

# Edinburgh College

## Year 10 Subjects Overview



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# Message from the Principal

Mr Tim Borgas



At Edinburgh College, our team of caring, talented and dedicated staff and volunteers endeavour to be the best educators and support possible for your child. We strive to understand each student's learning journey; their learning preferences, what inspires them, and how they can turn failure or disappointment into a growing opportunity.

From Early Years right through to Secondary, Edinburgh College provides Christian education with a focus on nurture, service, and the development of character for each student. We instil the core values of our college, demonstrating what it means to be Respectful, Responsible, Resilient and Willing to Learn.

Our Year 7-12 Curriculum offers a balanced education from the core subjects of English, Maths and Science to the Arts and Health, providing your child with the opportunity to further refine their interests and capabilities through elective subjects in Years 9 and 10.

Our Secondary Campus is a safe and wholesome environment where each student has the opportunity to flourish. Upon completion of their journey at Secondary our students graduate with confidence and are ready to meet the needs of a challenging world.

Welcome to Edinburgh College.



# Message from the Head of Secondary

Mrs Anastazya Ferry



Secondary students at Edinburgh College benefit from a deep and broad education. Deep, in the sense of deeper learning of the existing disciplines, but also broad knowledge in areas such as entrepreneurship and technology. Students will be able to use this knowledge in terms of creativity, critical thinking, communication, and collaboration. Success is anchored in positive engagement with the world outside school, and beyond, via character, values, resilience, ethics and the ability to have a positive influence. A growth mindset and the ability to reflect, adapt, learn, unlearn, relearn and continue to learn is pivotal to ongoing success in the workplace and further studies.

In addition to the core subject offering, we offer a range of extra-curricular programs available for secondary, including an elite Basketball and expanding sports program, an advanced Science program, VET options beginning in Year 10, Music and Creative Arts program.

Working in partnership with our parent community, Edinburgh College is proud to produce changemakers, innovators, and disruptors, who are balanced and prepared, ready to take on any new challenge with confidence.



# College Support and Services



## Library

The library is the learning hub of our campus. It boasts a lecture theatre and discussion room with a welcoming environment of small group spaces and work areas. We have a Teacher Librarian who is available to help locate resources for research assignments or general borrowing.

The library also has an easy-access online platform to help students locate information, as well as tutor them in general skills such as referencing.

## Careers

Edinburgh College offers career advice to students and their parents. Head of Teaching and Learning Mrs Sonter along with our Careers Coordinator Mrs Tiana Song are available by appointment to discuss career options and future study. A newsletter is produced to provide support to students, linking to universities and offering advice on career pathways.

## Student Wellbeing

Student wellbeing is a priority at Edinburgh College. We know that how a student feels both physically and mentally affects their ability for optimal learning. Our Positive Behaviour for Learning model (PB4L) encourages students to respond to their environment in four focus areas:

### **Respectfully, Responsibly, with Resilience and a Willingness to Learn.**

We have a Wellbeing Officer who leads this area and responds to any needs amongst the student body. A Counsellor and Ministerial Pastor are also available three days a week for counselling.

To further support our student wellbeing, we have incorporated within our Health subjects across all year levels, (which includes extra-curriculum incursions), the Keeping Safe: Child Protection curriculum. It has four focus areas; The right to be safe; Relationships; Recognising and Reporting abuse; Protective strategies. The knowledge and skill sets learned within this program contribute to our student's wellbeing, and prepares them for life in and beyond the school community.

## Learning Support

Learning Support staff provide support to teachers with strategies and specific adjustments to assist students who are having difficulty. A Learning Support teacher or Education Support Officer may also be timetabled to be in some classes, particularly in the subject areas of English and Mathematics, to offer support.

# Subjects Overview 2024



## Consider All Options

Whilst some students have an idea of what they would like to do when they leave school, others remain uncertain of their career path. Subject selection in Year 10 allows students to take steps towards aligning subject selection with career outcomes. Talking about subject choice with others at this key stage is critical. We encourage each student to discuss their ideas with parents, educators, and staff from the Careers Office on campus.

