



2027

Middle School

9 & 10 - Course Information

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Welcome

Rochester Secondary College empowers all students to grow academically, socially and emotionally. We provide a respectful and nurturing environment with strong community links to produce collaborative learners who think deeply. From the moment students enrol at Rochester Secondary College, they are challenged to grow. Our values of Growth, Respect, Optimism and Wellbeing underpin all that we do at the College.

To successfully engage students in authentic learning experiences that are meaningful for their current and future world, and to ensure each student has the opportunity to attain personal academic excellence, our curriculum programs must respond to student developmental needs, interests and aspirations.

We understand that young people require a curriculum that is future-focused to prepare them for what lies ahead, yet at the same time serves their current academic and wellbeing needs in a way that nurtures and cares for them. Years 9 and 10 are pivotal years of growth and self-discovery, in which our students build on the foundations of their Middle School years and begin to take greater ownership of their learning and future pathways.

We encourage our students to develop responsibility for their own learning, foster a life-long love of learning, and discover how to make a difference in the world. We recognise that our students learn in diverse ways and at different rates. During the Middle School years, students develop greater independence, resilience and self-awareness as they explore their strengths, interests and aspirations for Middle schooling and beyond. We recognise the importance of, and strive to foster, a strong sense of self-worth and belonging. The overall wellbeing of our students is of vital importance to our staff, who work together to create a safe environment where each student is valued and respected.

Students develop best when families, schools and communities work together to nurture a student's development and provide opportunities for growth. At Rochester Secondary College we are proud of the strong relationships and partnerships we have developed with our families and the wider community.

With more than 400 students, Rochester Secondary College is large enough to offer breadth and opportunity, while remaining committed to knowing and caring for every student. We trust that this booklet provides you with a valuable resource of information that, when combined with conversations with parents/carers, classroom teachers and school leaders, will enable you to choose a learning pathway that is right for you.

Matthew Koutroubas
Principal

Year 9–10 Learning Programs

At Rochester Secondary College, we offer a broad range of learning programs designed to support students' academic, personal and career development, while aligning with the Victorian Curriculum F–10 Version 2.0.

Year 9–10 Learning Areas

Students have access to learning programs across the following areas:

- English
- Humanities – History, Geography, Civics and Citizenship, Business and Commerce
- Mathematics
- Science
- Health and Physical Education
- The Arts – Visual Arts, Visual Communication Design, Drama and Music
- Technologies – Materials, Digital Technologies, Food and Woodwork
- GROW – incorporating School-Wide Positive Behaviour Support (SWPBS), The Resilience Project, and Careers and Pathways, including Year 10 Work Experience

Year 9 Core Learning Areas

- All Year 9 students undertake a range of core subjects that provide a strong foundation for their continued learning and future pathways. These core learning areas include:
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

Year 9 Electives

In addition to their core subjects, Year 9 students have the opportunity to broaden their learning experiences by selecting three elective subjects per semester. The elective program allows students to explore areas of personal interest, develop new skills and consider potential future pathways.

Year 10 Pathways and Subject Selection

In Year 10, students have the opportunity to select from a diverse range of subjects offered across the year. This includes the option to undertake a Vocational Education and Training (VET) course, providing students with opportunities to develop practical skills and explore potential career pathways.

Our Year 9–10 curriculum is designed to provide students with a balance of core learning and personalised opportunities, supporting them to develop the knowledge, skills and confidence required to make informed decisions about their future education, training and career pathways.

Reporting and Assessment

Reports to parents are completed each term. A condensed report at the end of terms 1 and 3, and a full report at the end of term 2 and 4. Parent-teacher interviews occur at the end of terms 1 and 3.

Basis of Assessment:

- Students are provided with assessment criteria that clearly describes what is required to successfully complete assigned work and meet course outcomes.
- Assessment is continuous with a number of varied assessable tasks being undertaken throughout a semester.
- There will be a mid-year and end of year exam in all year 10 subjects, except VET.

Access to Advanced Studies – (Fast-Tracking)

The purpose of fast tracking is to enable students to maximise their success in the VCE.

In order for a Year 10 student to fast track to a Year 11 Unit 1 & 2 program or a Year 12 Unit 3 & 4 program, the student must have completed their Year 9 studies to a high standard and meet the following selection criteria:

- Have the support of their parents/guardians in seeking higher level VCE studies
- Have undertaken counselling involving the Careers and Pathways Leader
- Obtain a recommendation from their relevant Year Level Co-Ordinator and subject teacher.

