

Seymour College

Handbook 2023

Year 9 & 10



FOREWARD

Thank you for considering Seymour College for your child.

As a community, we believe that it is important to provide educational opportunities that support our children and help them to mature into strong, resilient, caring adults with an understanding of their world and the opportunities that are available to them, as well as the knowledge and skills they need to become effective global citizens.

We have introduced a School Wide Positive Behaviours (SWPB) Framework across the College, which provides a consistent and positive approach for students, staff and parents to work together to create an engaging and inclusive learning environment. Central to the SWPB Framework are our College Values:

- **Respect** I treat others the way I wish to be treated
- **Inspire** Others see the good decisions I make and are motivated by them
- **Excel** My personal best, everywhere, every time

Our College prides itself on our Student Engagement and Wellbeing emphasis. We have a team of highly experienced year level and wellbeing Coordinators, to enable our students to develop friendships, feel valued, and derive a sense of belonging.

We offer educational and enrichment programs that give our students better educational outcomes, as well as opportunities to take part in activities that they are passionate about. Our students also have a better understanding of what they want their future to look like. As a result, more of our students are going to University and TAFE.

Our College offers a broad curriculum that enables students to complete their Victorian Certificate of Education (VCE), take part in a Vocational and Education Training (VET) program across years 10 – 12 that allows students to develop specific trade-based skills, or complete the Victorian Certificate of Applied Learning (VCAL), if they are students more interested in practical, work-based learning options.

In their professional learning teams, our teachers have written a common curriculum that embraces the Victorian Curriculum F-10. As well as a greater emphasis on literacy and numeracy across every subject, there is also a stronger focus on personal development, communication and thinking skills, in addition to the use of information technology. The common curriculum programs seek to ensure that every student learns the important ideas and skills common to each subject at all year levels that are necessary to complete their education successfully.

The College offers students access to a range of enrichment opportunities. From our student leaders program to mentoring younger students, tree planting to debating, and a range of sporting programs, there is something here for everyone.

We look forward to working with you throughout your child's years at the College.

Gail Hardman
College Principal

SEYMOUR COLLEGE

COURSE HANDBOOK YEAR 9 STUDENTS

Copies of the other handbooks are available from the school on request.

All learning areas will use the **Victorian Curriculum 7-12**. The Victorian Curriculum brings a range of inter-related skills into the curriculum of each learning area, aiming to integrate students' learning with skills like personal development, communication, thinking and ICT use.

In Years 7 and 8 our students follow a prescribed two-year program incorporating core academic subjects and a comprehensive exposure to specialist practical areas. In Year 9, a core and elective system operates as listed below. The design of this program provides studies in core academic areas and also allows students to choose semester-length elective units most suited to their ability, interests and aspirations. In Year 10 there is also a core and elective program, designed to allow students to access fast-tracking VCE subjects. Our widely-respected VCE program through our VCE and VET streams offers Year 11 and 12 students a breadth of academic and vocational studies.

THE YEAR 9 PROGRAM

In EACH semester, a student will study a core consisting of

- English,
- Mathematics,
- Science,
- Humanities,
- Health and Physical Education.

In EACH semester, a student will choose **two** elective units, selected from the following Learning Areas

- The Arts
- Technology
- Health and Physical Education
- Humanities

YEAR 9 COURSE SELECTION RULES

At Year 9 the following selection rules relating to **core and elective units** must be followed:

- 1. MATHEMATICS** - All students study Mathematics and will be allocated to units depending on their ability and requirement for Mathematics in their future education. Students will receive advice regarding the units most suitable for their needs in future Maths study.
- 2. ARTS AND TECHNOLOGY** - All students should select **at least one unit** from **each** of these learning areas over the year.
- 3. HEALTH and PE** – All students are allocated to core studies in Health and PE. Students must not select more than **TWO** electives from this learning area.

CORE STUDIES

At Year 9 the following selection rules relating to **core and elective units** must be followed:

1. **MATHEMATICS** - All students study Mathematics and will be allocated to units depending on their ability and requirement for Mathematics in their future education. Students will receive advice regarding the units most suitable for their needs in future Maths study.
2. **ARTS AND TECHNOLOGY** - All students should select **at least one unit** from **each** of these learning areas over the year.
3. **HEALTH and PE** – All students are allocated to core studies in Health and PE. Students must not select more than **TWO** electives from this learning area.

CORE ENGLISH UNITS Year 9 ENGLISH 1 & 2 (Semester 1 & Semester 2)

These units are compulsory for all year 9 students.

Learning outcomes to be demonstrated:

This course is based on the Victorian curriculum. Students will produce a body of work which demonstrates ability to:

- Convey meaning (spoken and written) with accuracy and appropriate use of conventions
- Write in a variety of styles for different purposes and audiences
- Develop research, analytical and critical skills in order to respond verbally and in writing to events and issues portrayed in the media
- Respond verbally and in writing to literary texts, eg. a novel, short stories, plays, films, poetry.

Work Requirements:

- Writing Tasks
- Reading Tasks
- Speaking and Listening Tasks

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE MATHEMATICS UNITS

All students will study Maths at Year 9 level and then in Year 10. This will keep options open to study any of the VCE Mathematics units at a higher level, or provide background for VCAL Numeracy.

Students will be placed in Maths units in Years 9 & 10 PRIMARILY on teacher recommendations, based on judgments of student performance in on-demand testing and teacher assessments against the Victorian Curriculum standards.

PATHWAYS TO VCE MATHEMATICS

To prepare for the following VCE Mathematics units you must have completed:

Year 11:

MATHS METHODS 1 & 2 (And Specialist Maths 1&2)

GENERAL MATHS 1 & 2

VOCATIONAL MAJOR NUMERACY

Required Middle School units.

Upper-level Maths at Years 9 and 10 is essential.

Mid-level Maths at Years 9 and 10 is recommended.