Semester 1 2024		Semester 2 2024	
Term 1	Term 2	Term 3	Term 4
<u>Bible:</u> Religion & Society (VCE) or Encounter  Chapel	<u>Bible:</u> Religion & Society (VCE) or Encounter  Chapel	<u>Bible:</u> Religion & Society (VCE) or Encounter  Chapel	<u>Bible:</u> Religion & Society (VCE) or Encounter  Chapel
English	English	English	English
<u>Maths:</u> Methods Pathway or General Pathway	<u>Maths:</u> Methods Pathway or General Pathway	<u>Maths:</u> Methods Pathway or General Pathway	<u>Maths:</u> Methods Pathway or General Pathway
Science	Science	Science	Science
<u>Humanities</u> History or Geography		<u>Humanities</u> History or Geography	
	Work Studies	Work Studies	
PE/Sport	PE/Sport	PE/Sport	PE/Sport
<u>The Arts:</u> Visual Performing	<u>The Arts:</u> Visual Performing	<u>The Arts:</u> Visual Performing	<u>The Arts:</u> Visual Performing
<u>Technologies:</u> Design Tech Food Studies	<u>Technologies:</u> Design Tech Food Studies	<u>Technologies:</u> Design Tech Food Studies	<u>Technologies:</u> Design Tech Food Studies
Elective 1		Elective 1	
Elective 2		Elective 2	
Electives			
Industrial Technology  Home Economics  Business Management VCE	Visual Art  Performing Arts  Psychology VCE	Business & Entrepreneurship  Advanced Science  Introduction to Psychology	Outdoor Recreation Certificate 2 VET  Basketball Coaching  Religion & Society VCE



# Religious Studies



[The role of religion in society](#) - Religious Studies consists of two pathways. Students may choose to move forward into a VCE subject 'Religion and Society Unit 1 & 2' or complete the Year 10 'Encounter' Bible program.

## Encounter

It's human nature to pursue truth and to find answers to the big questions that plague our minds. Answers come to us in many forms through world religions and other philosophical arguments. Our worldview lens impacts what we choose to believe as true. Jesus Christ claims to be "the Way, the Truth, and the Life." Unlike all other world religions whose adherents work their way toward salvation of sorts, true Christianity is the only religion that offers salvation freely. The only thing you can do is to accept or reject this free gift. In this unit, students will explore world religions, will take a look into Christianity and, in particular, the Seventh-day Adventist beliefs, and will articulate what they personally believe.

Our responses to the big issues we may or may not ever face, personally (such as abortion, euthanasia, sexual ethics, genetic engineering, capital punishment, or simply how to treat the homeless), all stem from our personal code of ethics. The Bible shares many foundational principles when it comes to how to live our lives and make wise decisions. If we use it as our guidebook, we can be assured that we will choose the best path in life for our daily decisions.

## Areas of Study

- T1&2: Perspectives on God: World Religions and My Faith
- T3: World Views and God: Ethics and Morality
- T4: God's Heart: Jesus Messages from His Heart

## Assessment

- Discussion within and contributions to group assignments
- Research assignment
- Oral presentation

## Relevance to Further Study

Students can continue the Encounter strand in Year 11 and Year 12 upon the completion of this course.

VCE subject 'Religion and Society Unit 1 & 2' is detailed on page 20. (Days out of the classroom 1)

## Chapel

Chapel services are at the very heart of our school community. With a dedicated period set aside for chapel each week, the program enables the school to follow the year through and celebrate the flow of events together. Our Chapel service programs are inclusive and participatory, and all students are encouraged to be a part of the program.

# English



The English curriculum is built around the three interrelated strands of language, literature, and literacy. Together, the strands focus on developing students' knowledge, understanding, and skills in listening, reading, viewing, speaking, writing and creating.

Students analyse closely three texts where they look at plot construction, themes and character development and historical significance of these texts. Persuasive techniques and analysis are a major focus throughout these studies. Students continue to build on their existing skills of comprehension, grammar, essay writing, and creative writing.

(Days out of the classroom 0)

## Using the texts

- Animal Farm by George Orwell
- The Merchant of Venice by William Shakespeare
- To Kill a Mockingbird by Harper Lee

## Assessment

- Comprehension
- Analysis of Persuasive Language
- Persuasive language oral presentation
- Creative writing
- Explore the plot, theme, characters, historical significance of texts
- Comparative essay
- Exams

## Relevance to Further Study

All aspects of English are designed to prepare students for VCE English which is a prerequisite for University entrance.



