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**RINGWOOD SECONDARY COLLEGE**



# Middle School

**Course Selection Handbook 2024/25**



Bedford Road Ringwood, Victoria 3134

Website: [www.ringwoodsc.vic.edu.au](http://www.ringwoodsc.vic.edu.au)

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## Middle School Program Overview

The Middle School Program at Ringwood Secondary College provides a rich and varied curriculum which aims to engage students' interests, broaden their horizons, and equip them with the knowledge and skills necessary to facilitate a smooth transition into the College's VCE and VCE-VM pathways.

The program for Years 9 and 10 includes both core and elective studies and has been designed to meet students' diverse educational needs. Students are formally assessed against the Victorian Curriculum at the end of each semester, while also receiving ongoing feedback and reporting throughout the year. Subject teachers and the Middle School Support team work closely together to ensure that the progress of each student is monitored and that individually tailored support structures can be set in place for those needing extra help. The Middle School team is driven by their shared purpose of establishing a sense of community and students are encouraged to participate in a wide range of curricular and extra-curricular programs including student leadership, public speaking, sport, music, production, and academic competitions to offer new learning opportunities that develop the whole individual and foster a sense of belonging.

Careers education is emphasised in the Middle School Program with Year 9 students participating in 'My Career Insights' to support their vocational planning and Year 10 students undertaking a Work Experience program.

To support student engagement in Middle School, Year 9 students participate in the InterGREAT program and attend a week-long City Experience in Melbourne. Year 10s can supplement their studies by undertaking either a VET program or an early-entry VCE study. In Year 10, students have the unique opportunity to join the Central Australia Tour to explore the Northern Territory's expansive natural features and rich Indigenous culture. Other experiences and incursions occur throughout the expanse of each year, including guest speakers in our BOUNCE Positive Education program, the various Round Robins and Carnivals in our Sport program, opportunities

presented by our Performing Arts and Music faculties, Mental Health Carnival and other support days, and other community engagement activities.



# RINGWOOD SECONDARY COLLEGE

## 1:1 Device Programs

In 2024/25, students in Year 9 will continue with the 1:1 iPad program that they started in Year 7. Students in Year 10 will begin using a 1:1 laptop.

The College aims for students to be supported in their learning with a device that will enhance their learning program for the duration of their studies.

Use of technologies in classes assists in developing autonomous and independent digital learners who are confident and creative.

Increased use of these intuitive devices leverages learning that is interactive, differentiated and collaborative, preparing students to operate more effectively in our digital age.

Further information about laptops for Year 10s in 2024/25 will be provided in late Term 3 and parents will be notified via the Compass newsfeed.



## ACE Program

### ACHIEVEMENT, COMMITMENT, EXCELLENCE

The ACE Program for high achieving students continues in Years 9 and 10 with the aim of engaging and challenging high-ability students to reach their full potential through an accelerated educational program. Students in the Year 9 ACE class undertake an enriched and rigorous curriculum for the core subjects of English, Humanities (Geography & History), Mathematics, and Science. They participate in mainstream, mixed-ability classes for their elective subjects. Students in the Year 10 ACE Program will have the opportunity to study components of English Language and Literature as part of their Year 10 English study and will be encouraged to select an early-entry VCE subject. Students who completed Extension Maths in Year 9 will also be able to study Extension Maths in Year 10, which will then provide a pathway into Unit 3 & 4 General Maths in Year 11. Students who completed ACE Maths in Year 9 are likely to complete 10A Maths in Year 10.



## Vocational Education and Training (VET) Studies

The VET Program is designed to broaden students' educational opportunities by enabling them to undertake preliminary vocational training as part of their overall school program. Students are able to combine general and vocational studies, explore career options and pathways, learn in the workplace and develop skills that prepare them for the workforce and further study. VET courses are nationally recognised programs that contribute to VCE or VCE Vocational Major studies. Students in Year 10 can access a VET course in place of one of their elective subjects each semester.

Most courses run on Wednesday afternoons from 1.00pm until 5.30pm. All VET courses require students to complete an **Expression of Interest Form** which is available at the Careers Office. **Please note that some VET courses may incur an additional cost.**



Ringwood Secondary College offers four VET courses onsite: Automotive Technology, Dance, CISCO and Engineering.

Students can apply to undertake one of these or any of the many VET courses offered at different schools and institutions across our network including:

- Acting, Film & TV
- Allied Health
- Animal Studies
- Automotive
- Beauty Services
- Building
- CISCO
- Academy of Interactive Entertainment IT
- Community Services
- Creative Industries
- Dance
- Early Childhood Education and Care
- Electrotechnology
- Engineering
- Equine Studies
- Fashion Design
- Design Fundamentals
- Graphic Design Fundamentals
- Hairdressing/Salon Assistant
- Horticulture
- Hospitality
- Make-up and Skincare
- Music Industry
- Plumbing
- Sport and Recreation

## Early-entry VET and VCE

As part of our commitment to support students' different skills and needs, Ringwood Secondary provides the opportunity for students to gain early entry in VET or VCE. In order to maximise students' chance of success in these programs, there is an application process which considers the following elements:

For early entry VCE:

- Average grade of Distinction in all subjects
- Average of +3.25 on Positive Learning Behaviours in progress / semester reports
- Attendance records

Students completing Unit 1 & 2 in Year 10 will normally complete Unit 3 & 4 study of that subject in Year 11.

For early entry VET and VCE Outdoor and Environmental Education:

- Average overall performance of +3.00 on Positive Learning Behaviours in progress / semester reports
- Attendance records, and
- A commitment to and aptitude for outdoor experiences

**Units 1 & 2 VCE subjects offered to Year 10s include:**

Art Creative Practice

Biology

Business Management

Environmental Science

Food Studies Units

Geography

Health & Human Development

Physical Education

Legal Studies

Media

Product, Design & Technology

Psychology

Visual Communication Design



# RINGWOOD SECONDARY COLLEGE

## Year 9 Program Overview

### CORE PROGRAM:

#### English

English

English as an Additional Language (EAL)

#### Mathematics

Mathematics

ACE Mathematics (teacher recommendation only)

Extension Mathematics (teacher recommendation only)

#### Science

Science

#### Humanities

Geography

History

#### Health & Physical Education

Health

Physical Education

#### Cross Curriculum

InterGREAT

### ELECTIVE SUBJECTS:

#### Cross Curriculum

Duke of Edinburgh Program (by application)

#### Languages

French

Indonesian

#### Technology

Food Studies

Information Technology

Product, Design and Technology: *Textiles and Fashion*

Product, Design and Technology: *Metal, Plastics & Wood*

Robotics

#### The Arts

Art

Dance

Drama

Media

Music

Musical Theatre

Photography

Visual Communication Design

\*Curriculum contributions are requested for some subjects due to the provision of necessary resources and/or activities for student learning.

### Typical structure of the Year 9 program

In year 9 students choose one semester of Art **and** one semester of Technology.

If students undertake a language, they have one elective choice.

In italics are periods of contact per fortnight (p.p.f.)

YEAR 9	CORE						ELECTIVES		
Sem 1	Eng 7	Maths 7	Hums 6	Sci 6	PE 4	InterG 5	Health 5	<i>Elective 5</i>	Arts/Tech 5
Sem 2	Eng 7	Maths 7	Hums 6	Sci 6	PE 4	InterG 5	<i>Elective 5</i>	<i>Elective 5</i>	Arts/Tech 5

## Year 10 Program overview

### CORE PROGRAM:

#### English

English

English as an Additional Language (EAL)

#### Mathematics

Mathematics

Advanced Mathematics

Mathematics Extension (teacher recommendation only)

#### Science

Core Science – one semester

#### Humanities

History 20th Century

#### Health & Physical Education

Health

### ELECTIVE PROGRAM

#### English

Creative Writing

#### Health & Physical Education

Active for Life and Physical Education

#### Humanities

Business and Economics, Dollars and Sense, Geography

#### Languages

French and Indonesian

#### Technology

Food for Life; Food Makers; IT Programming; Product Design and Technology: Textiles and Fashion; Product Design and Technology: Metals, Plastics and Wood

#### The Arts

Art, Dance, Drama, Media, Music and Visual Communication Design

#### Science

Biology, Chemistry, Environmental Science, Physics and Psychology

\*Curriculum contributions are requested for some subjects due to the provision of necessary resources and/or activities for student learning.

### Typical structure of the Year 10 program

\*PPF= Periods per fortnight

Year 10 CORE each subject = 8 ppf						CHOICE	
Sem 1	Eng	Maths	History	Bounce	Science		
Sem 2	Eng	Maths	Health	Bounce	Arts/Techs		



## Course Selection Process

This handbook provides students with a concise description of all subjects, both core and elective, that are offered as part of the Ringwood Secondary College Middle School Program. This information should be read and carefully considered before a course of study is selected.

When planning subjects for selection, students should complete the relevant Student Course Selection sheet which can be downloaded from the [Ringwood Secondary College website](#). Please be sure to refer to the timeline for subject selection on the next page of this handbook.

### Guidelines for Course Selection

In Year 9, students will study:

- English, Mathematics, Science, Physical Education and InterGREAT (year length studies)
- History, Geography and Health (semester length studies)
- Plus five electives of their choice (semester length studies)

In Year 10, students will study:

- English and Mathematics (year length studies)
- History, Science and Health (semester length studies)
- Plus five electives of their choice (semester length studies)

### Advice about choosing electives

As students' progress through Secondary College, they have increasing choice within their course. Students should use this opportunity to carefully consider all options by familiarising themselves with the information provided in this handbook.

When considering each elective, they should ask:

- How interested in this subject am I?
- Did I like this subject when I studied it previously?
- What ability do I have in this subject?
- What skills will I develop by studying this subject?
- How useful will this subject be to me in the future?
- Am I closing options by not studying this subject?

### Other things to consider:

- Students who enjoy Art and are considering a career in this field are advised to continue this study. Entry into Art courses at tertiary level is extremely competitive and relies on the presentation of a folio of work. The greater the experience, the more likely the student is to have highly developed skills.
- A foreign language, once dropped, is not easily picked up at secondary college but a new language can be started at university or at Saturday morning or evening classes.
- Finally, students should check to see that they have chosen a broad range of subjects and not narrowed their options. It is quite normal for students to be uncertain about their career goals when in Years 8 or 9, so it is important that they keep their options open.
- Please note that some elective subjects may not run due to insufficient interest.



## Course Selection Process

1. Students will attend an assembly where they will learn about the process of subject selection for their following school year as follows:

- Year 8 in 2024: Tuesday 30th July in BOUNCE class
- Year 9 in 2024: Wednesday 17th July in InterGREAT

2. Students will be encouraged to read through this handbook to develop an understanding of both the core studies and elective subjects offered.

3. Parents will be sent a link to access an information session online to learn about the subject selection process and how to support their child. These links will be sent as follows:

- Year 9 in 2025 – Wednesday 31st July 2024
- Year 10 in 2025 – Friday 19<sup>th</sup> July 2024

\*This link will be placed on Compass.

Please note that the session will aim to cover all aspects of the subject selection process and students/parents will be able to contact the Middle School Team with any follow up questions.

4. After their relevant assembly, students will have an opportunity to consider the electives on offer and use the subject selection planning sheets to develop their preferred elective program.

\*Note that students entering Year 9 need to make three additional elective choices and students entering Year 10 need to make four additional subject choices as a backup in the event that one or more of their preferred subjects is unavailable.

5. Subject selections for Year 9 (2025) should be made online via the link on the Ringwood Secondary College Portal.

6. Subject selections for Year 10 (2025) will be uploaded to a Learning Task in InterGREAT during Week 4 (Wednesday 7th August 2024).

