



YEAR 10 CURRICULUM

Students engage in 6 x 45 min lessons per day to give a total of 30 lessons per week.
2 streams: General Stream (10B/10C) and Themed Learning Stream (10A)

SUBJECTS

SUBJECT	# lessons pw
English	4
Maths	4
Science	4
Humanities	4
HPE	1
Christian Studies	1
Sport (Mixed year levels)	1
Elective 1: Acceleration option or Elective/Project Based Learning	3 + 2
Elective 2	3

**Please note that Year 9/10 elective information will be distributed early in Term 4

ACCELERATION OPTIONS

As part of our elective program, Year 10 students who meet the criteria for acceleration may have the opportunity to begin their VCE studies with either a: **VCE subject OR a VET course**

VCE ACCELERATION	VET ACCELERATION
<ul style="list-style-type: none"> VCE subjects available for acceleration in 2018 are: <ul style="list-style-type: none"> Health and Human Development (Units 1 & 2) Legal Studies (Units 1 & 2) Outdoor and Environmental Studies (Units 1 & 2) Media (Units 1 & 2) If students choose to accelerate in a VCE study, this will constitute one of their elective lines in Semester One and Semester Two. Details of the content of these subjects are found in this information pack. 	<ul style="list-style-type: none"> A variety of VET (Vocational Education and Training) courses are available for selection within the Geelong Bellarine VET cluster. Further details of VET and VET courses available are found in this information pack. Acceleration in VET is subject to criteria for acceleration at the College as well as the application process for each individual VET institution. If students choose to accelerate in VET, they will still undertake all elective lines.

CRITERIA FOR ACCELERATION:

PART A: PERSONAL CRITERIA FOR ACCELERATION

- A demonstrated ability to manage workload efficiently
- A consistently HIGH level of effort and commitment to studies in class and through homework
- A positive approach demonstrated to all studies

PART B: ACADEMIC CRITERIA FOR ACCELERATION:

- VCE subjects: An average of 'MEDIUM' or higher across all core subject areas
- VET courses: An average of 'MEDIUM' or higher in a similar subject or elective area

PART C: ENDORSEMENT FROM A CURRENT TEACHER TO ACCELERATE

The teacher endorsing the application will depend on your nominated subject for acceleration:

- For Legal Studies: English, Humanities or Legal Studies teacher
- For Health and Human Development: English, Humanities or Science teacher
- For Outdoor and Environmental Studies: English, Outdoor Education, Physical Education or Science teacher
- For Media: English, Art or Media teacher

VCE OPTIONS

HEALTH & HUMAN DEVELOPMENT (HEALTH AND PHYSICAL EDUCATION CURRICULUM AREA)

Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Understanding health and wellbeing</p> <p>Students identify personal perspectives and priorities relating to health and wellbeing and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences and the indicators used to measure and evaluate health status. Students consider their own health as individuals and as a cohort. They build health literacy through data analysis and extended enquiry into one youth health focus area.</p>
---------------	--

UNIT 2	<p>Managing health and development</p> <p>Students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. They look at changes and expectations as people transition from youth to adulthood. Students examine adulthood as a time of increasing independence and responsibility and management of health-related milestones and changes. Students enquire into the Australian healthcare system and analyse health information. Challenges, opportunities and issues are explored relating to digital media, health technologies, health data and access to quality health care.</p>
---------------	--

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Australia's Health in a Globalised World</p> <p>Students explore health and wellbeing as a global concept. They consider health as a universal right, the benefits of optimal health and wellbeing, and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement. They analyse and evaluate variations in the health status of Australians. Students look at various public health approaches that exist globally and the interdependence of different models as they research health improvements and evaluate successful programs.</p>
UNIT 4	<p>Health and Development in a Global Context</p> <p>Students explore factors that contribute to health inequalities, including the conditions in which people live. Students examine changes in burden of disease and the concepts of sustainability and human development. They consider the health implications of trends relating to climate change, digital technologies, world trade and the mass movement of people. Students examine global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals and the World Health Organization. Students investigate the role and effectiveness of health initiatives of non-government organisations and Australia's overseas aid program.</p>