# Mathematics



The Year 10 Mathematics programme will be separated into two streams, **Mathematics General Pathway**, and the **Mathematical Methods and Specialist Mathematics Pathway**. The curriculum consists of three sub-strands of knowledge and understanding: Number and Algebra, Measurement and Geometry, Statistics and Probability. (Days out of the classroom 0)

## Mathematical Methods and Specialist Mathematics Pathway

This unit is aimed to prepare students towards VCE Mathematical Methods and VCE Specialist Mathematics Units 1, 2, 3 & 4. The main areas studied in this programme include:

- Algebra and Indices
- Linear relationships
- Non-linear relationships
- Polynomials
- Geometry
- Pythagoras's theorem and Trigonometry
- Measurement
- Statistics
- Probability

### Assessment

- Formative assessment during class
- Summative assessments:
  - Tests
  - Assignments
  - Exams

### Relevance to further study

The study of the Year 10 Mathematical Methods Pathway can lead to VCE Mathematical Methods and VCE Specialist Mathematics Units 1 & 2 in Year 11.

## Mathematics General Pathway

This unit is aimed to prepare students for VCE General Mathematics Units 1 & 2 and later for General Mathematics Units 3 & 4. The main areas studied in this programme include:

- Measurement
- Consumer arithmetic
- Algebra and indices
- Statistics
- Straight-line graphs
- Geometry
- Equations
- Pythagoras' theorem and trigonometry

### Assessment

- Formative assessment
- Summative topic testing
- Exams

### Relevance to Further Study

The study of Year 10 Mathematics General builds a pathway to VCE General Mathematics Units 1 & 2 in Year 11.

# Science



The Year 10 Science curriculum consists of four sub-strands of knowledge and understanding: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. (Days out of the classroom 0)

A number of units of work throughout the year help Year 10 science students utilise and develop their specific skill set for further studies in science. These include questioning and predicting, planning and conducting, processing and analysing data and information and evaluating and communicating. Science knowledge and skills are packaged together into engaging and creative units of work over the year, including:

- 'How to Make a Big Bang!' - elements of the periodic table and the properties of ionic, metallic and molecular substances and other Chemistry concepts.
- 'Dangerous Weather?' - research into global systems.
- 'How to Make a Glow in the Dark Pet' - an in-depth study of the structure and functions of DNA. This includes a major investigation where students genetically modify *E. coli* bacteria to fluoresce.
- 'What Will Your Kids Look Like?' - studying the laws of inheritance, pedigrees and mutations.
- 'Need for Speed' - the science of all things fast. Students measure and calculate the velocity and acceleration of vehicles, construct graphs, compare Newton's and Einstein's theories of motion, calculate momentum and work done, measure the power their body can produce, and study energy transformations.
- 'The Evolution and Creation Controversy' - a study of evolution and cosmology theory.
- 'Chemical Reactions' - a variety of chemical reactions to study including redox, combustion, acid-base, precipitation and polymerisation reactions.

## Assessment

- In-class experiments, scientific reports and posters.
- Weekly topic revision tasks.
- Summative topic tests and an exam.

## Relevance to Further Study

The study of Science at the Year 10 level builds pathways to Biology, Chemistry, Physics and other VCE science-based courses such as in the areas of Health and Physical Education, Health and Human Development or Technologies.

# Advanced Science Elective



This elective subject develops the student's skills and understanding of Science by leading the student through extended experimental investigations, discussion and research. This optional subject will introduce the interested student to VCE level practical investigations. Students will have an opportunity to undertake group and independent investigations into topics such as:

*Can you launch a rocket with renewable fuels? Can growing crystals save lives? How will nanotechnology change your life? Can you count atoms? Did you get what you paid for? Can you digest gum? What is a short circuit? Should I buy an electric car? What is the science of magic? What makes an element unique? How do planes and drones fly? Does garlic work as well as lab-engineered antibiotics at killing bacteria? Can I build a self-driving car? Can I measure and alter the speed of light? Can I design a better roller coaster? Which fruit juices contain the highest concentration of Vitamin C? How much salt is hidden in our foods? Which fruit contains the most sugar? Which materials are effective at blocking microwaves, sound waves or wi-fi signals? What design features should you use when building your own house to increase heating efficiency? Can plants grow without soil? What is the best way to keep the fizz in an opened bottle of soft drink? How does temperature affect the growth of a crystal? How can I more quickly ripen fruit? Would ethanol be a better fuel for my car than petrol? What effect does the length of the trebuchet arm or the mass of the counterweight have on the motion of the projectile? How much food colouring is in a sports drink? Which method of cooking destroys the most bacteria? Does peppermint improve your reaction time? Why does soil pH change the colour of some flowers? Can I make a biodegradable plastic?*

Furthermore, students will be encouraged to develop their own research questions and extended experimental investigations. (Days out of the classroom 0)

## Assessment

- Scientific posters, scientific reports, digital presentations of work, quizzes.