## Timeline for Year 9 Students in 2025

Tuesday 30th July 2024	Bounce Assembly - Year 8 into 9 Subject Selection
Wednesday 31st July 2024	Online Link to Parent Information session - Year 8 into 9 Subject Selection
Friday 7th June 2024	Duke of Edinburgh applications due
Friday 26th July 2024	Duke of Edinburgh candidates confirmed
Wednesday 31 <sup>st</sup> July 2024	Subject Selections entered online

## Timeline for Year 10 Students in 2025

Wednesday 17th July 2024	InterGREAT assembly - Year 9 into 10 Subject Selection
Friday 19 <sup>th</sup> July 2024	Online link to Parent Information session - Year 9 into 10 Subject Selection
Thursday 6th June 2024	VET & Early-entry VCE applications open
Friday 26 <sup>th</sup> July 2024	VET & Early-entry VCE applications close
Monday 5th August 2024	Early-entry VCE outcomes confirmed
Wednesday 7th August 2024	Subject Selections uploaded via Compass

## Year 9 Studies Offered

The following pages provide a Course Outline and Topics Covered for both the core studies and elective program at Year 9:

Page	Subject
13	English
14	English as an Additional Language (EAL)
15	Mathematics/ACE Mathematics
16	Science
17	Geography
18	History
19	Health
20	Physical Education
21	InterGREAT
22	Duke of Edinburgh
23	Accelerated Literacy Support
24	French
25	Indonesian

Page	Subject
26	Food Studies
27	Information Technology
28	Product Design and Technology: Textiles
29	Product Design and Technology: Wood
30	Robotics
31	Art
32	Dance
33	Drama
34	Media
35	Music
36	Musical Theatre
37	Photography
38	Visual Communication Design

## English

### Course Outline & Assessment

English is a core subject, incorporating written expression, reading fiction and non-fiction texts, and speaking and listening. Students develop their skills in writing formal analytical essays, creative responses and persuasive texts. They read and analyse literary and film texts, and persuasive texts, as well as reading novels for pleasure. Speaking and listening skills are developed through informal class discussions, and both formal and dramatic oral presentations.

This course is designed to build upon skills learnt in Years 7 and prepares students for English at the senior level.

Assessment will focus on major areas: Reading and Viewing, Writing and Speaking and Listening.

### Topics covered:

- Film as Text
- Text Analysis
- Argument Analysis
- Persuasive Writing
- Analytical Writing
- Creative Writing
- Persuasive Oral



## English as an Additional Language (EAL)

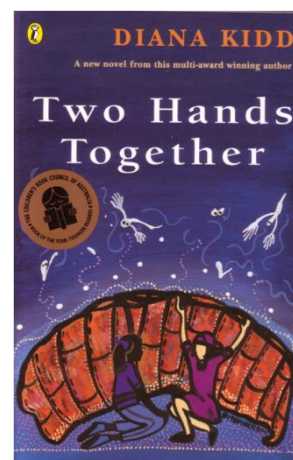
### Course Outline & Assessment

The EAL course is designed for a range of EAL students from diverse language and educational backgrounds and experiences. Students develop their skills in writing formal essays, creative responses and persuasive texts, as well as reading novels for pleasure.

Speaking and listening skills are developed through formal and informal class discussions and assessed oral presentations. The texts studied in this course include the novel *Two Hands Together* the abridged version of *Billy Elliot*.

This course provides students with a strong foundation in oral and written communication skills.

Assessment will focus on the following major areas: Reading and Viewing, Writing, Speaking and Listening.



### Topics Covered

- Creative Writing
- Persuasive Oral
- Argument Analysis
- Text Analysis
- Film as Text

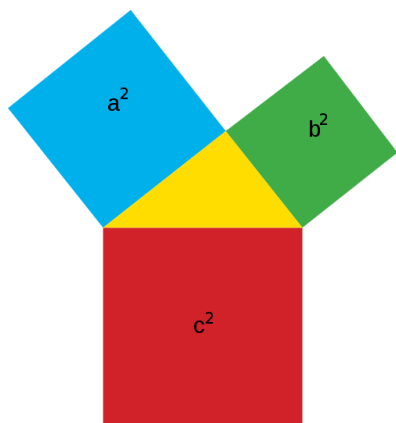
## Mathematics

### Course Outline & Assessment

The Mathematics Program aims to develop an appreciation of Mathematical processes and their applications. It seeks to enable students to understand the connections between theoretical learning in this knowledge area and the application of that learning in the physical world, and to utilise problem-solving and investigation skills. Students are introduced to the CAS calculator in Year 9, as a tool to assist in applying the skills and concepts to solve problems.

The assessment for this course consists of:

- Topic tests
- Assignments
- End of semester exams



### Topics Covered

#### Measurement

Students will calculate areas of 2D shapes, as well as volume and surface area for 3D solids.

#### Algebra

Students will simplify algebraic expressions, substitute values into expressions, solve equations and apply index laws.

#### Probability

This topic includes determining outcomes for two-step chance problems using tree diagrams and Venn diagrams.

#### Statistics

Students will study summary statistics, construct stem and leaf plots, create histograms, and compare data distributions.

#### Straight Line graphs

This includes drawing and exploring key features of linear graphs and their application to real-life problems.

#### Geometry

Students will solve problems using ratio and scale factors with congruent and similar shapes.

#### Trigonometry

Including the investigation and application of Pythagoras' Theorem and trigonometric ratios in solving problems in right-angled triangles.



## Science

### Course Outline & Assessment

Science in Year 9 is designed to build on the research and practical skills established in Junior Science. The course makes use of simulations, modelling activities and lab-based research to improve student's ability to explain phenomena in the natural world. Students will examine a range of ideas from the worlds of Biology, Chemistry, Physics and Environmental Science.

They will learn about the structure of the atom, the periodic table and radioactivity, and will explore the link between magnets and electricity. Students will consider the interactions between living things and their environment and the impact of human society on the ecosystems that we share with all other organisms. Students will investigate the structures and functions of the nervous system and will explore the nature and behaviour of sound and light, along with energy transformations

Assessment includes topic tests and quizzes, research assignments and extended practical work including laboratory-based tasks and observations made in the field.



## Geography

### Course Outline & Assessment

In Year 9 Geography students examine the natural and human worlds and seek to understand how they impact people's lives. The topics we specifically focus upon include the different Biomes of the World as well as the positive and negative Impacts of Globalisation and Tourism. These topics allow students to develop their skills as they ask questions about the world they live in. Students will learn to gather, interpret and represent different types of data and come to understand some complex issues that affect our world.

Assessment will focus on the following major areas: Biomes and Food Security, Impact of Tourism and Sustainable Tourism.



### Topics Covered

- International Trade
- Biomes and Food Security
- Tourism
- Globalisation



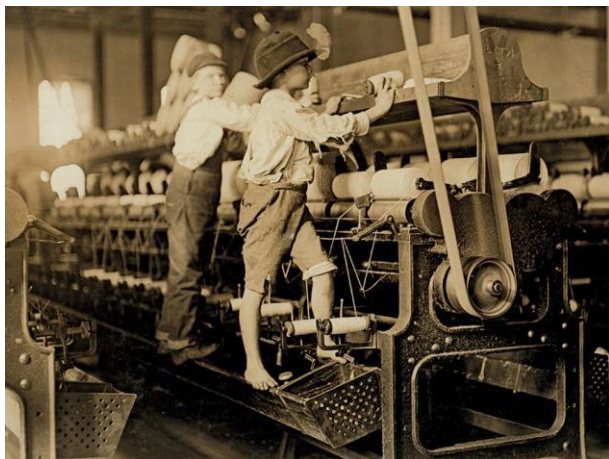


## History

### Course Outline & Assessment

In Year 9 History we consider how Australia was impacted by, and has changed since, European settlement. Specific units focus on the Industrial Revolution, the gold fields and World War One. Students will build their investigative skills as they develop lines of inquiry and seek to understand different points of view about the past.

Assessment will focus on the following major areas:  
Industrial Revolution, Document Analysis & WW1.



### Topics Covered

- Industrial Revolution
- The Gold Rush and Federation
- World War 1



## Health

### Course Outline & Assessment

Health Education aims to provide students with an understanding of how they think, feel and act. The course explores critical thinking, values clarification, and decision-making.

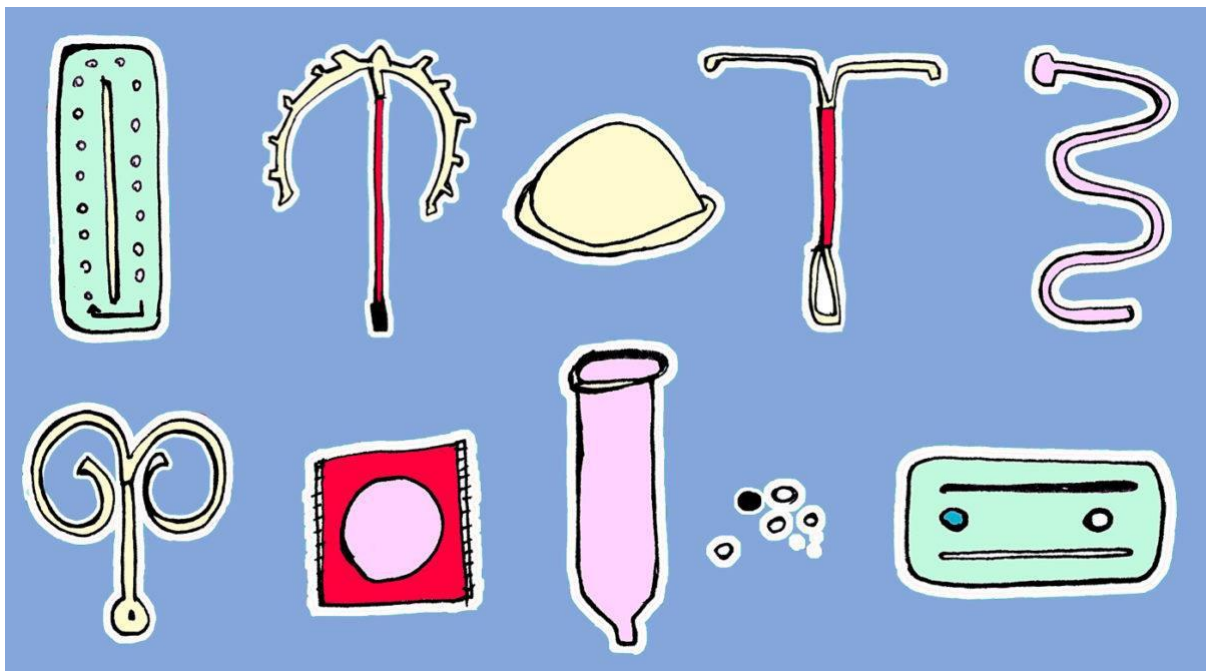
Students are assessed upon their ability to contribute positively to classroom discussions in a thoughtful manner, their research and use of ICT skills, media files, tests, visual displays and assignments.