Any Maths at Years 9 and 10

Year 9 CORE MATHS

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

Revision of basic skills in whole number, algebra, calculator skills and decimals will occur throughout the year. Understanding of Percentages and applications, Expansion in Algebra, Geometry, Measurement, Probability, Surds, Pythagoras Theorem, Trigonometry, Linear Equations and Graphs, Statistics and Probability, Factorisation in Algebra and Quadratics

Work Requirements:

- Complete set exercises.
- Maintain a workbook containing notes and exercises.
- Complete all assessment tasks.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE SCIENCE UNITS

Year 9 CORE SCIENCE

Across the year students extend their knowledge about ecosystems and investigate the nervous and endocrine systems of humans and how diseases affect them. They study plate tectonics and how these can lead to earthquakes and tsunamis. Energy, its forms and uses are explored using electric circuits and light boxes and students consider how our knowledge of chemistry has developed over time to lead to new materials being created and others can be broken down.

Learning outcomes to be demonstrated, appropriate to the Victorian curriculum F-12:

- Produce a well-organised and complete record of topics studied
- Demonstrate active and responsible participation in practical activities
- Demonstrate scientific knowledge and understanding under test conditions
- Competently complete a range of homework tasks and/or assignments

Assessment:

Based on the extent to which appropriate learning outcomes have been demonstrated.

CORE HUMANITIES UNITS

Year 9 CORE

The Core Humanities units cover the domains of History, Geography, Civics and Citizenship and Economy and Business with the following learning outcomes appropriate to the Victorian Curriculum F-12 covered over the two years.

Topics may include:

History 1788 – 1901:

- Aboriginal and European life pre and post colonisation
- Gold Rush
- World War 1

Geography

- Coastlines and/or Water Resources
- Plate tectonics and volcanos

Civics and Citizenship

- Government in Australia and active citizenship

Economics and Business

- Factors that affect the Australian economy, resources and their distribution

Work Requirements:

- Develop reasoning and debating skills
- Learning to research and report
- Evaluate primary and secondary sources

Assessment:

Common Assessment Task including essays, reports, and presentations, and displays.

CORE PHYSICAL EDUCATION / HEALTH UNITS

Year 9 HEALTH & PHYSICAL EDUCATION / HEALTH (Semester 1 & Semester 2)

These units are compulsory for all Year 9 students. Students undertake Physical Education and Health Education each week. A variety of sports and activities will be offered each semester in Physical Education. Health Education will focus on a range of issues including drug education, sexuality, decision making and community health.

To satisfactorily complete this course, students must:

- Apply and transfer movement concepts and strategies to new and challenging movement situations.
- Refine their own and others' specialised movement skills and movement performances.
- Explain the importance of cooperation, leadership and fair play across a range of health and movement contexts.
- Identify and analyse factors that contribute to respectful relationships.
- Compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Work Requirements

To satisfy the work requirements for each semester of this course, a student must:

1. Participate in a minimum of 80% of course work.
2. Demonstrate active involvement in these classes.
3. Participate in regular health education.

ELECTIVE UNITS

Students will be asked to select FOUR elective units they wish to study over the year (TWO units in Semester 1 and TWO units in Semester 2).

Remember to follow the selection rules listed earlier in this Handbook when making your selections (page 2).

Remember: CHOOSE WHAT IS BEST FOR YOU, NOT WHAT YOUR FRIENDS ARE CHOOSING!

The following is a summary of Year 9 electives which MAY run, depending on student numbers and staffing.

The Arts	PHOTOGRAPHY
The Arts	VISUAL COMMUNICATION (GRAPHICS)
The Arts	DIGITAL MEDIA
The Arts	ART
Health/PE	SKILLS AND DRILLS
Health/PE	OUTDOOR EDUCATION
Humanities	MONEY MANAGEMENT
Technology	AUTOMOTIVE
Technology	HOME ECONOMICS
Technology	SHEETMETAL
Technology	ENGINEERING
Technology	WOODWORK
Technology	TEXTILES
LOTE	VSL https://www.vsl.vic.edu.au/Languages.aspx



THE ARTS LEARNING AREA

In the Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultures. They learn to be imaginative, explore alternative solutions, develop, practice and refine techniques, share opinions and extend the limits of the Arts. The following Arts Strands are offered at Year 9: Graphic Communication, Photography and Visual Arts

- Students intending to take specific VCE units in the Arts should take note of the pathways through the relevant Year 9 and Year 10 unit sequences to their chosen VCE units.
- Students wishing to gain a broad experience in the Arts should consider units from all areas of the Arts.
- Students should note that a number of The Arts units charge a levy to help cover the costs of materials associated with the completion of the work requirements.

PHOTOGRAPHY

This course gives a basic overview of photography.

Learning outcomes to be developed, appropriate to the Victorian Curriculum F-12:

- Use of a Digital Camera
- Specialist computer software skills, learning how to use Adobe Photoshop
- Manipulate digital images, using a variety of methods and techniques.

Work Requirements:

- Submit a range of photographs based on selected themes.
- Complete set theory work based on photographic skills and techniques.

Assessment Based On:

Presentation of a folio of work plus work book and theory assignments.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students' projects.

VISUAL COMMUNICATION

This unit is designed to enhance the development of the student's awareness of visual communication using two and three-dimensional drawings.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

Symbol awareness and design, mapping, diagrams and charts, graphs, illustrations, introductory technical and architectural drawings and use of computer-aided drawing.

Work Requirements:

- Satisfactory completion of given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated

MEDIA

In Digital Media, students understand the use of structure, intent, character, settings, viewpoints, and genre conventions in their compositions. Students explore digital media in a range of forms, they extend the use of media elements such as time, space, sound, movement, and lighting. Students consider the social and cultural contexts that shape the purposes and processes in producing short film and animation.