## Relevance to Further Study

The study of Science at the Year 10 level builds pathways to Biology, Chemistry, Physics and other VCE science-based courses such as in the areas of Health and Physical Education or Technologies.

# Humanities



Humanities is the umbrella name for several subject areas: History, Geography, Economics & Business and Work Studies.

In Year 10 there are two Humanities options each semester. Design your course of a full year of History, a full year of Geography or a semester of each, enabling you to pursue your chosen interests.

Each Humanities subject will have two days out per semester on field trips, other than Work Studies with a whole week on the job. (Days out of the classroom 4 + 5 work experience)

## History

### **Semester 1 Elective: War and Peace: International Relations in the 20th Century**

Students study the key events of the Twentieth Century, including:

What happened in the leadup to World War II, from the Treaty of Versailles to the inventions of the Roaring 20s, and the collapse of the Wall Street stock market that triggered the Great Depression;

World War II and significant events throughout it, including the Holocaust and the use of the atomic bombs. Focus is given to the impact of World War II on the Australian home front, including the changing roles of women and the use of wartime.

### **Semester 2 Elective: Getting Along: Race Relations in Australia and the USA**

Movements towards freedom and civil rights in Australia and the USA in the 20th Century, and their relevance to current issues in our world, such as the Black Lives Matter Movement and the Voice to Parliament referendum debate.

History skills include the understanding and processing of evidence, as well as looking at them critically for reliability and usefulness. Students will think about interpretations and perspectives and develop their own.

### **Assessment**

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

Making the Case and Hitler's Trial involves research, source analysis and presentation.

Identifying perspectives and evaluating interpretations

Workbooks and in-class activities

### **Relevance to further studies**

Most people gain more appreciation of History as they develop more history of their own, aka as they age. History explains how the world works. There are several History options available in VCE: Revolutions, Ancient, Twentieth Century and Australian History.

## Geography

### **Semester 1 Elective: Wellbeing and Development**

Students will consider geographies of human wellbeing, focusing on global, national and local differences in human wellbeing between places. They will learn about the

different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.



### **Semester 2 Elective: Sustainability, Sustainability, Sustainability**

Students examine environmental change and management, focusing on the major challenges to the sustainability of environments, and the environmental worldviews that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

#### **Assessment**

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

Field trip notes and in-class activities

Local and global case studies

#### **Relevance to Further Study**

Geography leads to a vastly better understanding of the world and its mysterious ways. Geography is an option in VCE.

## **Business & Entrepreneurship Elective**

### **Semester 1: Crime and Punishment**

In this semester students will begin to develop knowledge and skills in the area of legal studies. They will embark on a thought-provoking journey through the intricate web of justice, focusing on three core pillars: Investigating Juvenile Justice, Unravelling the Law and Criminal Justice System, and Analysing Contemporary Issues.

### **Semester 2: Commerce and Entrepreneurship**

In this unit, students will delve into the world of entrepreneurship and gain essential tools to start their own ventures! Through engaging modules like "Starting a Business for Dummies" and the dynamic "Shark Tank eSchool Program," students will explore these core themes. They'll learn the secrets of successful business planning, explore innovative strategies, and develop essential skills for presenting their ideas. Students will unleash their creativity, critical thinking, and teamwork as they create their own business concepts and pitch them to experts. Whether they dream of launching a startup or simply want to develop their entrepreneurial potential, this course will empower students to seize opportunities and navigate the dynamic world of business with confidence.

(Days out of the classroom 2)

#### **Assessment**

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

Portfolio of work

Presentation

Project

#### **Relevance to Further Study**

This subject provides a broad entry point for any students interested in studying business further or practically experimenting with starting their own business or inventing solutions to real-world problems. There are several business options in VCE including: Legal studies, Business Management and Accounting.



## Work Studies

(Days out of the classroom 5 - (Week 9 of Term 2))

Work Studies helps students learn about themselves as individuals, the careers that they may wish to pursue and how to go about getting a job. This course is structured around learning practical skills that allow students to be better prepared for the world beyond Edinburgh College. This course includes Work Experience. Along with completing classwork, students also create a portfolio that may be used when applying for work.

This course involves exploration of:  
Personality, values and preferences  
Resume, Cover Letters, LinkedIn profiles  
Work Experience  
World of Work

### Assessment

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

Workbooks and in-class activities  
Portfolio  
Personality and interest inventories

### Relevance to Further Study

The study of Work Studies builds pathways into all future areas of study.