There are three areas of assessment:

1. Assignments contributing to 80% of the overall assessment
  - My health review
  - Youth health promotion campaign
  - Sexual health board game
2. Tests contributing 20% to the overall assessment
3. Class work contributes to an overall S/N

### Topics Covered

- Components of Health
- Introduction to Drugs & Alcohol
- Relationships & Consent
- Pregnancy and the Reproductive System
- Contraception
- Communication
- Risk Taking
- Values
- STIs



## Physical Education

### Course Outline & Assessment

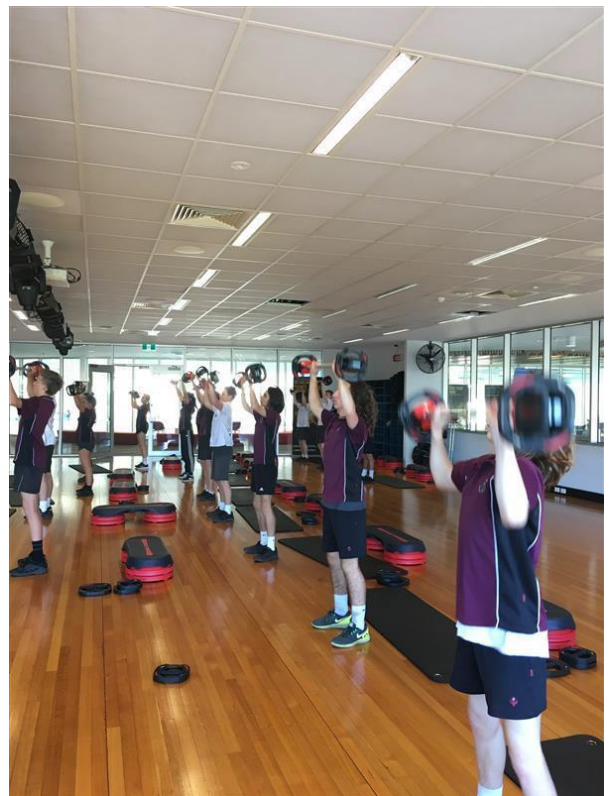
The aim of the course is to allow all students the opportunity to participate in a range of activities, which enable them to develop practical skills and theoretical knowledge in a wide variety of physical and recreational pursuits.

Students will complete the following units of work: Court sports, Field sports, Striking sports. Each unit will run for a term with a game sense approach, where students focus on tactics and decision making to help them develop an understanding of the games. Students will also take part in a fitness and recreation unit where they will explore their own fitness and have the opportunity to experience various training methods and recreational classes for improved fitness.

Assessment will include fitness reports, measurement of skill performance and the level of involvement and participation in class activities.

### Topics Covered

- Court Sports
- Field Sports
- Striking Sports
- Fitness & Recreation



## InterGREAT

### Course Outline & Assessment

The InterGREAT program has been designed to engage, address and nurture the unique needs of students at this critical age of their social, academic and emotional development. InterGREAT seeks to create real learning experiences for Year 9 students both within the classroom and within the extended community. Included in this program are locally based excursions and City Experience Week, along with many guest presentations throughout the year. InterGREAT also aims to promote a heightened understanding of the self and the self in the world.

Assessment in this subject will culminate in various projects throughout the year including:

- Personal Project
- Global Issues Project
- Discover Melbourne Project
- Career Industry Interview
- Reflection Tasks



### Topics Covered

The program will enable students to pursue personal and community service projects and provide a framework for hands-on learning. It also allows for students to develop social responsibility and ethical thinking when considering these themes across the year.



## Duke of Edinburgh

### Course Outline & Assessment

The Duke of Edinburgh's Award Program in Year 9 is a year-long elective. The program aims to offer students the opportunity to develop new life skills and engage in a variety of physically challenging activities. Throughout the year, the two classes will take part in two multi-day camps (including a four-day camp in Term 1 and a five-day expedition in Term 4), excursions (such as cross-country skiing), First-Aid Level 2, community service, personal extension, as well as cooperative and teamwork tasks. These tasks aim to develop students'

interpersonal and personal skills such as teamwork, leadership, creative and logical thinking, grit and resilience.

The class is limited to 40 students (two classes of 20 students) due to transport, staffing and funding limitations. Students are selected on the basis of their application and recommendations from the Year 8 Coordinators as well as teachers who identify students who would most benefit from the program. Work habits, such as effort and behaviour are also taken into consideration, as is base fitness level indicated by their beep test result from PE class.

There is also an expedition component, which is covered by the camps and excursions run during the year.

Students are required to access the application form either from the Compass newsfeed or Junior School

**This course is by application and acceptance only. Offers are provisional, contingent on continued behaviour and performance. There is a cost involved.**

Achieving the Duke of Edinburgh's Award is a large focus of this course, and students will need to commit to a number of extra-curricular hours to complete their Bronze Award within the year.

The Duke of Edinburgh Award requires students to:

- undertake community service
- learn a new skill (e.g. a musical instrument, cooking)
- complete a physical component

In addition to scheduled class time, students undertake an average of one hour per week for three months for each of the three areas listed above, extending one of them to six months.



## French

### Course Outline & Assessment

The French course at Ringwood Secondary College is a vibrant, exciting, and interactive course intended to have a practical value by teaching students to read, write, speak, and listen to the language as it is written and spoken in France and French-speaking countries. Stimulating extension activities outside the classroom are also provided, which can enrich personal skills and resources and make learning fun. Competitions, film studies, French Club at lunch, and cinema visits are enjoyable activities that help foster the spirit of language learning. The topics studied are taken from the student's personal world and the broader Francophone world, aiming to highlight both the similarities and differences between our cultures and languages.

Students study relatable topics such as household experiences and chores, leisure activities and holiday plans, school and future careers, in alignment with relevant grammar, vocabulary, and conversation.



Technology plays an important role in the French course, providing our staff and students access to authentic and current teaching and learning material through the use of the

iPad/laptop program. Students will access an online platform Education Perfect to engage with study sets and tasks. Assessments include written pieces, speaking role-plays or videos, listening tasks, and reading comprehension, along with projects around culture and context.



### Topics Covered

- Hobbies and weekend activities
- School life and interpersonal relationships
- Jobs, careers, future aspirations
- Likes, dislikes, interests
- French culture, including food and travel
- French music, film, YouTube, books, and more



## Indonesian

### Course Outline & Assessment

The Year 9 Indonesian course aims to build on students' passion and knowledge of Indonesian language and culture from their junior studies. Students will be introduced to increasingly complex grammar patterns and will be encouraged to communicate more in Indonesian. They will also practice their Indonesian writing skills by corresponding with a penfriend from our sister school in Indonesia. Indonesia is Australia's closest neighbour and is the fourth most populated country in the world with over 240 million speakers of Indonesian. Language learning develops students' awareness of how other people speak and live and builds tolerance of cultures other than our own. Learning a second language not only enriches personal communication skills but also increases career opportunities.

Students will have the opportunity to use their Indonesian language skills outside of the classroom in an authentic environment and can potentially participate in a homestay and cultural trip to Indonesia.

### Topics Covered

#### Body and Health

Students learn the vocabulary for certain body parts and develop the ability to describe illnesses and health concerns.

#### Going to the Market

They will understand how to bargain for fruits and vegetables in an Indonesian market using the correct vocabulary.

#### Eating out in Indonesia

Students will be able to order a meal and eat respectfully according to Indonesian culture which they will put into practice at a local Indonesian restaurant.

#### The Home

They will be able to describe details about their family home.



## Food Studies

### Course Outline & Assessment

Food plays such an important part in everyone's life that we should all have basic skills to enjoy it. Food Studies will provide students with the opportunity to develop skills that will enable them to prepare food for themselves and others confidently. Students will expand their knowledge of food and health and be taught to make informed decisions regarding their food choices.

Assessments will include participation in practical activities, pizza design project and cultural food project.

### Topics Covered

- Safe and hygienic food handling practices to prevent food spoilage and food poisoning
- The use of the 'Australian Guide to Healthy Eating' to access food choices
- Methods of meal preparation
- Methods of preparing a variety of flour mixtures
- Researching and implementing solutions to design brief
- The use of appropriate tools and equipment to produce optimum results
- Food sustainability
- Sensory evaluation on a range of food items





## Information Technology

### Course Outline & Assessment

Information Technology develops further skills in informatics and software development. Students study how to use Excel to analyse large sets of data, do complex calculations and display information in charts and tables.

Students are also introduced to the Python programming language that is used in Years 10, 11 and 12. They will learn to simulate events such as dice rolling and card drawing to develop simple games that can be further developed according to the student's imagination. Students will begin learning how to create graphical user interfaces (GUIs) for their code.

### Topics Covered

- Excel - formulae, calculations, graphs & charts.
- Python - variables, arrays, FOR loops, IF statements, basic game design, random numbers, cards and dice, GUIs and custom functions



```
class Item():
    """The base class for all items"""

    def __init__(self, name, description, value):
        self.name = name
        self.description = description
        self.value = value

    def __str__(self):
        descStr = self.name + '\n====\n' + self.description
        return descStr
```

# **Product Design and Technology: *Textiles & Fashion***

## **Course Outline & Assessment**

In Year 9 Textiles & Fashion, students explore the practical and creative aspects of working with commercial patterns and a variety of materials. Students will develop skills to master using the sewing machine and overlocker. They will learn about various construction processes and surface decoration techniques. Students will follow the design process to investigate, generate, produce and evaluate a number of products including boxer shorts. Students will develop fashion illustration skills to enhance their folio.

This course will prepare students to continue studying Year 10 Fashion and Textiles.

## **Topics Covered**

- Investigate current fashion trends.
- Develop design ideas and use critical and creative thinking skills to select the most suitable option to meet the needs of the client.
- Produce a suitable design product using a variety of materials, tools and equipment.
- Evaluate the effectiveness of the product



## Product Design and Technology: *Metal, Plastics & Wood*

### Course Outline & Assessment

Product design and technology Year 9 introduces the students to the creative and practical aspects of product design process. The course aims to develop the learners critical and creative thinking skills to assist with problem-solving when creating a design solution.

Students identify the factors that contribute to a successful design while learning traditional hand skills. The learners are also exposed to the use of some basic power tools to assist with their practical work. Here they engage with a broad range of sustainable resistant materials e.g. timber, metal and plastics.

During the first half of the semester students research the structure and strength of different shapes and how this applies to successful design. They then analyse and construct a classic folding seat, a great project to enhance their hand skills. During the second half of the semester the students are given more autonomy to conceptualise, design and manufacture a sustainable time piece

### Topics Covered

- Applying the design process
- Creative and critical thinking
- Planning and management
- Producing products safely and using hand and power tools
- Evaluating the finished product using a set criteria



## Robotics

### Course Outline & Assessment

Robotics is a semester based course where students can creatively solve problems using mechanical systems and coding. The course relies heavily on the Lego technic materials for construction, and the BrickPi3 robotics kit for coding / control.