LEGAL STUDIES

(BUSINESS CURRICULUM AREA)

Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Guilt and Liability</p> <p>Students examine how criminal and civil law achieve social cohesion to protect the rights of individuals. They investigate the key features of criminal law, how it is enforced and question if sanctioning maintains social order. They also investigate civil law and investigate how breaching civil law can cause litigation. Students consider the role of parliament and discover the different types of law that exist in the Victorian court hierarchy. They explore legal foundations and apply criminal and civil principles to hypothetical cases in order to appreciate the reasoning and conclusions made about the culpability of an accused or the liability of a civil party.</p>
---------------	--

UNIT 2	<p>Sanctions, Remedies and Rights</p> <p>Students explore how criminal and civil law aims to protect rights. Students examine how the criminal justice system determines guilt and imposes sanctions. They investigate types of civil and criminal laws from the past four years and form a judgment about the sanctions and remedies applied in these cases. Students contrast Australia and another country in order to question the differences in their protection of rights. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.</p>
---------------	--

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Rights and Justice</p> <p>This unit examines the institutions that determine our laws, and their law-making powers and processes and their effectiveness for the law to keep up to date with changes in society. Students examine the Victorian justice system for criminal and civil cases and learn about the aims of protecting rights including fairness, equality and access. Methods of solving disputes are explored through an analysis of the different courts that comprise the Victorian court hierarchy. Students investigate to what extent justice is upheld in relation to recent reforms in the law within the past four years as well as recommended reforms that would help to enhance the aims of justice. Students use hypothetical cases to inform their knowledge of legal processes.</p>
UNIT 4	<p>The People and the Law</p> <p>Students examine the relationship between people, the Australian Constitution and legal reform bodies such as the VLRC. In this unit students investigate the law making powers of the federal and state parliaments as outlined in the Constitution. Students investigate the role the society have in changing the law and being a check on our parliamentary bodies. Students discover the role the High Court plays as being a guardian of our Constitution and how they are used to interpret its meaning. They investigate the relationship between parliament and the role of courts in law making, considering media, law reform bodies and the individual.</p>

MEDIA

(ARTS CURRICULUM AREA)

Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Media forms, Representations and Australian stories</p> <p>Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to communication of meaning.</p>
---------------	---

UNIT 2	<p>Narrative across media forms</p> <p>Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.</p>
---------------	---

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Media narratives and pre-production</p> <p>Students explore stories that circulate in society through media narratives. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.</p>
UNIT 4	<p>Media production and issues in the media</p> <p>Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.</p>

OUTDOOR AND ENVIRONMENTAL STUDIES

(HEALTH AND PHYSICAL EDUCATION)

Unit 1 & 2 can be undertaken separately

! Please note that this subject attracts an additional levy of \$300 per year PLUS the cost of camps

UNIT 1	<p>Exploring Outdoor Experiences</p> <p>Students examine how individuals respond to, and experience, outdoor environments. They discover the ways in which nature is understood and perceived. Students explore the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.</p>
UNIT 2	<p>Discovering Outdoor Environments</p> <p>Students study the impact of nature on humans, and the ecological, social and economic impacts of humans on outdoor environments. Students develop an understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students develop theoretical knowledge about, make comparisons between and reflect upon outdoor environments.</p>

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Relationships with Outdoor Environments</p> <p>The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.</p>
UNIT 4	<p>Sustainable Outdoor Relationships</p> <p>In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments.</p>

VET COURSES

Vocational Education and Training (VET) is a recognised component of the VCE certificate and an integral part of the VCAL certificate. It provides students with the opportunity to attend a training institution and be involved in an industry specific course while completing their senior schooling.

Please see the pages following for courses available to GLC students.

The College is involved in an arrangement with VET providers in Geelong where students undertake VET subjects which are generally conducted on a Wednesday afternoon for first year students and Monday afternoons for second year students. Students involved in VET are expected to catch up on any missed school work on these afternoons of absence.