# Physical Education



Students participate in a variety of physical activities and sports in varied and changing contexts. During these classes students are taught the skills of a particular sport, and then opportunities are given to practice these skills during CSEN (competition with other local schools) or on a Wednesday afternoon when all students from Year 7-12 spend the afternoon in a friendly competition.

This subject gives students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.  
(Days out of the classroom 0)

## **Assessment**

Practical assessment of performance and fundamental sport skills  
Teamwork and sportsmanship  
Game strategies  
Responsibility and attitude

## **Relevance to Further Study**

The Physical Education Units studied can serve as a basis for the VCE subject of Sport, Health and Recreation Units 1-4, Certificate III in Sport and Recreation and Certificate III in Fitness. Career options include Pool Lifeguard, Sports Retail, Sports Trainer, Swim Teacher, Recreation Officer, Leisure Services Officer.

# The Arts - Visual



At this level of Visual Art, students explore a variety of themes utilising various media and art tools. The coursework provides opportunities to explore materials and techniques of individual appeal. Students are encouraged to develop an original style and to present their artwork in a way that impacts the viewer.

(Days out of the classroom 1 - Montsalvat)

The following activities are representative of this subject:

Abstract painting using acrylics and mixed-media materials  
Wood/lino-block printmaking  
Studio photography with portraiture or still-life subject matter  
Urban photography  
Chalk pastel drawing  
Still-life drawing  
Clay hand-building  
Self-generated artworks with opportunities to explore materials and techniques that appeal to each student

Exposure to inspirational artists and artworks develops an appreciation for art, and analysing connections between visual conventions, practices and viewpoints that represent student's ideas and the ideas of others

## **Assessment**

Critique, compare, analyse and evaluate artists/artworks. Academic work typically involves some of the following: worksheets, essays, tests, and presentations. Mostly skills-based assessment in the form of projects. A sketchbook/folio is submitted. Projects included in the folio are listed above but can vary according to student interest.

## **Relevance to Further Study**

As a subject, Art provides general educational benefits, vocational possibilities and recreational interests for all people. Studying Art in Year 10 is advantageous for students selecting Art and Visual Art Studies in Years 11 and 12. It is also a useful subject for entering a variety of University and TAFE courses, apprenticeships and employment situations.

# The Arts - Performing



## Drama, Music, Dance

At this level, this subject is a performance based elective which prepares students to study VCE Music, VCE Drama or VCE Dance Units 1 & 2 the following year. The strands will run simultaneously with specialist teachers.

In Drama, students will develop their skills through monologues, character building, and script writing. Students will strengthen their skills, development using voice, facial expression, movement and space to imagine and establish role and situation.

In Music, students will have the opportunity to pursue their chosen instrument with the goal to strengthen their skill and broaden their understanding of the elements of music, composition and music theory.

In Dance, students study and develop skills to support their confidence in performance in a variety of styles.

All Performing Arts students will perform at school recital evenings, eisteddfods and are encouraged to choose a co-curricular activity such as the Senior Band (traditional), Chapel Band (contemporary worship) or be involved in the annual school production as part of the cast or orchestra (theatre).

Students are encouraged to have private tuition on their various instruments and/or to continue regular dance/drama training in order to work on technical growth with a view to continue at a VCE level.

(Days out of the classroom 0)

### **Drama Assessment**

Creating and performing Drama

Elements of Drama

Exploring and responding to Drama

### **Music Assessment**

Playing, reading and arranging music

Performance: solo or ensemble

Written and theory work

### **Dance Assessment**

Music and sound - Structure work and Choreography.

Dance Design

Muscle memory - the Ability of the dancer to repeat certain movements, patterns without conscious thought

Written and theory work

Performance in solo or group work

### **Relevance to Further Study**

This course provides a number of pathways for students interested in all aspects of Performing Arts whether vocational, for future tertiary study or to enjoy as recreational pursuits. Undertaking Year 10 Performing Arts (Drama, Music, Dance) is recommended to students who are interested in further study of Performing Arts (Drama, Music Dance) at the senior levels.

# Technologies

## Design Technologies



In this subject students follow the technology process of investigating, designing, producing and evaluating as found in industry. The course covers two main areas of technology. The systems found in internal combustion engines and then other projects using wood, metal or plastics aimed at giving skills that they might use for trade or VCE.