Assessment is done progressively over the semester through student team effort and the completion of a logbook. Assessment will cover:

**Collaboration:** Working within a team to develop equitable distribution of work

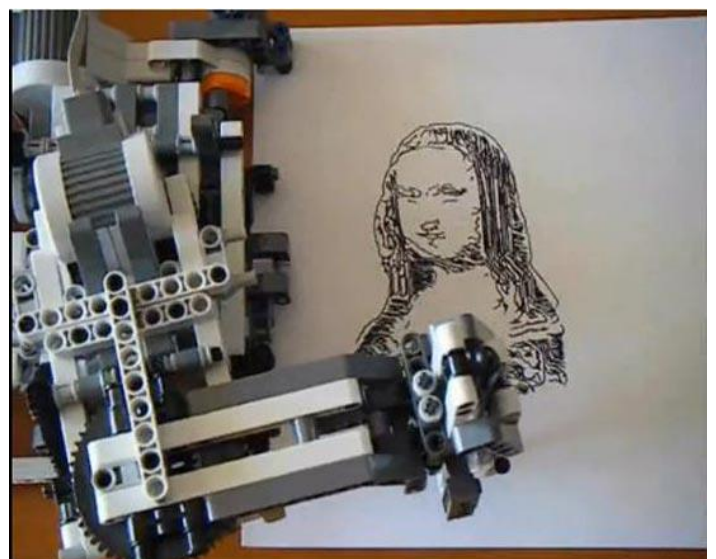
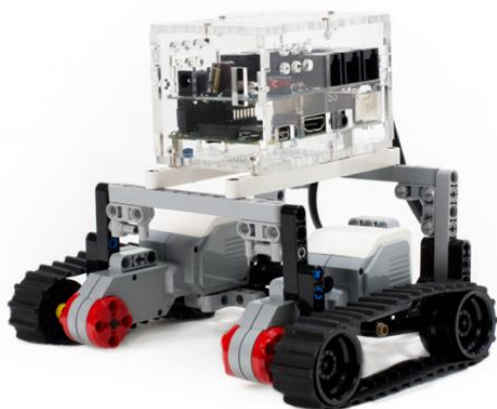
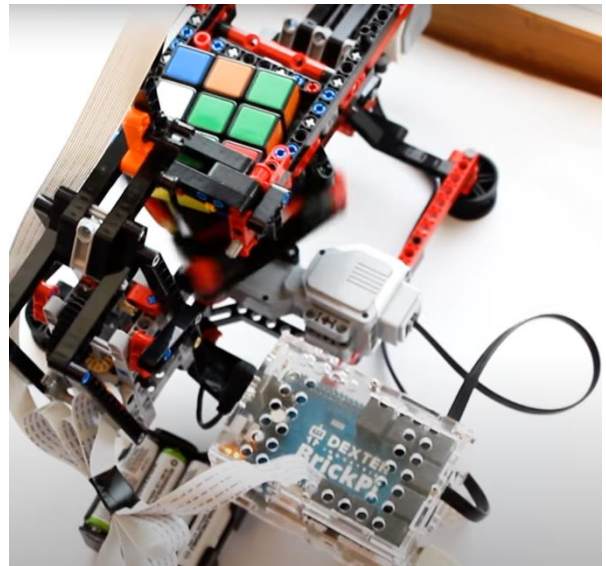
**Design:** Using creativity and research to develop solutions to real problems

**Prototyping:** Testing ideas and collecting data on how the design functions

**Reflecting:** Critiquing ideas and developing them to improve their function

### Topics Covered

- Mechanical systems
- Python Coding
- Design and prototyping process
- Sensor systems



## Art

### Course Outline & Assessment

In Year 9 Art, students will experience a variety of art forms. They will follow the stages of the creative practice to manipulate art elements and principles creatively, resulting in a body of work. Students will enhance their appreciation of art by developing analytical skills in response to their own artwork and the works of various artists.

The course features three major assessment tasks:

**Printmaking** - Students will develop printmaking skills using a range of materials, techniques, tools, and concepts. Emphasis will be placed on solving problems through thematic development while producing a body of work. Students will also learn the history and processes of different printmaking methods.

**Art Movement** - Students will apply creative practice to research art movements and distinctive styles of artists. They will use their research to explore, develop, and refine ideas, ultimately producing a finished artwork inspired by the chosen movement.

**Analysis** - Students will analyse and interpret artworks using appropriate art concepts and terminology.

### Topics Covered

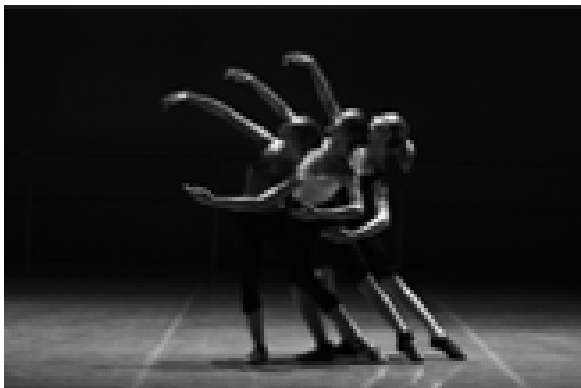
- Art elements and principles
- Materials, techniques and processes
- Ideas and meanings
- Art analysis, reflections and evaluations



## Dance

### Course Outline & Assessment

Students will learn about dance from different cultures and styles. They build on their confidence and awareness of how the body can be used for specific dance styles. They gain an understanding of how to create movement as a choreographer and are given the opportunity to develop a dance that showcases their skills as well as communicates ideas to an audience. They acquire technical dance ability in a variety of styles while working safely in large and small groups.



### Topics Covered

#### Dance History and Traditions

Students participate in teacher-led class workshops in cultural dance styles, such as African, Bollywood and Indigenous dance as well as traditional dance styles, such as jazz, hip hop, contemporary tap and ballet. They complete research tasks on their chosen style to gain greater understanding of the history of movement and how dance influences popular culture.

#### Choreography

Students explore their own personal dance style while creating choreography in small groups.

#### Present and Perform

They learn dances in different styles to perform in small and large groups to develop and showcase their performance skills. They consider the communication intention of a choreographer in the performance of their work.



## Drama

### Course Outline & Assessment

Students can tap into their creative side by creating and developing unique characters, relationships and situations. They experiment with the use of voice and movement with their peers to explore comical situations and dramatic potential. They experiment using different stage production devices such as sound, makeup, costume and script interpretation to suit different audiences.



### Topics Covered

#### Ensemble Performance

Students will work together to create new work influenced by inspirational images, texts and videos.

#### Acting

They learn how to manipulate their voice, facial expression, movement and gestures to create multi-dimensional characters who react to situations. After all, acting is reacting!

#### Present and Perform

Students will script and perform their own dramas, making deliberate artistic choices to create dramatic meaning for an audience. They will work collaboratively with a creative team to direct the blocking and staging of dramatic action.

#### Production Areas

Students will use different production areas such as lighting, sound, makeup, costume, props and direction to enhance performances.



# RINGWOOD SECONDARY COLLEGE

## Media

### Course Outline & Assessment

The Year 9 Media course is an introduction to the study and creation of media products, and the media's influence in contemporary society. Students will be introduced to the media production process, learn how to use their camera to communicate meaning to their audience and develop skills using editing software.

The course features three major assessment tasks:

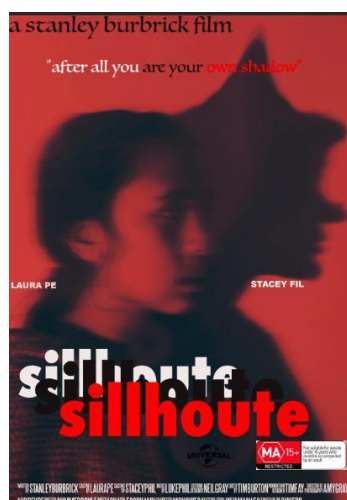
**Movie Posters** – Students will plan and then create a movie poster in a film genre of their choice. This task involves taking a photograph to represent their chosen idea and edit using Adobe Photoshop.

**Short Film Analysis** – Students will learn about the technical codes such as camera, lighting, sound, editing and special effects. This task involves both written analysis of short films and practical hands-on tasks to learn how these codes work to communicate meaning and engage an audience.

**Music Video** – This task involves students working in small collaborative groups to plan for, film and edit a music video. Students will apply their knowledge of the technical codes to communicate meaning and engage their audience with their finished project.

### Topics Covered

- Media production process
- Photography editing with Adobe Photoshop,
- Video editing with iMovie and Adobe Premiere Rush
- Short film analysis
- Technical codes including camera, editing, lighting and sound





## Music

### Course Outline & Assessment

This course has a practical focus and is designed to help students improve their performance capability and their understanding of how to compose and arrange musical compositions. This course is suitable for students who wish to study VCE Music and introduces some of the content and style of assessments that will be encountered in VCE. Learning an instrument is recommended when choosing this subject as the course is more comprehensive and challenging than Year 7/8 core music.

Assessment includes performance, original composition, music technology, aural studies, and critical responses to music.



### Topics Covered

#### Performance

Students choose an instrument they wish to perform on. This may be an instrument they study privately or an instrument which they wish to learn more about. Students are then provided with a range of strategies and also investigate ways to improve their performance capability on their instrument. Assessment for this outcome is based on improvement and not on a set benchmark, meaning any entry skill level is suitable.

#### Performance Styles

Students learn about different styles of music to add informed interpretations of styles to their performance. Students learn about a range of styles of music including aspects such as history, significant artists and stylistic features. Students choose a style of music to investigate.

#### Composition

Students learn how to practically structure theoretical concepts learnt in Year 7 and 8 Music to create their own compositions as well as arranging music for different instruments. Students will create and perform their own composition.



## Musical Theatre

### Course Outline & Assessment

*"We sing because we can't speak anymore. Dance is an extension of that - we dance because we can't speak anymore."*

— Kristin Chenoweth

Sometimes speaking to get our voice heard is just not enough. In musical theatre we draw upon other important skills to help express ourselves. This subject is a taste test of all the wonderful skills we learn in the Performing Arts. The subject will specifically encourage students to participate in a range of Performing Arts activities to learn skills incorporating music, dance, drama, and media with the intention of the opportunity to perform an ensemble creation of their own 'Mini Musical'.



### Topics Covered

#### Performing Arts Skills

Students will participate in focused class activities to learn more about expressive skills in drama through melodramatic performances and dance. They will learn how music and expressive skills can be used to add energy to a scene.

#### Musical Theatre Style

Students engage with famous musicals and learn repertoire from them to gain an understanding of the musical theatre style.

#### Present and Perform

Students have the opportunity to showcase their skills in the different discipline areas in a group task in which they create their own 'Mini Musical'. The students are completely in charge of the themes, script writing, song choice and choreography, each taking on an integral part of the artistic team to create a one-of-a-kind musical.



## Photography

### Course Outline & Assessment

The Year 9 Photography course encourages students to build on their photographic interest by enhancing camera handling knowledge and digital editing skills. Students are encouraged to have access to their own photographic device that they bring to every class such as a phone, iPad, digital camera or Digital SLR. Please note that the school library has cameras for students to borrow, but these are limited.

The course features three major assessment tasks:

**Technical Journal** - Students study compositional rules such as cropping, Dutch tilt and angles and capture these through photographs on their device. Students will edit these images and reflect on how they have used the composition rules.

**Photographic Portfolio** - Students create their own artistic photography portfolio. They will explore the creative process of planning, capturing and editing their own photos to reflect their technical knowledge.

**Photographer Research task** - Students will engage with professional photographers' work, and critically analyse and discuss their process. Students will gain insight into career progression and professional practice of a photographer.

Students will take photographs inspired by the practice of these photographers.

### Topics Covered

- Compositional Rules
- Camera Handling
- Adobe Photoshop
- Editing and Filters
- Photographic Styles



## Visual Communication Design

### Course Outline & Assessment

The Year 9 Visual Communication Design course encourages students to build on their manual and digital design skills whilst learning and actively practicing the design process in their folio. Students will broaden their design thinking strategies and will become stronger at 2D and 3D technical drawing and developing visual ways of conveying information. Students can also learn to apply digital applications to produce final presentations.

The course features three major assessment tasks:

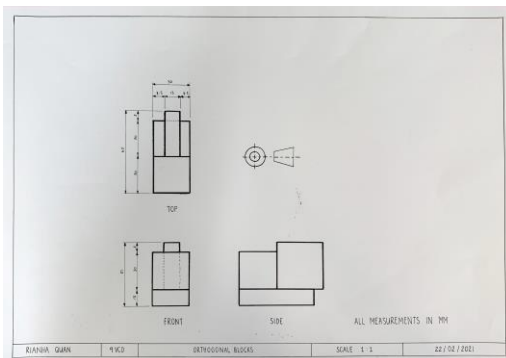
**Communication Design** Students develop their idea for a new fruit through a series of tasks which aims to develop their design thinking skills and experimentation with different manual and/or digital methods including digital applications. The final presentation is a poster to sell a new and exciting fruit.