Work Requirements:

- Theory Workbook
- Independent Animation Project
- Collaborative Film Project

ART

Students will explore organic form, shape and symbolism through exercises and topics using a variety of media both 2D and 3D.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- The development of pattern, harmony, discord, colour and depth through natural form.
- Composition, Balance and Individuality

Work Requirements:

- Maintain a visual diary
- Complete worksheets on artists / studio practices
- One written piece on artist/s
- Complete a minimum of 3 design briefs with associated developmental work covering different studio practices

Assessment Based On:

- Quality of finished work and design processes
- Organisation and focus ability
- Completion of the work requirements



HEALTH AND PHYSICAL EDUCATION LEARNING AREA

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food, nutrition, health, safety, human development and human relations.

Study in this area leads to two strands at VCE; Physical Education and Health And Human Development.

These subjects are suggested for those wishing to undertake further studies in the Physical Education, Nursing, Health and Caring Professions.

SKILLS AND DRILLS

Each sport is unique in the way it is played, however most sports have a lot in common. This unit explores a variety of sports and will develop a framework of rules, drills, skills and strategies which can be applied to most sports.

To satisfactorily complete this course, students must:

Perform and refine specialized movement skills in challenging situations.

Evaluate own and others' movement compositions and provide and apply feedback to improve performance.

Work requirements:

- Active participation in 80% of classes
- Level of skill development
- Attitude and approach

CIRCUITS

In this unit students will learn about training methods and principles to achieve their personal fitness goals. Students will learn methods to design their own training program and participate in a range of training methods such as HITT.

To satisfactorily complete this course, students must:

Design, implement and evaluate personalized plans for improving and maintaining their own and others' physical activity and fitness levels.

Work requirements:

- Active participation in 80% of classes
- Level of skill development
- Attitude and approach

OUTDOOR EDUCATION

This unit involves learning basic skills in map work and orienteering, first aid and basic camp craft. The emphasis is mainly on hands-on activities including some trust activities, overnight camp procedures and physical activities in outdoor settings.

To satisfactorily complete this course, students must:

- Analyse immediate, short- and long-term consequences of behaviours that effect the environment.
- Understand and apply all safety precautions in the outdoors.
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Work Requirements:

- Attendance & Active participation in 80% of classes
- Participate in an enthusiastic manner in class activities.
- Complete class tasks & attend camps.

Note: Students will be expected to participate in a range of activities such as surfing, rock climbing, bushwalking, camping, orienteering, canoeing, bike riding and snow skiing, there will be an overall cost that is expected to be met by their families.

LANGUAGES OTHER THAN ENGLISH (LOTE)

The learning of another language takes students' thinking beyond the confines of their own culture. It has the potential to challenge all students in new ways by causing them to reconsider what has become an accepted pattern of thought by the single use of the English language. The learning of another language promotes skill development in the areas of listening, speaking, reading and writing. This is achieved through the study of the structure and function of the language. The learning of another language can also assist students' understanding of, and skills in, the use of their own mother language.

Language learning skills are also social skills. The study of other languages makes it possible to view another culture through and within its own terms of reference. This results in improved understanding of our multicultural and multilingual world.

Students may, subject to school approval engage in a range of languages through VSL.

<https://www.vsl.vic.edu.au/Languages.aspx>

TECHNOLOGY LEARNING AREA

Technology Studies is an area of learning characterised by people using tools, machines, processes and various resources to produce a desired result.

Seymour College offers studies in seven sub-areas of Technology: Automotive, Engineering, Home Economics, Information Technology, Needlework/Textiles, Sheetmetal and Woodwork.

SELECTION OF UNITS:

- There are no pre-requisites.
- Students can select units from one or more sub-areas; **however**, most students will follow a pathway in a selected sub-area through Years 9 and 10, to assist in the preparation for VCE or VET studies.
- Technology electives in Years 9&10 may lead students towards the following studies in VCE or VM:
 - VET Engineering
 - VET Building and Construction
 - VET Automotive
 - VET Hospitality
 - VCE Production Design and Technology in Woodwork, Metal work or Textiles
 - VCE Food and Technology

AUTOMOTIVE

This unit would be suitable for all students who wish to gain a greater understanding of or develop their own Automotive/Mechanical systems, e.g. small petrol motors, as well as investigating and using a range of tools and equipment to carry out minor repairs.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Investigation
- Design
- Production
- Evaluation

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

FOOD TECHNOLOGY

This unit will, through design principles, show students how to plan and produce foods for a variety of occasions.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Acquire thorough knowledge of a particular staple food
- Plan, prepare and produce food items in a limited time and to a satisfactory standard have due regard to food handling regulations.

Work Requirements:

- INVESTIGATION – complete a study of a staple food from beginning to end product.
- DESIGN – Prepare detailed proposals for making products using complex equipment
- PRODUCTION – Produce family meals for life cycle stages
- EVALUATION – evaluate and analyse the processes used. Make recommendations for product modification to suit a variety of health conditions.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

SHEETMETAL

This unit introduces students to methods of joining and forming light metals. Students will use these construction techniques to make projects using both set plans and templates. Projects are chosen to develop a range of skills and knowledge. Students are instructed in the safe use of all tools and equipment in the workshop.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Investigation
- Design
- Production
- Evaluation

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

- Awareness and implementation of healthy and responsible safe working practices.

Note: The cost of student projects is calculated prior to their commencement.

ENGINEERING

This elective unit provides for the use of a range of tools and standing equipment, where students will learn a range of skills and techniques in the design and finish of a range of projects. They will assess the suitability of materials used, learn appropriate safety and precision in equipment use; students are instructed in the safe use of all tools and equipment in the workshop.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Investigation
- Design
- Production
- Evaluation

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

- Awareness and implementation of healthy and responsible safe working practices.

Note: The cost of student projects is calculated prior to their commencement.

WOODWORK

At this level the course provides for the use of a wider range of tools and equipment with students being encouraged to take greater interest in the design and finish of a project of their choice. They will determine and select suitable timbers, use appropriate techniques and equipment to make the project with precision and safety and then assess the suitability of their finished project. Projects that could be made: stools, planters, ornaments, toys, gadgets, carved bowls or plaques, small storage cabinets or boxes and items turned on the wood lathe.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- INVESTIGATING - the development of emerging materials and processes to meet project designs.
- DESIGNING - plan and select appropriate materials.
- PRODUCING - use appropriate tools to complete projects to specific standards of safety and precision.
- EVALUATING - prepare a report that assesses the product for function, aesthetics and intended use.