Excursions in this subject will be to our partner school - Yarra Ranges Tech School in Lilydale, and will be up to 2 days over the year. (Days out of the classroom 2)

### Small Engines

Students explore the technology behind small engines by dismantling and reassembling a Briggs and Stratton engine. They examine the preferred futures of this technology and the new options that are becoming available from the viewpoint of global futures and sustainability.

### Projects in wood, metal and plastics

Further projects include designing a garden ornament out of steel or a small table with drawers and the second semester is aimed at preparing them for VCE by designing an individual project using various materials and processes. The students follow the product design process of investigation, design, production, and evaluation to create their own individual project specialising in a skill or material they wish to develop. During this process, students consider the use of materials and their sources. They use creativity, innovation and enterprise skills, and learn to work independently and collaboratively. They create a range of graphical representations to communicate their designs and ideas. They explore new technologies such as, CNC machinery or 3D printing, and can use emerging materials as part of their product development. Students identify the steps involved in planning for production and they apply management plans, changing direction when necessary to successfully complete design tasks. They also learn to transfer theoretical knowledge to practical activities across the phases of production.

### Assessment

Investigation: Research tasks exploring designs and materials

Design: Hand sketching and CAD drawing

Production: Use of a wide range of tools and processes to create a product

Evaluation: Evaluating work for improvements

Safety: Training with OnGuard to ensure safe practices are used when working in this area

### Relevance to Further Study

This subject prepares students for success in subjects such as VCE Product Design and Technology or Systems Engineering. It also provides skills to continue into TAFE courses such as *Certificate II in Building and Construction Pre-apprenticeship* (Specialising in Carpentry).



# Home Economics

Home Economics involves two areas of study:

## Food

Students investigate cuisines from around the world, particularly those foods that are not often seen on the Australian food scene. Furthermore, students investigate the lifestyle, healthcare system and food choices of countries that have currently been named the world's healthiest countries according to Bloomberg. Students will also carry out a range of design briefs for each unit which will make up their major assessment. During these investigations, the students develop their own recipe creations involving at least one complex process.

Excursions in this subject will be to our partner school - Yarra Ranges Tech School in Lilydale, and will be up to 2 days over the year. (Days out of the classroom 2)

## Textiles

Students use sewing machines to construct a pullover jumper using stretch fabrics. They also apply advanced skills such as drafting patterns from existing clothes.

### Assessment

Practical - preparation and cooking

Theory based written assignments

Practical sewing skills

Final product 'Sweatshirt'

Textiles exam

### Relevance to Further Study

This subject provides an ideal grounding in the senior subjects of Food Studies, Health and Human Development. This course assists students in preparing for a career in any of the following fields: Social Work; Public Relations; Nursing; Teaching; Industry (Food Science, Hospitality, Catering and Food Industries); Tourism; Food Marketing and Food Styling; Fashion Design and Related Industries; Marketing and Consumerism; Textile Science; Health based careers; Retail and Interior Decorating.

# VCE Religion & Society



## The role of religion in society

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live. Upon successful study of this unit, student outcomes are to demonstrate an understanding of:

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

## Religion and ethics

Students discuss and determine what is good and the principles that guide our decision-making. Ethical questions that demand practical moral judgement are raised at the personal, family, local, wider community, national and global level, and how these are enmeshed with the dominant religious and philosophical traditions of the times within a culture at a certain point in time, including today's influence of media and popular culture, are investigated. The idea that society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice remain fundamental to many legal and social systems, and codes of behaviour.

In this unit, students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews co-exist. Upon successful study of this unit, student outcomes are to demonstrate:

An understanding of the variety of influences on ethical decision-making and moral judgement in societies where multiple worldviews co-exist.

An understanding of how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews co-exist, and:

To have participated in two or more debates on ethical issues in societies in which multiple worldviews co-exist.

(Days out of the classroom 1)

### Assessment

Chapter-based skills questions

Personal notes and mind maps

Quizzes

Group Presentations and in-class debates

SAC's and SAT's

### Relevance to Further Study

Students who would like to continue to follow this strand through to VCE can pick up the subject of Religion and Society 1 & 2 at the Year 10 level, continuing into Year 11 completing Religion and Society 3 & 4, which would leave one less subject to complete during Year 12.





# VCE Business Management

**Unit 1: Planning a business** Businesses of all sizes are major contributors to the economic and social well being of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Area of study 1: The business idea

Area of study 2: Internal business environment and planning

Area of study 3: External business environment and planning

**Unit 2: Establishing a business** This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Area of study 1: Legal requirements and financial considerations

Area of study 2: Marketing a business

Area of study 3: Staffing a business

## **Considerations for study:**

Estimated days out of class due to excursions: 1 day

# VCE Psychology Units 1 & 2



**Unit 1: How are behaviour and mental processes shaped?** In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Area of study 1: What influences psychological development?