**Environmental Design** Students will write about a piece of visual communication and consider a designer's target audience, purpose, use of materials, media and methods, elements and principles and influences. In response to the stimulus, they will then create an alternative design to what they have analysed. For example, create a mini golf course design for the interior or exterior of the building.

**Orthogonal Drawings** Students will develop their technical drawings skills by creating various third angle orthogonal drawings in manual and/or digital methods.

### Topics Covered

- Design Process
- Design Thinking Strategies
- Digital applications on a device
- Planometric Drawings & Orthogonal Drawings
- Materials, Media and Methods
- Elements and Principles
- Purpose and Target Audience



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# RINGWOOD SECONDARY COLLEGE

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## English

### Course Outline & Assessment

English is a subject which provides students with an excellent foundation in terms of written and oral communication skills. In English, students study a range of texts including novels, films and media texts. Students develop their skills as a writer and create a number of persuasive, creative and expository texts.

Assessment will focus on major areas: Reading and Responding, Writing and Speaking and Listening.

### Topics Covered

- Persuasive Oral Presentation
- Creative Writing
- Analytical Writing
- Comparative Analysis
- Persuasive Writing



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## English as an Additional Language (EAL)

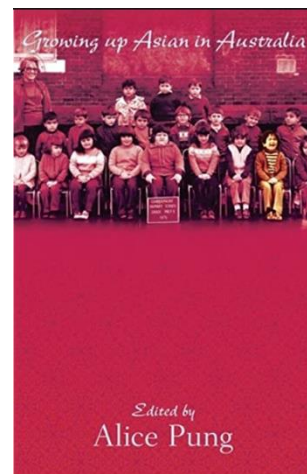
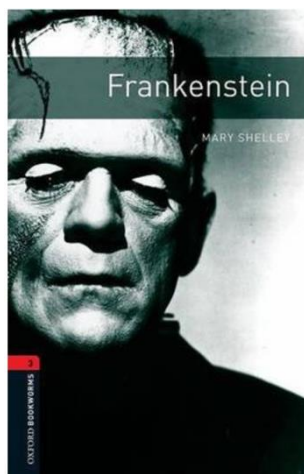
### Course Outline & Assessment

The EAL course is designed to consolidate existing English language skills and prepares students for studies at the Senior level. Students develop their skills in writing formal essays, creative responses and persuasive texts, as well as reading novels for pleasure. Speaking and listening skills are developed through formal and informal class discussions and assessed oral presentations. Students will study the abridged version of *'Frankenstein'*, as well as respond creatively to the text *'Growing up Asian in Australia'*.

Assessment will focus on major areas: Reading and Viewing, Writing and Speaking and Listening.

### Topics covered:

- Text Analysis
- Argument Analysis
- Creative Writing
- Persuasive Oral
- Film as Text



## Creative Writing

### Course Outline & Assessment

This course is not just about writing stories: it is about capturing a voice and making sense of experiences through writing. This course involves students in exploring the craft and art of writing as they produce their own writing, through a variety of activities. Students will explore the creation of character and voice, different writing forms and the challenging and exciting role of editing. The focus in this subject is on writing.

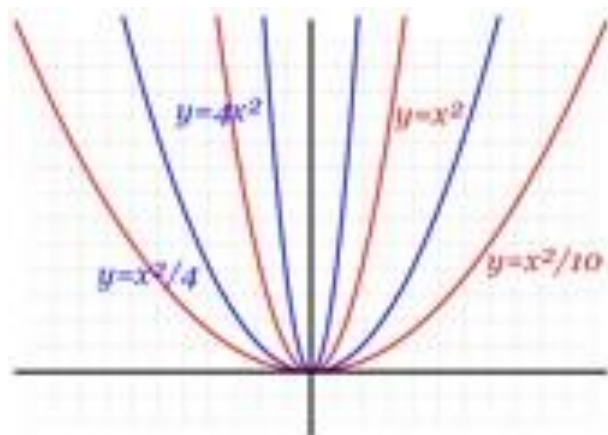
The course is divided into three areas for assessment:

- **Journal:** a collection of ideas, character outlines, plans for plots, brainstorming and observations on other writing which contributes to 20% of the assessment.
- **Class exercises:** a collection of the weekly exercises exploring different approaches to writing, also contributing 20%.
- **Portfolio:** a collection of two polished pieces, complete with drafts, planning and handwritten notes/ideas of writing across different writing styles. This is worth 60% of the overall assessment.

### Topics Covered

- Defining effective writing
- Narrative construction
- Working with narrative elements
- Children's books
- Character development
- Exploring the senses
- Poetic approaches
- Editing and reviewing





## Mathematics

### Course Outline & Assessment

Both Mathematics courses offered in Year 10 are designed to expose students to a range of topics in preparation for their chosen VCE Mathematics subject(s).

Students who have demonstrated a strong understanding of the Year 9 course, are recommended to undertake 10A Mathematics, which will delve deeper into advanced topics throughout the course.

10 Mathematics will cover the core curriculum, with a focus on consolidating mathematical skills, with more emphasis on practical uses.

Both courses will involve students studying skills and concepts in order to solve problems with and without the aid of their CAS calculators (introduced in Year 9).

Teachers will also be making recommendations based on students' demonstrated understanding in Year 9 Maths, to assist students in choosing the Year 10 Mathematics course that is most suited to their ability. Students are encouraged to discuss this with their Year 9 Maths teacher, in order to help them make the best choice for Year 10.

### Topics Covered

#### Trigonometry

Students will learn rules for finding unknown angles and side-lengths in right-angled triangles and apply this knowledge to real-world applications.

#### Univariate and Bivariate Data

In this topic, students will analyse and draw graphs as well as interpret relationships between two variables.

#### Equations

Students will learn to solve a variety of equations, including linear, quadratic and exponential equations

#### Measurement

This topic focuses on the area of two-dimensional shapes and investigating surface area and volume of three-dimensional objects, including composite shapes.

#### Indices and Surds

Students will simplify expressions using index laws and perform operations with irrational numbers (surds).

#### Graphing

In this topic students will graph both linear and non-linear graphs, including parabolas, circles and exponentials.

#### Probability

This topic includes basic chance, one and two step probabilities (e.g. what is the chance of rolling two sixes in a row?), Venn diagrams and tree diagrams.

## Year 10 Science - Core

In 2025, Year 10 Science will undergo a refresh, with the introduction of Core and Elective Sciences. Year 10 is the perfect opportunity to sample from the wide range of subjects available and students are encouraged to use this opportunity to experience what these subjects have to offer. Students are advised to choose subjects based on their interests or possible pathways into higher education or careers in science.

### Course Outline & Assessment

All students must complete Core Science in Year 10. It is a semester-based subject that completes the Victorian Curriculum F-10 Science progression, building on the ideas and skills developed in junior years. Upon completion of Core Science, students should have a better understanding of 3 of the big ideas that help explain the world we see around us.

During Core Science, students will continue to build their ability to answer questions scientifically by making testable predictions, collecting observations, interpreting the quality of experimental results and communicating scientific ideas and findings using clear and accurate language. Along the way, they will explore examples of how scientific knowledge and technologies influence society and the environment, and how claims about truth can be judged, based on evidence.

### Topics Covered

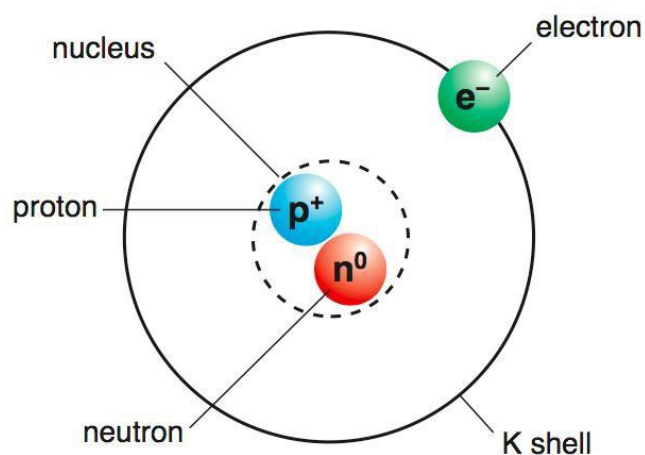
*Genes and Evolution:* In this unit, students will learn how genetic inheritance can be explained and predicted using information found in chromosomes and the DNA that they contain. Students will explore the mechanisms of genetic disease and examine the evidence for evolution and the age of the Earth on geological timescales.

*Reactions and Elements:* In this unit, students explore some of the different types of chemical reactions that are central to our lives and the factors that affect how these reactions work. They will examine endothermic and exothermic reactions and explain how energy is absorbed or released when new substances are made.

*Motion and Space:* In this unit, students will examine the relationship between motion and energy and the consequences of Newton's Laws of Motion. Students will explore the structure of the universe, how stars are born and die and how the universe began and where it is going.

Assessment includes topic tests and quizzes, research assignments and extended practical work including laboratory-based tasks and observations made in the field.

Assessment for Core Science includes an end of semester exam.





# Year 10 Science – Electives

## Course Outline & Assessment

Students considering a pathway into VCE Science are advised to select from at least one of the elective science subjects available. Just like VCE, all elective science subjects at year are equally challenging, they offer content specific to their area, but key research skills are common. Students will further refine their ability to approach questions scientifically, by examining evidence and looking for connections in data.

All elective science subjects include a student-designed investigation and a unit-based approach that connect earlier science understandings to major scientific concepts

Assessment is split over tests/quizzes, research tasks and the gathering and analysis of observations during practical tasks lab work. All science electives include an end of semester exam.

## Electives Offered

- **Biology**
- **Chemistry**
- **Environmental Science**
- **Physics**
- **Psychology**

## Year 10 Science – Electives

### Biology:

The study of living things, how they function and how they interact. VCE Biology is concerned with the processes that sustain life at a cellular level, how biochemistry turns chemistry into life and how living things are changed by their environment. In this introduction to VCE Biology, students will explore the following major concepts:

*The Cell and Reproduction:* Students will explore how structures found in cells allow them to function, reproduce through the processes of mitosis and meiosis, and create and convert energy through photosynthesis and respiration

*Responding to Change:* Students will understand how inheritance of genetic information combined with environmental factors can explain the diversity of living things and the adaptations that allow them to not just survive but thrive.

*Environment shapes Everything:* Students will examine how living things interact with their environment and each other to access their requirements, how they respond to change and transform and transfer energy and matter.



### Chemistry:

The branch of science that examines how matter is made, its properties and how it reacts to form new substances. In this introduction to VCE Chemistry, students will explore the following major concepts:

*Atomic Structure and the Periodic table:* Students explore the structure of atoms, including protons, neutrons, and learn the arrangement of elements reflects the properties and behaviours of elements.

*Making and Breaking Bonds:* Students learn about

the formation of molecules and ionic compounds, including the types of bonds (covalent, ionic, and metallic) and how these bonds determine the properties of substances.

*Reacting Differently:* Students will examine how mass is conserved during chemical reactions, how to write and interpret chemical equations and how to identify the variety of reactions that can occur e.g. synthesis, decomposition, combustion, and displacement, and factors that speed up or slow down these reactions.