Assessment based on:

- Demonstrated skill and knowledge via investigation, problem solving, design and productive task.
- Correct use and care of tools and equipment
- Awareness and implementation of healthy and responsible safe working practices.

Note: The cost of student projects is calculated prior to their commencement.

TEXTILES

Students will develop fabric decoration skills such as patchwork, applique and embroidery, on articles selected from teddies, toys, cushions or quilts. Students may also prefer to design and make clothes. After negotiating with the teacher, they will prepare designs, select suitable fabrics, and make the articles. Emphasis will be placed on the development of design and decorative skills, to produce articles that give students a sense of achievement. This is a great subject to further skills acquired in Year 8.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- INVESTIGATING the most suitable methods and fabrics to be used the production of articles.
- DESIGNING through the use of drawing, skills and processes used to make the articles.
- PRODUCING the articles
- EVALUATING the processes used.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

LIBRARY RESOURCES

The Library should be a crucial part of any student's education, our newly built library has been designed to combine the new ICT age with traditional library features. With this in mind, our school library offers the following support for our 7-10 students:

- Independent research. Students can borrow laptops for school - related research
- Access to newspaper indexing service
- Comfortable work areas, for both small groups and individual study
- Venue for study nights after school
- Daily newspapers and a two year collection of the three major Vic. papers.
- Automated catalogue
- Photocopying and printing facilities
- Extensive fiction collection
- Recreational magazines
- Variety of games for recreational use at recess and lunchtime
- Occasional lunchtime activities
- Focused displays
- Bi-weekly study sessions at lunchtime
- Assistance with fiction selection and information requests
- Bookweek celebrations
- Desktop computer access

SEYMOUR COLLEGE

COURSE HANDBOOK YEAR 10 STUDENTS

The courses offered for Year 9 and 10 will be in separate course handbooks. Copies of other handbooks (Years 7 and 8, and Senior) are available from the school on request.

All learning areas will use Victorian Curriculum F-12 to build their curriculum. The Victorian Curriculum will bring a range of inter-related skills into the curriculum of each learning area, aiming to integrate students' learning with skills like personal development, communication, thinking and ICT use.

In Years 7 and 8 our students follow a prescribed two-year program incorporating core academic subjects and a comprehensive exposure to specialist practical areas. In Year 9 a core and elective system operates. The design of this program provides studies in core academic areas and also allows students to choose semester-length elective units most suited to their ability, interests and aspirations. In Year 10, as shown below, there is also a core and elective program designed to allow flexibility for students to access fast-tracking into VCE subjects. Our widely-respected senior program, through our VET, VCAL and VCE streams, offers Year 11 and 12 students a breadth of academic and vocational studies.

IN THIS HANDBOOK:

- details of Year 10 course selection, core and elective studies,
- advice about VCE fast-tracking
- advice about SBA and VET programs.

THE YEAR 10 PROGRAM

In EACH semester, a student will study a core consisting of

- English,
- Mathematics,
- Science,
- Humanities,
- Health/PE (depending upon VET)

In addition, students will choose ONE elective per semester.

Career Education will be completed on a sessional basis, sometimes substituting for classes in the core and at other times as a full group for a morning or afternoon session, especially when classes are preparing for Work Experience placements.

Subject Fees: Some subjects have an additional fee for materials and consumables. Other subjects may also, at times, charge a small fee for additional items or activities.

YEAR 10 COURSE SELECTION RULES

At Year 10 the following selection rules relating to **core and elective units** must be followed:

- 1. MATHEMATICS** - All students study Maths and will be allocated to units depending on their ability and likely need for Maths in future education. Students will receive advice regarding units that are most suitable for their future schooling.
- 2. ELECTIVE UNITS AT YEAR 10** - These are offered for **ONE** semester; students are to select **ONE** elective each semester. At least **ONE** unit should be selected from the **ARTS** or **TECHNOLOGY** area during the year. Elective units cannot be done twice.
- 3. FAST-TRACKING TO VCE UNITS** - The elective structure allows for selected students to have an opportunity to fast-track in **one** VCE subject in place of their elective choice in each semester, **BUT ONLY** after consultation with co-ordinators or subject teachers where approval is given.

POSSIBLE fast-tracking options are listed at the bottom of this page in both the VET and VCE areas. Students must understand that, within the constraints of timetabling, not all of the fast tracking options will be possible.

V.C.E. FAST TRACKING

Who? Students coming into Year 10 who have demonstrated sound ability in a subject area, and have completed recommended units can, with the recommendation of their current teacher in that learning area, be enrolled in a VCE unit in Year 10. The student would normally be intending to proceed to tertiary study after completing Year 12.

Why? Students who study more than four VCE Year 12 units gain an additional 10% of the study score for each additional subject studied at Year 12 level. This will improve the student's ATAR score and enable access to a greater range of courses, maybe even their 'most preferred' course. A Year 10 student choosing to fast track would have access to a sixth Year 12 subject and, as a result, gain the chance of an ATAR tertiary selection score bonus.

How? Students select a subject that they wish to fast track, subject to discussions with a current teacher in that area. This would be their sixth VCE subject, when completing Year 12. They would study the Year 11 matching subject during Year 10, in place of an elective block.