Area of study 2: How are mental processes and behaviour influenced by the brain?

Area of study 3: How does contemporary psychology conduct and validate psychological research?

**Unit 2: How do internal and external factors influence behaviour and mental processes?** In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Area of Study 1: How are people influenced to behave in particular ways?

Area of Study 2: What influences a person's perception of the world?

Area of Study 3: How does scientific investigation develop understanding of influences on perception and behaviour?

## Considerations for study:

Estimated days out of class due to excursions: 1 day

# Psychology Introduction to VCE

Psychology Introduction to VCE is designed to provide students with a comprehensive and engaging introduction to the fascinating world of psychology. This foundational course aims to foster an understanding of human behaviour, cognitive processes, and the psychological principles that shape our thoughts, emotions, and actions.

Throughout the course, students will explore various psychological theories, concepts, and research methodologies. They will delve into the complexities of the human mind and gain insights into how psychological factors influence individual and group behaviour.

Introduction to Psychology: Understanding the history and major schools of thought in psychology, including the biological, cognitive, behavioural, and psychodynamic perspectives.

**Brain and Behaviour:** Investigating the structure and functions of the brain, nervous system, and their role in influencing human behaviour.

**Perception and Sensation:** Examining how our senses perceive and interpret the world around us and how perception shapes our experiences.

**Memory and Learning:** Understanding the processes of memory formation, retention, and retrieval, as well as the different types of learning and their applications.

**Motivation and Emotion:** Exploring the factors that drive human behaviour and the wide range of emotions that impact our daily lives.

**Developmental Psychology:** Analysing human development across the lifespan, including cognitive, social, and emotional changes from infancy to late adulthood.

**Social Psychology:** Investigating the influence of social interactions, attitudes, and group dynamics on individual behaviour and decision-making.

**Abnormal Psychology:** Recognizing and understanding various psychological disorders, their symptoms, causes, and potential treatments.

**Research Methods in Psychology:** Introducing students to various research methodologies used in psychological studies and how to critically evaluate psychological research.

### **Teaching Approach:**

The course adopts an interactive and engaging teaching approach, encompassing a mix of theoretical concepts, practical experiments, case studies, group discussions, and multimedia resources. Students will have the opportunity to conduct their own mini-experiments, engage in role-playing scenarios, and analyse real-life psychological case studies.

### **Assessment:**

Assessment in the Year 10 Psychology Introduction to VCE course will be diverse and may include written assignments, presentations, practical experiments, quizzes, and end-of-unit exams. This variety of assessments aims to cater to different learning styles and provide a holistic evaluation of students' understanding and progress.

Overall, this introductory psychology course equips students with a solid foundation in psychological principles, preparing them for further study in VCE Psychology.

### **Relevance to Further Study**

Overall, this introductory psychology course equips students with a solid foundation in psychological principles, preparing them for further study in VCE Psychology. Moreover, it nurtures critical thinking, empathy, and self-awareness, enabling students to apply psychological insights to their everyday lives and future academic pursuits.

### **Considerations for study:**

Estimated days out of class due to excursions: 1 day



# VCE/VET Outdoor Recreation



*Please note: \$850 subject levies applicable to this subject. (costs may be subject to change)*

(Days out of the classroom 17)

Upon successful completion, the Certificate II in Outdoor Recreation is a nationally recognised qualification, and also contributes to Units 1 and 2 of the Sport and Recreation VET/VCE certificate. Students completing the certificate II Outdoor Recreation program can go onto completing units 3 & 4 Sport and Recreation VET/VCE subject and sit the exam. This program contributes to your ATAR.

The course focus is to prepare students working in active industries. The program has a strong emphasis on practical competencies, but also theory that is assessed online through the RTO (iVET) portal. The recreational disciplines used to deliver outcomes will be snorkelling/ scuba diving, climbing, mountain biking, cross country skiing, and white water rafting. 17 days out in the field across 4 terms (average 4.5 days per term) are used to teach, consolidate and assess skills. 4 multi day trips and several day trips have been proposed to deliver the program.