### Environmental Science:

Seeks to understand the Earth's physical, chemical, biological, and geological processes, how they interact and how natural resources can be managed effectively. As an interdisciplinary field, students studying Environmental Science will apply concepts and ideas from many branches of science, including:

*Systems and Services:* Students will understand how ecological processes such as energy flow, nutrient cycling, and species succession can be used to measure and monitor the health of an ecosystem.

*Sustainable Development:* Students will understand how renewable and non-renewable resources are used, the environmental consequences of resource extraction and the economic and social factors that inform national and internal policies regarding the environment.

*Global Issues:* Students will examine human impact on global environmental issues such as climate change, biodiversity loss, pollution, and habitat destruction. Students should be able to think critically about strategies and proposed solutions to these challenges

### Physics:

The study of the properties and behaviour of matter and energy. Students who are developing their maths skills

are advised to carefully consider choosing Physics as it involves the manipulation of formulas and equations and the application of principles of geometry and algebra. Simply put, if you don't like Maths – it's best to avoid Physics! In this introduction to VCE Physics, students will explore the following major concepts:

*Motion and Forces:* Students will explore the laws that govern the movement of objects and use these mathematical relationships to make predictions about the effect of forces on motion.

*Energy Conservation and Transfer:* Students will understand the connection between stored energy and the energy of objects in motion. They will explore the concepts of work and the conservation of energy.

*Electromagnetism and Waves:* Students will learn about the properties of waves including sound and light, wave behaviour, principles of electricity and the basics of the electromagnetic spectrum.

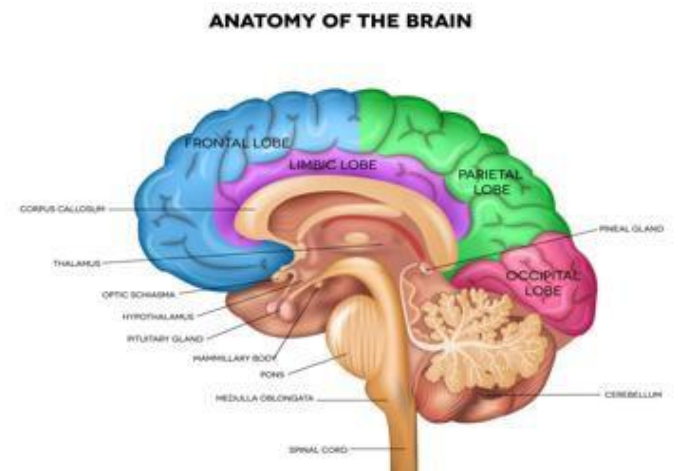
## Psychology:

The study of the human mind and its functions and in this introduction to VCE Psychology, students will explore the structure of the brain, clinical psychology and research methods. Students will develop key skills in the scientific method required as they progress towards their senior years. The key themes that will be explored in this unit are:

*Study of the Brain:* Students will understand how the various structures within the brain perform specific functions and how this functioning is perceived.

*Clinical Psychology:* Students will answer the questions of what is mental health and mental illness? They will learn how mental illness is characterised and diagnosed.

*Research Methods:* Includes developing hypotheses and identifying variables, planning and undertaking investigations and the study of eth



# History - 20th Century Australian

## Course Outline & Assessment

This course seeks to build from learning in Year 9 by examining the world in the 20th Century and Australia's place in it. During this century of war, technological development and struggles for freedom by marginalised and minority groups are both interesting and relevant to developments in our own lives. Students will develop strong analytical and evaluative skills throughout the course.

This course features four major assessment tasks:

- Document analysis
- Research report
- Digital History video
- End of unit examination



## Topics Covered

### Between the Wars and World War II

This unit examines the rapid changes the world endured in the wake of World War 1. Students will examine the Treaty of Versailles, The Great Depression and the Rise of Nazism and how this contributed to the outbreak of the Second World War. Students will also explore the impacts that the war had at home, both socially and economically.

### Post War Migration

In this unit students will examine the Australia post war and explore how policies on immigration changed and the ending of the White Australia policy, giving way to a multi-cultural and more diverse society.

### Rights and Freedoms

In this study, students will look at the various civil rights movements that took place in the second half of the 20th Century with a particular focus on Indigenous Australians as well as other marginalised groups fight for justice and change



## Business and Economics

### Course Outline & Assessment

This course is about understanding how economic choices impact individuals, business and the broader economy. It also serves as valuable preparation for VCE Commerce subjects such as Economics, Business Management, Legal Studies or Accounting.

The course features assessment tasks which include:

- Marketing plan
- Small business project
- Topic test (Economics)

### Topics Covered

#### Marketing

Students create an advertisement for a Lego product.

#### Innovation & Entrepreneurship

Students complete a small business project, turning their idea into a small business.

#### Work & Work Futures

Students consider the way the work environment is changing. They create an advertisement for a position within their small business.

#### How Economic Decisions Impact You

Students learn some key economic concepts including resource allocation, economic indicators and living standards.



## Dollars and Sense

### Course Outline & Assessment

This course explores financial literacy including the various forms of investment and money management. A key focus is placed on the various ways to invest money, learning about taxation and superannuation, the stock market, modern forms of investment like crypto and NFTs, banking, scams, risk vs reward, award rates and pay slips, clever spending and personal budgeting. Through extensive use of the internet, computer simulations and the media, students will acquire skills and understanding of the financial world. Dollars & Sense also serves as valuable preparation for VCE Commerce subjects such as Accounting, Business Management, Legal Studies or Economics.

Assessment includes a range of tasks including playing the share market game, research projects, movie making and presentations.

### Topics Covered

#### **Budgeting, Banking and Saving**

Students plan for a major purchase in their life.

#### **Scams**

Students create a video campaign warning people about a particular scam.

#### **Investments**

Students research different companies as part of the ASX Share market game.

#### **Employee Rights, Superannuation and Tax**

Students research their rights and obligations as employees. Students will investigate award rates and learn how to read a pay slip, explore conditions of awards and the role of ombudsman when conditions are not met.



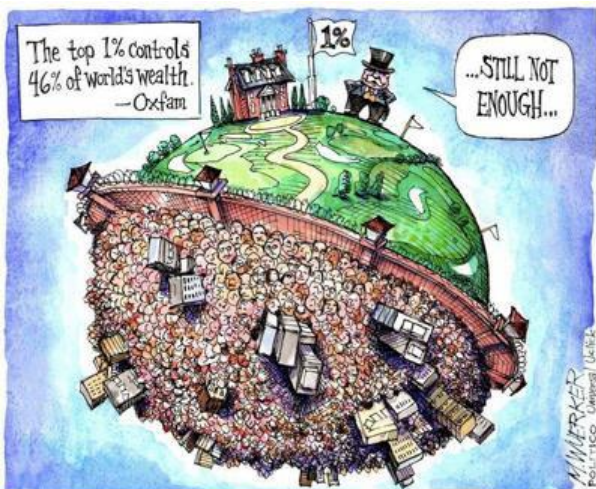
## Geography

### Course Outline & Assessment

This course focuses on fascinating and important elements of today's world by examining the causes and management of environmental change and how humans can address global inequality.

The course features three major assessment tasks:

- Geography of wellbeing fieldwork
- Climate Change research and presentation
- Coastal environment field report



### Topics Covered

#### Human Wellbeing and Inequality

This topic seeks to examine the many factors that lead to wellbeing in Australia and to inequality across the globe as well as how government and NGOs like the Red Cross and Oxfam seek to improve it. Students will identify, measure and evaluate wellbeing in Ringwood and propose measures to address wellbeing issues identified from their fieldwork.

#### Environmental Change

This topic looks at how humans change and manage natural environments with a particular focus on coastal landscapes. This topic includes fieldwork to measure coastal change at Hampton and Brighton beaches. Students will investigate the impact of climate change on a location and identify mitigation and adaptation measures that will assist their chosen location.



## Health

### Course Outline & Assessment

This unit focuses on personal and social capabilities, where students learn to develop health-promoting behaviours such as safe driving. We explore factors that influence identities, relationships, decisions and behaviours. Students research and apply health information from credible sources.

Three areas of assessment:

**Assignments** contributing 50% to the overall assessment

- Media file oral presentation
- Road safety campaign

**Tests and examinations** contributing 50% to the overall assessment

- Nutrition test
- Semester examination

**Class work** which contributes to an overall S/N

### Topics Covered

#### Introduction to Health

Dimensions of health and wellbeing, the World Health Organisation's definition of health and health of Australia's youth

#### Nutrition

Function of nutrients, 'That Sugar Film', food models such as the Australian Guide to Healthy Eating, food labelling and other factors that influence food selection

#### Drugs

Legal and illegal drugs (such as Ice)

#### Mental Health and Wellbeing

Resilience, positive mental health & mood disorders

#### Road Safety

Road rules and safety, METEC excursion & purchasing a safe car

#### Respectful relationships and sexuality

Respectful relationships, consent & sexuality.





## Active for Life

### Course Outline & Assessment

This course involves investigating, participating in and evaluating a variety of recreational facilities, activities and pursuits available in the local and wider community. It has both theory and practical components and examines movement, physical activity, body systems, water safety, government guidelines and basic first aid practices.

The course is divided into two areas: Theory assessment and practical assessment. Theory assessment includes written tests and assignments. The practical assessment includes participation, skill performance and match play.



### Topics Covered

#### Movement and Physical Activity

Students will examine why people participate in physical activity and will investigate government initiatives including the NPAG model.

#### Water Safety

Students complete online modules relating to water Safety and risk-taking behaviours. This unit includes an assignment for its assessment.

#### Cardiovascular System

Students will identify and classify the major anatomical components of the heart, blood vessels and blood. They explore the functions and the associated acute responses to exercise.

#### Respiratory System

Students will identify and classify the major anatomical components of the lungs and mechanics of breathing. They analyse the associated acute responses to exercise

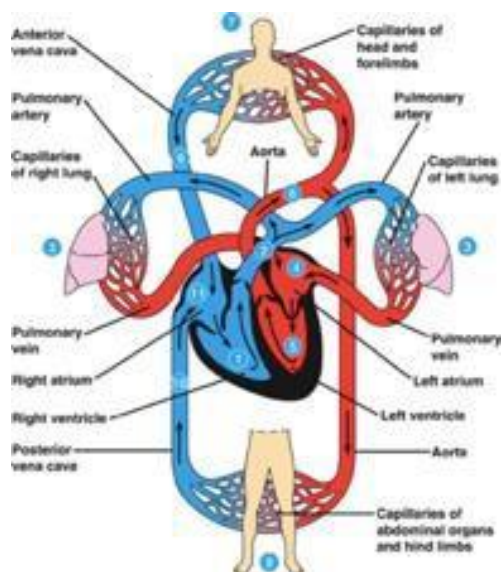
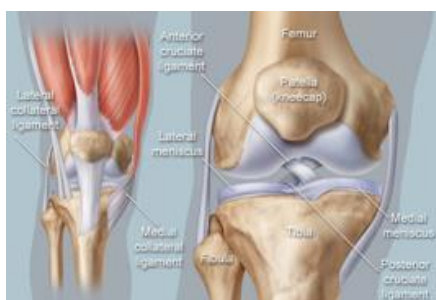


## Physical Education

### Course Outline & Assessment

This course has strong theory and practical components and is considered to be very beneficial for students planning to study VCE units in Physical Education. It aims to develop practical and theoretical knowledge regarding movement and physical activity, how the body systems work and ways to measure and improve fitness.

The course is divided into two areas: Theory assessment and practical assessment. Theory assessment includes written tests and assignments. The practical assessment includes participation, skill performance and match play.