At Year Ten level, study periods are not provided at school in lieu of VET time, however in Year 11 and 12, VET subjects have 3 periods of study allocated to them because VET is taken in lieu of a VCE subject.

The courses offered and providers of the course are following. The College is committed to contributing half of the tuition fees for students to undertake and complete ONE VET course throughout their time at the College, provided that students maintain attendance requirements for the full duration of the year (following the 4 week trial period) and obtain a satisfactory 'S' grade for all units of competence attempted. Costs such as books, materials and ancillary fees are to be covered by parents.

The College arranges transport for students to VET venues. These arrangements can include College buses, buses from other institutions, taxis and public buses. Parents are expected to collect students from their respective venues at the conclusion of the day. Any public transport costs for transportation to or from the venues are to be covered by parents.

VET CONTRIBUTION TO THE VCE CERTIFICATE AND ATAR SCORES:

VET courses provide credit toward the VCE in various ways. This credit is based on the 'units of competence' completed within the course. Generally the first year of a VET course earns a Unit 1 & 2 VCE credit and the second year contributes a Unit 3 & 4 VCE credit. However it is important to note that this is not always the case and further information should be sought from the Senior School Coordinator or VET course information sheets before selecting the course to ensure students are aware of the exact contribution of their VET course.

Some VET courses offer a VCAA examination which enables students to earn a study score that can contribute directly to the ATAR as one of the student's primary four scaled studies. These courses are noted with an asterisk on the following pages.

In most cases, a VCAA examination is not part of a VET in schools course, but these courses can be used to attain credit as a 5th or 6th subject towards an ATAR calculation.

In contrast to VCE studies, VET programs are not designed as stand-alone studies. Students must undertake the entire VET course in order to attain their VET qualification. In almost all cases, the courses go for 2 years.

VET COURSES

OFFERED BY GLC THROUGH VARIOUS PROVIDERS IN GEELONG - JULY 2019:

Approximate course costs per year have been listed. Prices below are for 2020. GLC contributes half of the tuition fees listed below. Parents are invoiced for the remaining half of the fees as well as ancillary fees. 'Other' are purchased by parents at the time stipulated by the institution.