In order for a Year 10 student to proceed into an external Vocational Education Training (VET) study, or a School Based Apprenticeships and Traineeships (SBATs) through the Head Start Program, the student must have completed Year 9 and meet the following selection criteria:

- Have the support of their parents/guardians in seeking VET or SBAT (through Head Start Program)
- Have undertaken counselling involving the Careers Manager, student and parents/guardians
- Be prepared to source employment opportunities
- Obtain a recommendation from their relevant Year Level Co-Ordinator.

Students may NOT fast-track the following subjects; English, Math Methods, Specialist Math.

Year 9

Core Subjects

- English - 4 periods per week
- Mathematics - 4 periods per week
- Science - 2 periods per week
- Humanities - 2 periods per week
- PE/Health - 3 periods per week

English

In English, students focus on the development of writing skills in response to a range of mentor texts on a theme. Students have the opportunity to explore texts in a range of forms, written for various audiences and purposes. They will then develop their own pieces showing an awareness of purpose, audience, and form. Students will also continue to enhance their skills in responding to texts through the exploration of novels and film texts. They will also build upon analytical skills through the study of texts designed to persuade an audience, and have the opportunity to present an opinion of their own on an issue currently debated in the news.

Mathematics

Students will learn content from the six strands of Number, Algebra, Measurement, Space, Statistics and Probability. The proficiencies of Understanding, Fluency, Reasoning and Problem-solving are embedded in all 6 strands and further the development of increasingly sophisticated knowledge and understanding of mathematical concepts, fluency in representations and procedures, and sound mathematical reasoning and problem-solving skills. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical processes to solve problems efficiently and to make informed decisions. Proficiency in mathematics also enables students to reflect on and evaluate approaches and verify that answers and results are reasonable in the context.

Science

Students will investigate, research and learn about science concepts from the four main areas of Science: Physics, Earth and Space Science, Chemistry and Biology. They will be introduced to electricity and investigate the laws of energy. Students will develop their understanding of atomic structure and the Periodic table. The structure and function of the reproductive and regulatory systems will be studied as well as infections and on-infectious disease. Finally students will further develop their science inquiry skills through: questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating their findings.

Humanities

This Humanities subject focuses on the two key areas of History and Geography. In History, students study a unit on Australians at War, which enables students to gain an understanding of the events of World Wars One and Two, and Australia's role in these conflicts. Students also examine the nature of warfare, including the Holocaust and its ramifications. A visit to the Holocaust museum in Melbourne is a vital component of this course. In Geography, students focus on Biomes and food security as well as environmental change and management.

Health & Physical Education

Health Education focuses on the development of confidence of students and the promotion of a positive self-image. Improved decision-making skills are essential in today's society and through Health Education we encourage our students to make informed choices, recognise pressures which affect decisions, and to identify risk-taking behaviour. Students participate in an interactive and discussion-based program which explores four key aspects of health relevant to youth – alcohol and other drugs, positive behaviours, respectful relationships, and positive consent education. The Physical Education program provides students with a wide range of experiences in recreational and outdoor activities. Students will develop an understanding of the value of these activities, improve their skills and experiences, and recognise the benefits of active participation in leisure and outdoor activities. Students will also improve their knowledge of recreational, competitive team, and individual sporting programs.

Year 9 Electives

In Year 9, students will undertake three (3) elective blocks amounting to six semester length elective subjects over the year.

Requirements for undertaking electives at Year 9

Students will complete six elective units across the course of the year. Each student will undertake three electives per semester, other than for a language elective or the Duke of Ed which are year long subject. Students will be given the opportunity to make subject preferences choices which will be accommodated where possible so long as the following requirements are met:

- A minimum of one unit from the Arts for the year.
- A minimum of one unit from Technology for the year.
- If choosing Duke of Ed or Indonesian, students will undertake this subject for the full year and it will count as two electives (Semester 1 and Semester 2).
- Only one PE/food elective can be chosen.
- Places in Duke of Ed are limited, and a written application process will apply.
- Places in the scientific method are limited and will require an application.
- Final subject placements are dependent on student numbers
- Where a first choice subject is not available, students will be counselled into an appropriate alternative subject.

