund:</b> This fund is to assist Geelong High School families in crisis situations with food and essential items. We have suggested an amount of \$50.00 or units of \$10.00 however, any contribution is welcome.	\$ 50.00
<b>HAPE Equipment Replacement Contribution:</b> Supports the ongoing replacement of necessary sporting equipment provided to all students. Your contribution is welcome.	\$ 10.00

*All information and contributions are correct at the time of printing and may be subject to change.*