### Topics Covered

#### Movement & Physical Activity

Students will define skills and the importance of fundamental motor skills, explore information processing and decision making in sport, classify movement skills and investigate the stages of learning and factors that influence movement.

#### Skeletal System

Students will identify and classify the major bones within the body, explore their functions and types of movement and analyse the key features of major joints within the body.

#### Muscular System

Students will identify and classify the major muscles of the body and compare the different types of muscular contractions through movement.

#### Fitness Components & Training

Students will explore the different fitness components and training methods, understand the benefits of fitness testing and undertake their own battery of tests.



## French

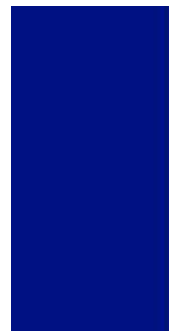
### Course Outline & Assessment

This Year 10 French course builds on the knowledge attained in the junior years. The course revises grammar and introduces new tenses and vocabulary as well as exploring intercultural connections. Students will be able to attend external excursions to explore the French speaking community in Melbourne. By the end of Year 10, students will have developed a rich vocabulary of the target language.

Similarly to Year 7-9 French, students are assessed on their skills in components of reading and translating, writing, listening and speaking. Students' intercultural knowledge and understanding will also be assessed throughout each semester through a variety of engaging cultural tasks which aim to discuss local and global issues impacting our shared cultures.

### Topics Covered

- School programs and pathways beyond high school
- Skills and identity within the school and job arena
- Further development of likes, dislikes, interests in a more global setting
- Cultural and linguistic similarities and differences between Australia and France
- Nutrition, health, wellbeing (aligning with Year 10 Health)
- Writing and speaking to form, such as recipes, narratives, and advertisements
- French music, film, YouTube, books, magazine, podcasts
- Technology and future possibilities



## Indonesian

### Course Outline & Assessment

This course has a strong focus on grammar and vocabulary. It builds on the knowledge gained in Years 7-9 Indonesian and is typically challenging by nature. That said, learning Indonesian is also incredibly rewarding as by Year 10 students are able to communicate more and more in the target language. The course is designed to set students up for the demands of VCE Indonesian and like Year 9, students will have the opportunity to use their Indonesian language skills outside of the classroom in an authentic environment. By continuing on with their Indonesian journey at Ringwood SC, students will also give themselves the opportunity to potentially participate in a Homestay and Cultural trip to Indonesia.

The course is divided into five different topics and students will be assessed on their reading/translating, writing, listening and speaking skills. Students' intercultural knowledge and understanding will also be assessed throughout each unit through a variety of fun and engaging cultural tasks.



### Topics Covered

#### In the City

Learn how to ask for and give directions in Indonesian and learn the vocabulary for different landmarks located in the city.

#### Indonesian Film and TV

Learn about Indonesian culture and teen life through film. Learn how to write an engaging and critical film review in Indonesian. Attend the Indonesian Film Festival.

#### Seasons and Weather

Learn how to ask about and comment on the weather.

#### The Indonesian Environment

Learn about the Indonesian environment and the environmental challenges they face in the future.

#### Future Aspirations

Learn how to express your future aspirations and write a resume and conduct a job interview in Indonesian.



## Art

### Course Outline & Assessment

In Year 10 Art, students will make and respond to visual artworks in various art forms, including drawing, painting, digital media, mixed media, and collage. They will develop their practical skills and critical thinking to apply the creative practice and produce finished artworks. Students will enhance their appreciation of art by developing analytical skills in response to their own artwork and the works of various artists.

The course features three major assessment tasks:

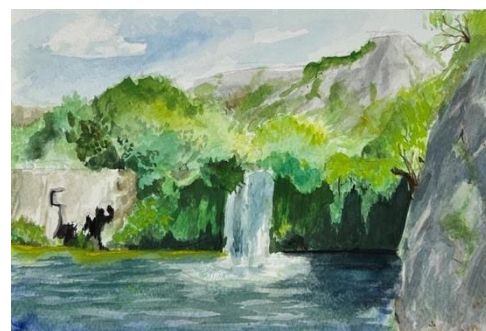
**Art Creative Practice** – Students will learn to use the stages of the creative practice through research, exploration, experimentation and the development of personal responses. They will refine their ideas and produce finished artwork.

**Art Movements** - Students will learn about significant artists and art movements, continue to apply creative practice, and produce finished artworks. They will select and manipulate materials, techniques, and processes in various art forms to express ideas, concepts, and themes.

**Art Analysis** - Students will analyse traditional and contemporary artists and their works using the three Interpretive Lenses: Structural, Personal, and Cultural. These lenses will help students understand the communication of ideas, meanings, and messages in selected artworks.

### Topics Covered

- Explore art elements
- Experiment with materials, techniques and processes
- Research, explore, develop and refine personal responses
- Analyse artworks using the interpretive lenses



## Dance

### Course Outline & Assessment

Dance provides students with an opportunity to develop their skills differently to what they would experience in any other classroom. Dance allows students to work together and independently in order to hone their skills in physical coordination, fitness, creativity, problem solving and kinaesthetic awareness. In Dance, we allow students to draw upon their creative side. Students will strengthen their understanding of how to create a personalised movement vocabulary and better understand themselves as a dancer, performer and human being. Students will also strengthen their own technical ability in order to perform their own and other choreographer's works to artistically portray a concept or storyline to their audience.



### Topics Covered

#### Technique

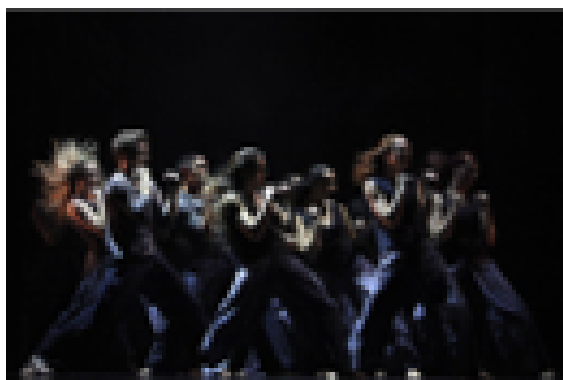
Students will develop the ability to lead a physical warm-up which adheres to safe dance practices. Students will broaden their knowledge of how to look after their body as a dancer through diet, personal wellbeing and muscular control. Students will develop the ability to understand how common dance injuries occur and how to manage these effectively to best look after themselves.

#### Exploration

Students will strengthen their analytical skills by applying their knowledge of dance to the written form. Students will study a combination of professional solo and group dance performances in order to evaluate how dancers are able to communicate their intention to an audience.

#### Choreography

Students will develop confidence in their own ability to perform and choreograph dance works. In Dance we look at a range of styles such as Contemporary, Jazz and Hip Hop in order for students to continue developing a personalised movement vocabulary that is specific to them as a dancer. Students will learn and develop choreography that portrays an intention which allows them to manipulate their performance skills to showcase artistry.



## Drama

### Course Outline & Assessment

This course focuses on creating characters and telling stories in various ways. Students learn the skills of creating performances, becoming characters and building a relationship with an audience. The course also focuses on the technical aspects of a performance as well as how to analyse professional theatre.



### Topics Covered

#### Performance

Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.

#### Stage Craft

Students maintain safety in drama and in interaction with other actors and extend their exploration of ways that they and others nurture, develop and sustain drama practice.

#### Theatre Analysis

Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama. They devise, interpret, perform and view dramatic works and use experiences of drama practices from different cultures, places and times to evaluate drama. As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama. They view and perform and identify characteristics of performance and theatrical styles.

#### Dramatic Skills

Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements. Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

## Media

### Course Outline & Assessment

The Year 10 Media course will include a mix of practical and theory-based units. It is designed for students who have an interest in creating and analysing media products. Students will develop planning and production skills and will further develop their editing skills using Adobe software. This course prepares students for VCE Media.

The course features three major assessment tasks:

**Magazines** – Students will plan for and create a magazine front cover and an inside page. They choose their magazine genre and take the photos needed for this product. Students will learn how to use Adobe Photoshop to create this product.

**Film Analysis** - Students will analyse how Media Codes are used to communicate meaning and engage an audience in a feature film. After detailed class deconstruction and short activities, students will create a short video essay or complete a test, referring to examples of where and how these codes have been used.

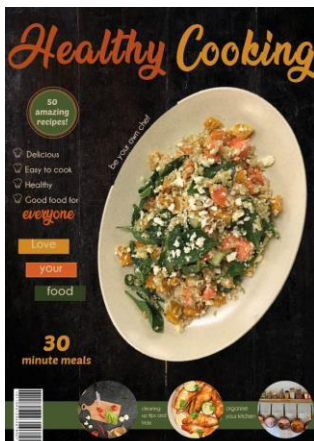
**Media Production** – Students can work individually or in small collaborative groups. Students will plan for and create either a short film, photographic series, animation or print product. This task will have a signature item that needs to be included somewhere in the project. Students will use the relevant Adobe

software to edit their product.

### Topics Covered

- Codes and conventions of film and print products
- Technical, written and symbolic Media Codes
- Technical skills using media equipment
- Media production process
- Editing using Adobe Premiere and Photoshop
- Film analysis

### Idyllic





## Music

### Course Outline & Assessment

Year 10 Music is an elective classroom music course that runs for a semester. This course has been comprehensively designed to excel students in all levels of music study, musical backgrounds and abilities. All students who love music and wish to be challenged and grown in their musical knowledge, skills and experience are strongly encouraged to elect this subject. This subject is an essential and thorough preparation for students who wish to continue studying Music at VCE level and beyond, or to support their musical interests outside of school. Learning an instrument and/or completing Year 9 music is a recommended prerequisite for those considering this subject.



### Topics Covered

#### Performance

Students will have the opportunity to compose and perform in both solo and ensemble situations, exploring a range of compositional elements, styles and performance etiquette. Classes cover class performances on the keyboard, guitar and voice – perfect for students who are learning an instrument for the first time or wish to refine their skills from Year 7 to 9 Music.

#### Musicianship

Students refine their aural skills and theoretical knowledge learnt in Years 7-9. Students will take part in ear training exercises to develop their aural skills which will in turn improve their capacity as a musician.

#### Assignments and Music Composition Folio

Students will complete written tasks, in order to become experts on their chosen instrument/s. This includes music career pathways investigation. Students will also learn how to create a compositional folio using the latest music notation software.

#### Music Technology

Music Technology is also explored in this course, to enhance students' compositional tasks and overall enjoyment of Music. Music Technology is utilised through IT music software such as Garage Band, Audacity and Logic, to accentuate their compositions and performances.



## Visual Communication Design

### Course Outline & Assessment

This course has a focus on developing practical and theoretical skills and knowledge related to the Design Process and different fields of design. It encourages students to develop their manual and digital drawing skills by following technical conventions, applying materials, media and methods and embedding the design elements and design principles. Students learn about the brief and how this is used to direct the design process and the variety of presentation formats available to represent visual communication designs. This course prepares students for VCE Visual Communication Design.