ART

- Drama, Theatre, Film
- Experimental World Art
- In the Round
- Lens on the World
- Music
- Outside the Box
- Media Lab
- Street Art

FOOD STUDIES

- Bakehouse Foods

LANGUAGES

- Indonesian (Distance Only)

HEALTH & PHYSICAL EDUCATION

- Fitness
- Active Outdoors

SCIENCE

- Agricultural Science
- Engineers Solve Problems
- Introduction to Psychology
- The Scientific Method

TECHNOLOGY

- Timber, Joinery & Construction (Semester 1)
- Furniture Making (Semester 2)
- Welding & Machining
- Small Motors & Systems Investigations

DUKE OF EDINBURGH

- Duke of Edinburgh (Full year)

Art

Performing Arts Elective - Drama, Theatre, Film

This unit incorporates elements of Drama, Theatre and Film. It aims to develop students' self-confidence by incorporating a variety of drama activities, beginning with the exploration of movement and sound through to the development of short plays which could be performed in front of a variety of audiences. Students will look at a range of theatre styles that examine the dramatic elements and how they impact different audiences. They will explore the adaptation of script to television and examine film techniques and film metalanguage.

Performing Arts - Elective Music

Throughout the Music unit students will get a taste of a variety of different musical instruments and styles. The subject aims to investigate the elements of music by exploring them through both theory and practice. Students will experience small group workshops which aim to give them a taste of various instruments and insight into playing those instruments. During the unit, students will have the opportunity to rehearse as part of a band or individually and perform for a variety of audiences.

Design Elective - Outside the Box

Do you like designing? Are you good at thinking outside the box? Do you like the challenge of parameters that you can stretch and push against? Outside the Box might be for you! Students will be supported to explore a range of manual and digital methods to create new designs in response to a range of briefs. Designs might include objects, pattern repeats, illustrations, posters, textile pieces and more. Students will explore and be inspired by the work of designers - including Indigenous designers - working in the Messages, Objects, Environments and/or Interactive Experiences fields of design. Students will also develop observational drawing skills.

Visual Arts Elective Experimental - World Art

From our base in multicultural Australia, students will be supported to engage in art and art practices from at home around the world. Students will draw on artists' perspectives and styles to inspire new work that is created with traditional and experimental methods, media and materials. All visual arts subjects support the development of observational drawing, use of creative practice, and Visual Thinking Strategies (VTS) process.

Visual Arts Elective - In the Round

Sink your teeth into three-dimensional art making using clay, wire, Modroc and more! Students will explore contemporary and historical sculptures and create with a focus on form, balance and proportion. All visual arts subjects support the development of observational drawing, and use of the studio process and VTS process.

Visual Arts Elective - Lens on the World

An image is worth a thousand words! Explore the world of photography and visual storytelling. Students will be supported to explore composition techniques using analogue and digital processes to reflect the stories of their unique world. All visual arts subjects support the development of observational drawing, use of creative practice, and VTS process.

Visual Arts Elective - Media Lab

MEDIA LAB is a hands-on filmmaking and storytelling elective where students learn how professional media is made—from the first idea to the finished production. Students develop their own stories, shoot and edit video, record interviews and create media with a real audience in mind. Along the way, they explore how media can represent, influence and challenge the way we see the world.

Visual Arts Elective - Street Art

From Rochester to Rome, street art is everywhere. Students will explore a range of street art from across the world and create their own. Practical pieces could include pavement art, murals, stencils, paste ups or collaborative works.

Food Studies

Bakehouse Foods

In this unit, students will discover the art of producing creative cakes, pies, pastries, and other sweet desserts from around the world. They will investigate recipes from various culinary traditions and have the opportunity to develop and refine their baking and dessert making skills.

Languages (Distance Only).

Through Distance Education, students can access a wide range of language subjects not offered at our school. Specialist language teachers deliver lessons online, giving students the chance to develop communication skills, cultural understanding, and global perspectives while working independently and responsibly in their chosen language.

Health & Physical Education

Physical Education

Students will develop and participate in an individualised fitness training program in a safe and supervised environment. Their fitness program will include weight and aerobic training. Their individualised weight training program will be tailored to improve strength, endurance, power, and tone. Aerobic training activities will include continuous running, interval training, kettlebell training and circuit training. Students will be expected to participate consistently to gain the full benefit of the program.