Process? The selection sheet for students going into Year 10 contains a section where you may indicate the VCE subject for fast tracking **together** with an approval section for your current teacher in that learning area. Students should seek advice from their Year 10 class teachers, co-ordinators and careers counsellor, and obtain a copy of the Senior School handbook, containing information about each VCE subject. ***If a Year 10 student doing a VCE Unit 1 in first semester fails to satisfactorily complete that unit, they will be withdrawn from Unit 2 in the second semester, choosing a Year 10 elective instead.***

These subjects are recommended as possibilities for fast tracking:

- Humanities: Legal Studies, Business Management
- Science: Biology, Psychology
- Mathematics: General Maths / Further Maths
- Technology: VET (Auto, Engineering, Building & Construction), Information Technology, Production Design & Technology
- Health/PE: Physical Education, Outdoor Education, Health & Human Development

CORE STUDIES

CORE ENGLISH UNITS

Year 10 CORE ENGLISH 1 & 2 (Semester 1 & 2)

These units are compulsory for all Year 10 students.

Learning outcomes are based on the Victorian Curriculum F-12 and students will produce a body of work which demonstrates an ability to:

- Convey meaning (spoken and written) with accuracy and appropriate use of conventions.
- Write in a variety of styles for different purposes and audiences.
- Develop research, analytical and critical skills in order to respond verbally and in writing to events and issues portrayed in the media.
- Respond verbally and in writing to literary texts: novels, short stories, films, plays and poetry.

Work Requirements:

- Writing Tasks
- Reading Tasks
- Speaking and Listening Tasks

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE MATHEMATICS UNITS

All students will study CORE MATHS in Year 10. This will keep options open to study any of the VCE Mathematics units, which can then lead to tertiary studies, or to proceed to VCAL Numeracy.

PATHWAYS TO VCE MATHEMATICS

To prepare for the following VCE Mathematics units you must have completed:

Year 11:

MATHS METHODS 1 & 2
(or SPECIALIST MATHS 1&2)

GENERAL MATHS 1 & 2

VCAL NUMERACY

Required Middle School units.

Upper-level Maths at Year 10 is essential.

Mid-level Maths at Year 10 is recommended.

Any Year 10 Maths is acceptable.

Students will be placed in Core Maths units in Year 10 PRIMARILY on teacher recommendations, based on achievement testing and Victorian Curriculum F-12 standards reached in Year 9 Maths.

Year 10 CORE MATHS 1 & 2 (Semester 1 & 2)

These units are the mainstream mathematics units for Year 10 (for students intending to go on to VCE Maths Methods). Students taking these units should have completed Core Maths at Year 9.

Learning outcomes to be demonstrated, appropriate to Victorian Curriculum F-12:

Understanding of Mathematical Techniques and Financial Applications, Expansion and Factorisation, Measurement, Linear Functions and Graphs, Probability and Statistics, Indices and Surds, Trigonometry, Quadratic Functions, Geometry, Pythagoras' theorem.

Work Requirements:

- Complete set tasks.
- Maintain a workbook containing notes and exercises.
- Complete all assessment tasks.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE SCIENCE UNITS

Year 10 CORE SCIENCE 1 & 2 (Semester 1 & 2)

These units involve the investigation of motion and energy structures, genetics and evolution. Students will further develop their understanding of chemical reactions. They explore the origins of the universe and develop a better understanding of the relevance of space exploration. They also reflect on the importance of collecting evidence in forensic science.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Produce a well-organised and complete record of topics studied
- Demonstrate that they have participated actively and responsibly in practical activities
- Demonstrate their level of scientific knowledge and understanding under test conditions
- Competently complete a range of homework tasks and/or assignments

Assessment:

Based on the extent to which appropriate learning outcomes have been demonstrated.



CORE STUDIES IN HUMANITIES

Students study Humanities as a core subject in Year 10.

These units cover the domains of History, Geography, Civics and Citizenship, and Economics and Business, learning outcomes appropriate to the Victorian Curriculum F-12.

Year 10 core studies in Humanities 1 & 2 (Semester 1 & 2)

- | | |
|-------------------------------|---|
| Australian History | <ul style="list-style-type: none">• World War 2 – how the war began/causes and lead up to the war• Results and lessons from the war• (Tie-in with English Curriculum) |
| Geography | <ul style="list-style-type: none">• Sustainability and environmental degradation |
| Civics and Citizenship | <ul style="list-style-type: none">• Features of Australian Democracy |
| Business and Economics | <ul style="list-style-type: none">• Business planning and innovation |

Work Requirements:

- Develop reasoning and debating skills
- Learning to research and report
- Evaluate primary and secondary sources

Assessment:

Common Assessment Task including essays, reports, and presentations.

CORE PHYSICAL EDUCATION / HEALTH UNITS

Year 10 CORE PHYSICAL EDUCATION / HEALTH 1 & 2 (Semester 1 & 2)

This unit is part of the core studies for all Year 10 students unless completing an alternative VET Program.

Students undertake Physical Education and Health Education each week. A variety of sports and activities will be offered each semester in Physical Education.

Health Education will focus on a range of issues including drug education, sexuality, decision making and community health.

To satisfactorily complete this course, students must:

- Apply and transfer movement concepts and strategies to new and challenging movement situations.
- Refine their own and others' specialised movement skills and movement performances.
- Explain the importance of cooperation, leadership and fair play across a range of health and movement contexts.
- Identify and analyse factors that contribute to respectful relationships.
- Compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Work Requirements To satisfy the work requirements for each semester of this course, a student must:

1. Participate in a minimum of 80% of course work.
2. Demonstrate active involvement in these classes.
3. Participate in regular health education.

ELECTIVE UNITS

Students will be asked to select 4 elective units they wish to study (2 units in Semester 1, followed by 2 units in Semester 2).

You will be asked to select them in priority order on a Year 10 unit selection sheet.

Remember to follow the selection rules listed earlier in this Handbook when making your selections.

Choosing your elective units

You must be careful when making your choices to see that they are right for you. Study the descriptions of units carefully. Discuss your choices with your parents, your teachers and the Year Level Counsellors.

CONSIDER THE FOLLOWING QUESTIONS:

(You don't have to say yes to all of them, but you should have a positive feeling about them).