The course features three major assessment tasks:

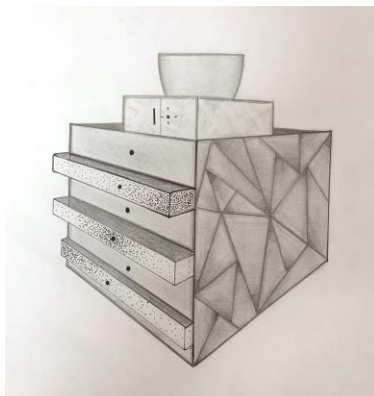
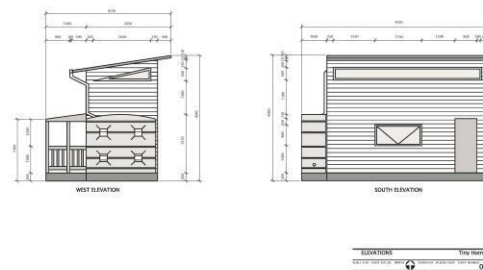
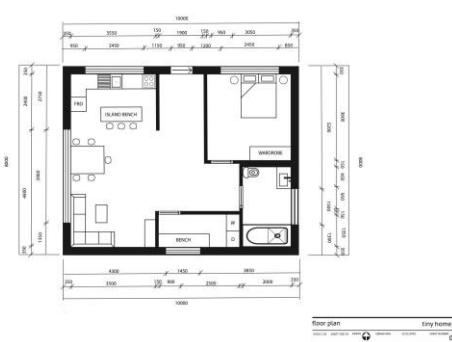
**Industrial Design** – Students will design an object using 2D and 3D drawing methods along with rendering to communicate a realistic representation of this design. For example, this could be designing a stationary holder.

**Environmental Design** – Students will create an accurate and scaled environmental design by following the design process. This assessment task involves developing an understanding of scale/dimensioning plus drawing floor plans and elevations using manual drawing methods and digital methods.

**Communication Design** – Analyse an existing piece of visual communication using appropriate terminology and then recreate a new suitable graphic design for print or digital media. For example, analysing a Netflix advertisement and re-designing their logo.

### Topics Covered

- Visualisation Drawing
- Observation Drawing
- Orthogonal Drawing
- Perspective Drawing
- Rendering
- Manual and Digital Methods
- Floor Plans and Elevations
- Target Audience and Purpose
- Design Thinking Strategies



## Food Makers

### Course Outline & Assessment

Do you enjoy cooking, eating and being creative? This elective emphasises both theoretical and practical learning and will challenge students to be resourceful, and innovative in producing a wide range of foods to meet particular needs – whether for a café, restaurant, low budget, leftovers meal or special occasion.

Students will learn how ingredients and foods can be prepared, cooked, and presented in a manner that optimises their quality and sensory properties.

Assessment involves a design task where students will create a series of products to meet the needs of a design brief and a written test.

This course is designed to appeal and prepare to any students who may be considering VCE Food Studies, nutrition and health sciences, a career in Hospitality or who enjoys eating and preparing food.

### Topics Covered

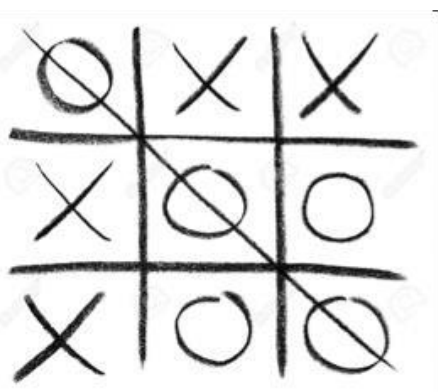
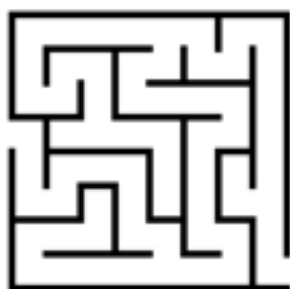
- The factors that influence meal and menu planning, such as dietary requirements
- The recommendations of the 'Australian Guide to Healthy Eating'
- Sensory Evaluation of Food
- Creating and designing meals – sweet and savoury
- The Science of Food
- Food styling and presentation
- Food trends
- Food preservation



## IT Programming

### Course Outline & Assessment

Programming gives students the opportunity to design and develop powerful stand-alone applications using one of the most widely used languages in the world. Python is an object-oriented programming language that runs across all platforms. It is easy to learn and supported by a wide range of resources.



```
class Item():
    """The base class for all items"""

    def __init__(self, name, description, value):
        self.name = name
        self.description = description
        self.value = value

    def __str__(self):
        descStr = self.name + '\n=====\n' + self.description
        return descStr
```

### Topics Covered

#### Algorithm Design

Using tools such as flowcharts and pseudocode to describe solutions to problems such as how to find the winning move in tic-tac-toe, how to find a path through a maze or how to crack a cipher.

#### Building Digital Solutions

Build applications in Python that are modular, efficient and capable of bringing the students' imaginations to the real world.

- Variables, arrays and complex data structures
- IF statements, FOR loops and other control structures to manage the flow of the application
- Files and databases to store data
- Design and development of student designed applications

```
from Tkinter import *

def doConvertTemp(aTemp):
    fResult = aTemp * (9.0/5.0) + 32
    return fResult

def convert_handler():
    print 'Handler called'
    cTemp = float(txtCTemp.get())

    fTemp = doConvertTemp(cTemp)

    txtFTemp.delete(0,END)
    txtFTemp.insert(0,fTemp)

main = Tk()
main.geometry('400x200+100+100')
main.title('Temperature Converter v0.1')
```



# Product Design and Technology: *Textiles & Fashion*

## Course Outline & Assessment

In Year 10 Textiles & Fashion, students will learn to develop products tailored for specific clients, adhering to the constraints of a design brief. They will conduct research and gather inspiration to generate their own ideas which they will then apply to product development. The course fosters creative thinking and practical skills by providing opportunities to work with various materials, tools and equipment.

Students will create a product using a commercial pattern. Their understanding and skills will be showcased through the completion of a detailed folio and a final product, demonstrating their ability to follow the design process. The folio will document their research, idea generation, design development, material selection, and construction techniques, offering a comprehensive overview of their journey from concept to finished product.

This course will prepare students to continue studying Product Design and Technology in VCE.

## Topics Covered

- Investigate fashion trends and research a fashion designer.
- Develop design ideas and use critical and creative thinking skills to meet the needs of the design brief.
- Produce a suitable product using a variety of materials, tools and equipment including a sewing machine and overlocker.
- Evaluate the effectiveness of the product.



# **Product Design and Technology: *Metal, Plastics & Wood***

## **Course Outline & Assessment**

Product design and technology Year10 concentrates on further developing students' creativity and practical skills when engaging with the product design process. The course aims to enhance the learners critical and creative thinking skills, helping them to make more informed decisions when designing to solve real world problems.

Students develop criteria for success while further developing their skill levels with both hand tools and power tools. Students rationalise through research the most appropriate materials for a design and work with a number of different processes to achieve this.

During the first half of semester one, learners delve into the area of sustainable housing, exploring first nations perspectives and looking at the ways people want and use housing, considering also what may be required into the future. A practical skills exercise is included to help demonstrate how the design folio is structured, with the focus on research and project management.

During the second half of the semester the students are free to conceptualise, design, manage and construct an item for use in a small apartment. There are very specific design parameters and students must consider all of these when developing their ideas.

## **Topics Covered**

- First nations design perspective
- Sustainable housing
- Designing to solve real world issues
- Design drawing
- Planning and management
- Producing products safely using hand and power tools
- Evaluating



## Food For Life

### Course Outline & Assessment

Food – we need it to nourish our bodies, we use it to celebrate special occasions, and the enjoyment associated with eating a favourite meal can be emotionally comforting.

Cooking is a life skill but knowing how to prepare food with minimal ingredients, knowing what to eat and how to make good food choices can be overwhelming. This elective emphasises both theoretical and practical learning to empower students with this important life skill.

Students will learn how to prepare a wide range of meals and make informed food choices through practical activities involving cooking, taste-testing and sensory evaluation.

Assessment involves a design task where students will create a series of products to meet the needs of a design brief and a written test.

This course is designed to appeal to and prepare any student who may be considering VCE Food Studies, nutrition, dietetics, health sciences or who enjoys eating and preparing food.

### Topics Covered

- Nutrition and healthy eating
- Factors that influence food choice
- Food labels, advertising, and the food system
- Social, Emotional and comfort roles of food
- The recommendations of the Australian Guide to Healthy Eating
- Digestion and gut health
- Sustainability in food choices
- Creating and designing meals – sweet and savoury



# RINGWOOD SECONDARY COLLEGE

## Outdoor and Environmental Studies (VCE)

### Course Outline & Assessment

Outdoor and Environmental Studies is an early entry VCE subject offered only to Year 10 students for 2025, with the possibility of them going on and completing Unit 3/4 in 2026.

In Unit 1, students explore the way we engage with outdoor environments, work to understand our place in the natural world and develop skills to safely, and sustainably, participate in Outdoor Experiences.

In Unit 2, students investigate the impacts we have on outdoor environments, observing and critically evaluating human interventions. Students also develop and participate in peer-led outdoor experiences.

This subject emphasises experiences in outdoor environments whilst observing and analysing factors affecting impacts, risks, relationships, and interpretation in those environments. Each Unit, students will be required to participate in a *minimum* of 20 hours of adventurous outdoor activities which will include an overnight component (this may include bushwalking, mountain biking, Whitewater canoeing or similar). This is in addition to other experiential activities throughout each term such as land management excursions.

Assessment will focus on field reports, experience journals, case studies and media/data analysis.

An approximate cost of \$450 per semester will be incurred to cover costs for these experiences (subject to change). For this is an early entry VCE option and is limited to 20 students with positions subject to suitability.

### Topics covered (Areas of Study):

- Understanding our place in Outdoor Environments
- Exploring Outdoor Environments
- Safe and Sustainable participation in Outdoor Experiences
- Discovering Outdoor Environments
- Understanding Outdoor Environments
- Observing Impacts of Outdoor Environments
- Participation in Outdoor Environments





## Subject Pathways (excludes VM & VET offerings)

Year 9	Year 10	VCE		Faculty Area / Year level
		Year 11	Year 12	
Art Visual Communication Media Photography Music Musical Theatre Drama Dance	Art Visual Communication Media Music Drama Dance	Art Creative Practice Visual Communication Design Media Music Drama Dance	Art Creative Practice Visual Communication Design Media Music Repertoire Performance and Contemporary Performance Drama Dance	<b>Arts</b>
English EAL	English Creative Writing EAL	English English Language Literature EAL/ Bridging EAL	English English Language Literature EAL	<b>English</b>
PE Health Duke of Edinburgh	PE Health Outdoor Environment and Education * Active for Life	PE Health and Human Development Outdoor Environment and Education	PE Health and Human Development	<b>Health &amp; Physical Education</b>
Humanities	History Geography Dollars and Sense Business and Economics	20th Century History Classics Geography Legal Accounting Economics Philosophy Business Management	Revolutions Classics Geography Legal Accounting Economics Philosophy Business Management	<b>Humanities</b>
Indonesian French	Indonesian French	Indonesian French	Indonesian French	<b>LOTE</b>
Maths ACE Maths Maths extension	Mainstream Maths Advanced Maths Maths extension	General Maths Maths Methods Specialist Maths	General Maths Maths Methods Specialist Maths General Extension	<b>Maths</b>
Science	Science - Core Elective - Biology Elective -Chemistry Elective - Environmental Science Elective - Physics Elective - Psychology	Biology Chemistry Environmental Science Physics Psychology	Biology Chemistry Environmental Science Physics Psychology	<b>Science</b>
Product Design & Technology: Metal, Plastics and Woods Product Design: Textiles and Fashions Information Technology Robotics Food Studies	Product Design & Technology: Metal, Plastics and Woods Product Design: Textiles and Fashions IT Programming Food Makers Food for Life	Product Design & Technology IT Applied Computing Food Studies	Product Design & Technology IT Software Development Food Studies	<b>Technology</b>