## **Units of competency:**

Participate in workplace health and safety

Surf small waves

Snorkel

Assist in conducting recreation sessions\*

Minimise environmental impact\*

Paddle a craft using fundamental skills

Provide first aid

Maintain sport, fitness and recreation industry knowledge

Ride bicycles in off-road conditions

Ride bicycles on easy paths

Perform basic water rescues

The skills and knowledge gained in this course are applicable to a wide variety of careers and include the nationally recognised eight employability skills: communication, teamwork, problem-solving, initiative and enterprise, planning and organisation, self-management, learning and technology.

## **Relevance to Further Study**

Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries  
Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Certificate II in Outdoor Recreation provides students with the skills and knowledge to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work in the Outdoor Recreation industry would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

# Basketball Coaching Elective



Edinburgh College introduced a specialised basketball elective program, available to both boys and girls who wish to pursue excellence in the sport of basketball.

Supplementing the holistic education provided by the College, the basketball elective aims to develop physical skills and fitness, teamwork, leadership, designer workout programs, nutrition, interpersonal skills and knowledge of sport officiating and coaching.

Students enrolled in the Specialised Elective Basketball Program will play for the Edinburgh Comets College teams entered in the Victorian College Basketball Championships, as well as the Australian Schools Basketball competition hosted by different Australian states annually. Continued development through club and association basketball competitions is encouraged. Teams will also be entered in inter-school competitions. Students are highly encouraged to participate in the after-school Basketball Academy.

Students receive expert coaching from our coaching staff through practical, theoretical and strength and conditioning sessions in the following key areas:

**SKILLS:** Advanced Fundamentals. Ball handling, footwork, shot creation.

**DRILLS:** Game Situations. Pick and rolls, Pin downs, Pinch Post, Wing/Corner/Elbow.

**APPLICATIONS:** Live Action. Making reads, Basketball IQ, Applying skills and drills.

(Days out of the classroom 0)

## Relevance to Further Study

This program allows young male and female student athletes to develop their sporting talent while receiving their secondary education concurrently. The College has links to highly qualified coaches with connections into the American College Basketball scene.

# Extracurricular Programs



## Duke of Edinburgh Award (begins Year 9)

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. Key elements include:

Three levels: Bronze, Silver, and Gold – each progressively more challenging.

Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).

Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time Requirements:

Bronze – minimum 6 months

Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants

Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants

## Private Tennis Coaching

Private tennis lessons are available each week, (utilising the college tennis courts), for interested students to become involved in. Our excellent coaches help to develop the innate potential of their students to develop players who are strong and resilient. Players who are able to problem solve in high pressure situations, show strength of character, self-control, persistence and respect for others.

## Maths and Science Enrichment Classes

Maths enrichment classes are targeted at students with an interest and/or talent for mathematics. These programs will improve student study skills, help develop confidence in their academic abilities and foster enjoyment in mathematics. These classes are offered as an adjunct to their normal classes.

Science enrichment classes are targeted at students with an interest and/or talent for Science. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment of Science. These classes are offered as an adjunct to their normal classes.

## Senior Band

The Senior Band rehearses after school every Wednesday during the school term from 3:30pm - 4:30pm and performs at a variety of venues; local primary schools, nursing homes, school Chapel, Churches and school Band Showcases. An exciting and rewarding component of the school band is touring - taking the Senior Band 'on the



road'. 2018 saw the Senior Band tour New Zealand, 2019 a tour of Tasmania, 2022 to South NSW and 2023 returning to South Island, New Zealand.  
(Days out of the classroom 6)



## Production

Each year, secondary students at Edinburgh College are given the opportunity to embrace the power of the stage and discover countless benefits of being part of the secondary school production. Joining the production creates a world of opportunities for students to grow personally and artistically. From building self-confidence and effective communication skills to fostering creativity and teamwork, joining production nurtures a diverse set of talents. Students learn self-discipline, time management and resilience while forging lifelong friendships and creating unforgettable memories. The main cast rehearse during sport each Wednesday and the ensemble joins them after school one day a week from 3:30pm - 5:30pm. There are two dress rehearsals at the performance venue leading up to show week.

(Days out of the classroom 3)

## Basketball Academy

The Edinburgh College Basketball Academy is an optional, fee-based program offering professional coaching on site after school. The Academy is a partnership between Amelite Hoops and Edinburgh College.

Amelite coaches are highly engaging and professional and motivated to conduct training sessions that incorporate skill development and personal fitness. The academy also has a strong mentoring component and is designed to complement the student's academic activities and goals of the school curriculum.

## Private Music Tuition

Edinburgh College offers private music tuition before, during and after school hours from Prep to 12. Private tuition is offered in the areas of Voice, Piano, Guitar, Strings, Brass and woodwind.