- Am I interested in the unit?
- Will it prepare me for the senior classes that I want to go on to?
- Have I checked what is required for my career choices?
- Do I need this unit for an apprenticeship, a university or TAFE course?
- Will it extend my knowledge of the subject?
- Is the unit at the right level of difficulty for me?
- Am I prepared to pay additional costs required by some units?
- Do my parents and my teachers think this is a wise choice?

Remember: CHOOSE WHAT IS BEST FOR YOU, NOT WHAT YOUR FRIENDS LIKE!!

The following is a summary of Year 10 electives which MAY run, depending on student numbers and staffing:

The Arts -	DIGITAL MEDIA
The Arts -	PENS AND PENCILS
The Arts -	ART
The Arts -	CERAMICS or AIRBRUSHING
The Arts -	PHOTOGRAPHY
Health/PE -	CHILD DEVELOPMENT
Health/PE -	PE SKILLS
Health/PE -	OUTDOOR EDUCATION
Technology -	AUTOMOTIVE
Technology -	FOOD TECHNOLOGY
Technology -	ENGINEERING
Technology -	SHEETMETAL
Technology -	WOODWORK
Technology -	TEXTILES

- Philosophy, Literature, Science and Maths electives may also be offered based on student interest

THE ARTS LEARNING AREA

In the Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultures. They learn to be imaginative, explore alternative solutions, develop, practice and refine techniques, share opinions and extend the limits of the Arts. At Seymour College the following Arts Strands are offered: Graphic Communication and Visual Arts

- Students wishing to gain a broad experience in the Arts should consider units from all areas of the Arts.
- Students should note that a number of The Arts units charge a levy to help cover the costs of materials associated with the completion of the work requirements.

AIR-BRUSHING (Visual Communication - Graphics)

This unit is designed to introduce the students to the use, care and basic techniques in Air-Brushing and Markers.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

Understanding of the use, care and basic techniques in air-brushing and markers including correct control, masking techniques, tonal control and applications, cleaning and maintenance.

Work Requirements:

- Satisfactory completion of all given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

Assessment Based On:

Satisfactory completion of a series of classroom exercises and final folio presentation.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

PENS AND PENCILS (Visual Communication - Graphics)

This unit is designed to introduce the students to the use, care and basic techniques in a combination and variety of pen and pencil graphic techniques.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

Competent use of:

- Pens - technical ink pens, calligraphy pens.
- Pencils – grey lead pencils, colour pencils.

Work Requirements:

- Satisfactorily completion of all given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

Assessment Based On:

Satisfactory completion of a series of classroom exercises and final folio presentations.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

ART

This course involves an in depth study of various techniques, media and ideas so as to produce artistic pieces of work which are highly individualistic in approach and technically competent in finish. The topics are broad enough to allow a personal interpretation. Styles and techniques of other artists are used as guidelines for personal development.

Learning outcomes appropriate to the Victorian Curriculum F-12: (Dimensions - Creating and Making, Exploring and Responding) will be demonstrated by completion of the following Work Requirements:

- Maintaining a visual diary of sketches, idea developments and media exploration samples.
- Completing class notes and responses to artworks
- Developing a list of art terminology
- Complete associated developmental work covering different studio practices.

Assessment Based On:

- Satisfactory completion of the work requirements
- Quality of finished work and design processes

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

CERAMICS

Students will explore a variety of different ceramic techniques and traditions, in both functional and sculptural forms using:

- Hand building, slab and coil techniques.
- Slip casting.
- Throwing on the wheel.
- Finishing and decoration techniques with clay and glazes.

Learning outcomes appropriate to the Victorian Curriculum F-12 (Dimensions-Creating and Making, Exploring and Responding) will be demonstrated by completion of the following Work Requirements:

- Maintaining a visual diary of sketches, idea developments and class notes
- Maintaining a glossary of ceramic terms.
- Complete a minimum of 4 works in clay covering different clay types, construction techniques and surface treatments.
- Complete set theory and assignment work

Assessment Based On:

- Satisfactory Completion of Work Requirements.
- Focus and organisation ability.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

PHOTOGRAPHY

This course reinforces the work done in the Introduction to Photography unit. Students undertake work that requires the further development of specialist techniques.

NB: It is advisable that students have completed the year 9 photography unit BEFORE attempting this unit.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12

- Use of a digital camera, learning more advanced settings.
- Advanced specialist computer software skills using Adobe Photoshop and third party filters
- Manipulate digital images, using a variety of detailed and comprehensive techniques

.Work Requirements:

- Submit a folio of completed photographic work based on themes, with some developed by students.
- Complete set theory work and assignments.

Assessment Based On:

Presentation of folio work displaying specialist techniques plus work book and a number of theory assignments.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

DIGITAL MEDIA

In Digital Media, students refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their film and video production. Students work independently and collaboratively in groups to produce advertisements and documentaries by planning, filming, and editing their work. Students extend their use of media elements such as time, space, sound, movement, and lighting. Students analyse the way in which audiences make meaning and how audiences interact with media artworks.

Work Requirements:

1. Theory Workbook
2. Independent Advertisement Project
3. Collaborative Documentary Project

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

SIS20313 - Certificate II in Sport and Recreation

This program is designed to introduce the student to the employment and educational opportunities within the sport and recreation industry. The focus of the program is on developing the skills, knowledge and confidence to work in the area of sport and recreation. Students will develop leadership and organisational skills through theory and practical sessions in the classroom, the workplace and on a camp.

CHILD DEVELOPMENT

This course relates to maternal health and the life-span stages of pre-natal development and early childhood. There is a focus on the responsibilities of parenthood, family and the importance of family. The growing community health concerns related to child dietary habits are addressed.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Knowledge, skills and behaviours related to maternal health and the physical, social, emotional and intellectual development progressions from birth to childhood.
- Investigations of appropriate community services and explore the importance of personal and community actions in the promotion of health by addressing societal, genetic and environmental and lifestyle determinants.
- Identify how initiatives in science and medical technology have influenced pre-natal development.
- Investigation of growing childhood obesity concerns.