GORDON COURSES

CERTIFICATE DETAILS	COURSE CODE	APPROX COST PER YEAR (Tuition + class materials + other)
Certificate III in Allied Health Assistance * Please note: Work Placement is compulsory for this course	HLT33015	\$1635 + \$170 + \$0 (1) \$1635 + \$215 + \$0 (2)
Certificate II in Animal Studies	ACM20110	\$1635 + \$195 + \$0 (1) \$1635 + \$205 + \$0 (2)
Certificate II in Applied Fashion Design and Technology	MST20616	\$2260 + \$360 + \$0 (1) \$2260 + \$360 + \$0 (2)
Certificate II in Automotive Technology (Mechanical – Pre-voc.)	AUR20716 22015VIC	\$1900 + \$125 + \$160 (1) \$1900 + \$125 + \$0 (2)
Certificate II in Automotive Technology Studies (Paint & Panel)	AUR20716 22015VIC	\$1900 + \$125 + \$160 (1) \$1900 + \$125 + \$0 (2)
Certificate III in Beauty Services	SHB30115	\$1310 + \$345 + \$410 (1) \$1360 + \$345 + \$235 (2)
Certificate II in Building & Construction (Bricklaying Pre-app.)	22216VIC	\$2160 + \$373 + \$213 (1) \$2260 + \$130 + \$0 (2)
Certificate II in Building & Construction (Carpentry Pre-app.)	22216VIC	\$2160 + \$393 + \$323 (1) \$2260 + \$160 + \$70 (2)
Certificate II in Building & Construction (Painting & Dec. Pre-app.)	22216VIC	\$2160 + \$368 + \$223 (1) \$2260 + \$150 + \$0 (2)
Certificate II/III in Community Services Work *	CHC22015 CHC32015	\$1650 + \$350 + \$0 \$1800 + \$150 + \$0
Certificate III in Early Childhood Education and Care Please note: Work Placement is compulsory for this course	CHC30113	\$1680 + \$200 + \$125 (1) \$1820 + \$420 + \$0 (2)
Certificate II Electrotechnology	22261VIC	\$1930 + \$323 + \$340 (1) \$1930 + \$120 + \$140 (2)
Certificate II Engineering (Fabrication & Mechanical)	22209VIC	\$1890 + \$100 + \$150 (1) \$1890 + \$100 + \$50 (2)
Certificate III Events	SIT30516	\$1890 + \$225 + \$70 (1) \$1890 + \$190 + \$25 (2)
Certificate II Furnishing *	MSF20516	\$2100 + \$180 + \$170 (1) \$2100 + \$180 + \$0 (2)
Certificate II in Hospitality (Food and Beverage) *	SIT20316	\$1855 + \$325 + \$100 (1) \$1855 + \$140 + \$100 (2)
Certificate III in Information, Digital Media and Technology *	ICT30115	\$1400 + \$115 + \$30 (1) \$1400 + \$115 + \$100 (2)
Certificate II Kitchen Operations *	SIT20416	\$1745 + \$455 + \$90 (1) \$1875 + \$185 + \$70 (2)
Certificate III in Laboratory Skills *	MSL30116	\$1740 + \$150 + \$0 (1) \$1740 + \$150 + \$0 (2)
Certificate III in Make-up	SHB30215	\$1390 + \$340 + \$410 (1) \$1390 + \$345 + \$410 (2)
Certificate II in Plumbing	22304VIC	\$2200 + \$463 + \$210 (1) \$2200 + \$220 + \$50 (2)
Certificate II in Printing & Graphic Arts (Desktop Publishing)	ICP20115	\$1500 + \$200 + \$20 (1) \$1500 + \$200 + \$20 (2)
Certificate II in Retail Makeup & Skincare Services	SIB20110	\$1370 + \$345 + \$401
Certificate II in Salon Assistant (Hairdressing)	SHB20216	\$1270 + \$215 + \$555
Certificate III in Tourism	SIT30116	\$1890 + \$300 + \$0 (1) \$1730 + \$375 + \$0 (2)
Certificate II in Civil Construction	RII20715	\$2200 + \$200 + \$200 (1) \$2200 + \$200 + \$0 (2)
Certificate III in Business *	BSB30415	\$1800 + \$100 + \$50 (1) \$1800 + \$100 + \$10 (2)

COURSES OFFERED AT OTHER SCHOOLS/PROVIDERS

CERTIFICATE DETAILS	LOCATION	COURSE CODE	APPROX COST PER YEAR (Tuition + materials + other)
Certificate II in Agriculture	Covenant College	AHC20116	\$1310 + \$525 (1) \$1310 + \$525 (2)
Certificate II in Horticulture Studies	Covenant College	AHC20416	\$1310 + \$525 (1) \$1310 + \$525 (2)
Certificate II in Animal Studies	Covenant College	ACM20110	\$1310 + \$525 (1) \$1310 + \$525 (2)
Certificate II Dance*	Geelong High School	CUA20113 CUA30113	\$1083 + \$275 (1) \$1083 + \$275 (2)
Certificate II Equine Industry *	Bellarine Secondary College	22246VIC	\$1360 + \$350 (1) \$1360 + \$350 (2)
Certificate III Music Industry *	Belmont High	CUA30915	\$1017 + \$300 (1) \$1017 + \$225 (2)
Certificate II/III Sport & Recreation *	Belmont High	SIS20213 SIS30115	\$647+ \$700 (1) \$647 + \$600 (2)
Certificate III in Visual Arts – Photography & Photoshop (1 year)	Oxygen College	CUV30111	\$1083 + \$783
Certificate II/III Sport & Recreation *	Belmont High	SIS20213 SIS30115	\$647+ \$700 (1) \$647 + \$600 (2)

* Subjects that have external VCAA exams and will therefore receive a study score. VCE unit credits are calculated as 10% of the fourth (VCE) study score for all other courses.