Assessment:

- Maintaining a folio of completed coursework and printed notes.
- Two inquiry activities
- Complete media file of six articles
- Two research projects
- Preparedness, active involvement and completion of practical activities

Note: *These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.*

SMART SPORT (VET Sport and RECREATION)

In this unit, students will be involved in the development of their own fitness levels through a range of aerobic activities. These will include circuit training, weight training and aerobics. This unit will focus on fitness assessment, and an integral part of the course will involve the theory aspect of fitness.

Note: *this is a specialized unit aimed at students preparing for VCE Physical Education. It is also the case that this unit will lead to partial completion of a certificate-level VET qualification.*

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Evaluate a range of programs and strategies designed to improve personal fitness
- Identify activities that contribute to health-related fitness

Work Requirements:

- Active participation in 80% of classes.
- Level of skill development.
- Attitude and approach.
- Assignments.

Assessment Based On: Skills work, participation, attitude and assignments.

TECHNOLOGY LEARNING AREA

Technology Studies is an area of learning characterised by people using tools, machines, processes and various resources to produce a desired result.

Seymour College may offer (depending on staffing and student demand) studies in SEVEN sub-areas of Technology: Automotive, Engineering, Home Economics, Information Technology, Needlework/ Textiles, Sheetmetal and Woodwork.

SELECTION OF UNITS:

- There are no pre-requisites.
- Students can select units from one or more sub-areas; **however**, most students will follow a pathway in a selected sub-area through Years 9 and 10, to assist in the preparation for VCE/VET studies.

PLEASE NOTE: Most of the units in the Technology Studies have some costs involved with them. The costs vary because of the kind and amount of materials students use.

AUTOMOTIVE

This unit would be suitable for all students who are interested in the basic maintenance of a motor vehicle. Areas covered will include engine dismantling, basic MIG welding and Traffic Safety Education.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Investigation
- Design
- Production
- Evaluation

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: A small cost may be incurred to cover the cost of consumables.



FOOD TECHNOLOGY

Students will learn the history and development of the foods Australians eat.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- An understanding of multi-cultural Australian cuisine
- Prepare food from a wide variety of countries.

Work Requirements:

- INVESTIGATION – assignment on the development of the Australian cuisine
- DESIGN – Through design briefs, prepare and present dishes from different countries and cultures.
- PRODUCTION – Use the planning already completed to produce a wide variety of foods that are typical of certain countries.
- EVALUATION – Analysis of all practical work

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

ENGINEERING

Students will gain a wider experience in the use of hand and machine tools, as well as the lathe and drill, the milling and shaping machines will be covered. Students will work from engineering drawings and complete a number of projects and related assignments.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Investigation
- Design
- Production
- Evaluation

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.

SHEETMETAL

Students at this level will work from prepared drawings and working drawings of their own design. Increased emphasis will be placed on students planning and seeking design options for themselves. Projects include funnel, bucket, watering can, and letterbox. Students are instructed in the safe use of all tools and equipment in the workshop.

Note: *Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.*

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Investigation
- Design
- Production
- Evaluation

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: *These units involve an additional subject levy payable by families, to cover the cost of materials used in student projects.*

NEEDLEWORK/TEXTILES

This unit would interest students who wish to further their Needlework and/or Textiles skills, for either recreational enjoyment, or preparation for the VCE Unit Production Design and Technology - Textiles

This unit is designed to:

- The use of a Computer to aid design may be an option.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12:

- INVESTIGATING a range of fibres and fabrics and designs suitable for production work.
- DESIGNING through investigating the technology processes used in the production of clothing or articles.
- PRODUCING the clothing or articles using fabric decoration.
- EVALUATING all written and practical work.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

WOODWORK

In this unit students use a wide range of tools and equipment including power tools while designing and making projects of their choice. They will determine and select suitable timbers, use appropriate techniques and equipment to make the project with precision and safety and then assess the suitability of their finished project. Projects that could be made: kitchen tidy, spice racks, knife block, cutting boards, shoe tidy, book rack, desk organiser, small storage cabinets.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the Victorian Curriculum F-12

- INVESTIGATING - the development of emerging materials and processes to meet project designs.
- DESIGNING - plan and select appropriate materials.
- PRODUCING - use appropriate tools and equipment to complete projects to specific standards of safety, accuracy and precision.
- EVALUATING - prepare an evaluation report that assesses the product for function, aesthetics and intended use.

Assessment based on:

- Demonstrated skill and knowledge via investigation, problem solving, design and productive task.
- Correct use and care of tools and equipment
- Awareness and implementation of healthy and responsible safe working practices.

Note: The cost of student projects is calculated prior to commencement, dependent upon the materials required for the production of the piece.

DIGITAL MEDIA

In Digital Media, students refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their film and video production. Students work collaboratively in groups to produce film shorts by planning, filming, and editing their work. Students extend their use of media elements such as time, space, sound, movement, and lighting. Students analyse the way in which audiences make meaning and how audiences interact with media artworks.

Learning standards to be demonstrated, appropriate to the Victorian Curriculum F-12:

- Visual Thinking
- Creating
- Communicating

Assessment:

Based on completion of the stated work requirements and the extent to which the learning standards have been demonstrated.

ADDITIONAL ELECTIVES

PHILOSOPHY

In this subject students will learn some of the rich history of philosophy and ask important questions like, how do I know what is true? What does it mean to be human? What are my responsibilities to myself and others? What is important in life and what does it mean to live it well? Through these questions, students will be encouraged to develop critical thinking capabilities, and will learn how to engage with some of the most important thinkers in human history. Students will have the opportunity to engage with these questions in response to movies and text.

SCHOOL-BASED APPRENTICESHIPS (SBA)

School-based Apprenticeships may give students a head start with their working lives. Students are able to work and earn part-time, gain a nationally-accredited certificate, whilst pursuing their secondary education. SBAs are flexible. In most instances training is completed on the job. This training is developed by industry, so the student/employee is learning the right skills for the employment environment.

Benefits for students:

- receive a nationally-accredited certificate; work locally whilst studying
- learn about the workplace in a supportive and structured program; have a look at a future career
- provides increased employment options

Students entering Year 10 who may be interested in pursuing a School-based Apprenticeship during their years of senior study should contact the school's SBA co-ordinator, Mr J Linton, to determine their eligibility for the program.

An SBA enrolment also counts towards completion of both VCAL and VCE programs, as the VCAA awards credit equivalent to VCE/VCAL units.

To gain an ASBA, students must initially make contact with a prospective employer; this could involve arranging a short period of work experience as a try-out, then possibly leading into a one-day per week school-based apprenticeship. Students with an SBA placement are expected to keep up with work missed at school on that day.

Students with steady part-time employment outside school hours can also approach their employers to investigate the possibility of using their part-time, casual employment positions as an SBA.

VOCATIONAL EDUCATION & TRAINING (VET)

Students entering Year 10, and who:

- are intending to proceed to VCE studies,
- wish to blend senior study with Vocational training, should seriously consider beginning a VET program during Year 10, to be completed in Year 11, leaving Year 12 free of VET commitments to allow full focus on final year studies.

Students intending to proceed to VCAL in senior years should begin VET in Year 11, as it is an essential component of VCAL studies.

A VET program leads to the award of a nationally-recognized certificate qualification.

The Year 10 online Seymour College website form offers a section where students can indicate a VET intention.

FOR FURTHER INFORMATION ABOUT VET OPTIONS AVAILABLE AT SEYMOUR COLLEGE, PLEASE REFER TO THE SEYMOUR COLLEGE VET HANDBOOK, AVAILABLE FROM THE COLLEGE OFFICE & WEBSITE.

Please note that separate handbooks are available from the College for VET, VCAL and Senior Studies in general, including VCE.



HIGH ABILITY PATHWAYS AND TRANSITIONS

Virtual Extension Pathway – Information for students

Summary:

Instead of one of your on-campus electives (Year 9 or 10), you can choose to replace it with an online extension subject.

Who?

The Virtual Extension Pathway is for students who have:

- excellent effort and behaviour in all classes
- high academic potential
- the ability to work independently and self-motivate
- a low interest in the elective subjects currently on offer at Seymour College

You will need to apply to be part of the Virtual Extension Pathway and only a small number of students will be accepted.

When?

You will have 'spare' periods when your elective is scheduled on the Seymour College timetable. The classes for your online extension subject are externally timetabled, so will probably not line up to be at the same time as your spares. Therefore, you will probably need to leave other lessons to attend your online extension classes, and catch up on missed work during your spares.

Course providers:

Emerging Sciences Victoria (ESV)

- commitment involves two 50min Webex classes each week + 1hr homework
- subjects run for one semester each

Virtual Schools Victoria (VSV)

- commitment varies based on the subject, but is usually one Webex class each week + homework
- subjects run for one semester each

Victorian School of Languages (VSL)

- commitment varies, but usually involves written work and weekly phone conversations with a teacher
- subjects run for one semester or one year

Emerging Sciences Victoria (ESV)

Bioinformatics:

This course explores how we use technology to understand DNA and genetic codes. Students will examine the structure and function of the cell, DNA and proteins, the development and uses of genetic technology.

Climate Change – a ‘Wicked Problem’:

Climate Change is arguably the most important Wicked Problem that we face in the 21st Century, and effects virtually every aspect of the Earth’s physical, chemical and biological systems.

Frontiers of Physics:

Students journey through the Universe where they explore the phenomenon of black holes, quasars, dark matter and dark energy.

Nanotechnology:

Nanotechnology is the study of the world at a scale that is larger than the atom but smaller than a bacteria.

Nature and Beauty of Mathematics:

Students will explore the world of fractals, multiple dimensions, irrational numbers and their relationship with the natural world, the mathematics of paper folding and topology, the nature of mathematics itself, as well as the complexities of infinity.

Neuroscience:

Neuroscience will tackle what we already know about the brain and how cutting edge technologies are changing this.

Medical Physics:

This course is designed to link physics concepts used in the medical field along with human anatomy and physiology.

Indigenous science:

Have you ever wondered how Australia’s first people incorporated science and technology into their culture? In this course we will explore how the traditions, culture and stories of the Aboriginal and Torres Strait Islander people embedded within them a deep understanding of how the world around them worked.

Virtual Schools Victoria (VSV)

Economics and Business:

This course looks at how individuals, families, communities, workers, businesses and governments allocate resources.

Research:

Research can include practical or technical investigations, formal research, or exploratory inquiries. Because you will work on extended investigations or projects over a full semester, you need to be self-motivated

Victorian School of Languages (VSL)

Victorian School of Languages offers a variety of languages at levels from beginner to advanced. These include Arabic, Chinese, German, Greek, Indonesian, Italian, and Japanese.

VIRTUAL EXTENSION PATHWAY

Student Application Form (Semester 1 2023)

Please email this form to Ms Hill (sharon.hill2@education.vic.gov.au) by the end of Term 3, 2022.

Name: _____

Form class: _____

Contact email address: _____

Online extension

Subject preferences:

1) _____

2) _____

3) _____

Why do you want to take part in the Virtual Extension Pathway?

The Virtual Extension Pathway is only for students who have excellent effort and behaviour in all classes, high academic potential, the ability to work independently and self-motivate, and a low interest in the elective subjects currently on offer at Seymour College. Explain how you fit these criteria.

Your application will also be based on your most recent school report card and a reference from a teacher who knows your academic potential, effort, and behaviour. You need to ask a teacher to be a referee for you. They will be contacted by Ms Young and asked about your suitability for the Virtual Extension Program.

Please list the name of the teacher you have asked: _____

Parent/guardian acknowledgement

I acknowledge that I have read the attached information and support my child's application to take part in the Virtual Extension Pathway.

Name: _____ **Signature:** _____ **Date:** _____