Active Outdoors

Through participating in a range of outdoor pursuits in the local area, students will develop skills and knowledge to undertake safe and sustainable experiences in natural environments and begin to develop skills of interdependence within a group setting. Students will also gain a greater awareness, respect and knowledge for the environment.

Duke of Edinburgh

Students are required to complete an application before being accepted into the Duke of Ed program.

The Duke of Edinburgh's International Award program offers the opportunity for students to extend their skills in their own chosen field as well as community service, physical recreation and several adventure journeys. Students work toward achieving the bronze award across the year.

To achieve the bronze award, each student must complete the following areas:

Voluntary Service: The Voluntary Service Section of the Award encourages young people to volunteer their time to and understand the benefits of this Voluntary Service to their community. To connect with your community and give service to others and their communities

Physical Recreation: The Physical Recreation Section of the Award encourages young people to participate in sport and other physical recreation for the improvement of health, wellbeing and fitness.

Skills: The Skills Section of the Award encourages the development of personal interests and practical and social skills.

Adventurous Journey: The Adventurous Journey Section encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment.

Science

Agricultural Science

Students will apply the knowledge they have gained from previous core science subjects to agricultural problems and apply their science inquiry skills to identify and solve problems in the agricultural industry. Students will also identify questions, propose hypotheses and suggest possible outcomes and further research and investigations into current and emerging technologies in the agricultural space. Students may also look at how landowners and industry can work together to improve environmental outcomes related to agriculture.

Engineers Solve Problems

Students will engage in a range of hands-on activities and projects, working collaboratively to apply the engineering design process and create solutions for real-world applications of problems connected to key science concepts. Student teams and teachers negotiate a series of problem-solving projects including, but not limited to; bridge building, hydraulic engineering and simple machines. Science concepts explored include machine engineering, forces, levers, hydraulics, kinematics, energy transfer and experimental design.

Introduction to Psychology

Introduction to Psychology is a course about how the brain and mind work. Students will learn about brain structure and neurons, how psychologists carry out research and design experiments, and how people learn and remember things. By the end, students will understand the basics of the brain and behaviour, and how scientists study them.

The Scientific Method

The Scientific Method is a course which takes students through each stage of the scientific investigation process. Students learn to question and predict, plan and conduct, and record, analyse and communicate their findings for a range of experiments culminating in their own self designed investigation. Attention will be given to scientific variables; their manipulation and control, as well as the fundamentals of data processing and presentation. The Scientific Method is a select entry accelerated learning (SEAL) course and each candidate will require evidence of parental and teacher approval. Forms are available from the science department for this purpose.

Technology

Timber, Joinery & Construction (Semester 1)

This unit focuses on the students being able to write a design brief, gain knowledge about timber and joint selection and create a model that is sustainable and fashionable. It is intended that the students will explore the design processes through investigation, production, model evaluation and modern joining techniques. It is intended that the main choice of material comes from a sustainable source such as re-growth forest or reclaimed material.

Furniture Making (Semester 2)

In this unit, students will design and produce a piece of modern furniture. They will develop practical skills in woodworking using traditional processes and will have the opportunity to work with a range of timbers and other materials. Students will have the opportunity to use a range of tools and machinery in the construction of their furniture.

Small Motors & Systems Investigations

Students will use school engines to investigate how combustion engines operate using a combination of theory and practical tasks. This includes stripping down and rebuilding a motor and then bringing in your own motor for investigation, tune up or repairs. This course will cover both 2 and 4 cycle / stroke engines and how they operate.

Welding & Machining

In this unit, students are introduced to welding, the metal lathe and the metal milling machine. Students will have a wide choice of work depending on their individual interest and expertise. They are able to construct projects using the metal lathe, metal mill, Arc and MIG welding machine. A major requirement is the development of a design brief which will be used as the basis to construct a model. Models can include but not limited to: small BBQ plate, BBQ utensils and engineers hammer.

Year 10

Course Outline and Selection Guidelines

Full Year Units (Compulsory):

English – 4 periods per week.

Mathematics – 4 periods per week.

VET Subject – 4 periods per week.

Semester Based Units:

Electives from a variety of Domains (Learning Areas)

The aim of the selection guidelines is to ensure a balanced curriculum and to ensure students can experience a variety of subjects before selecting their VCE/VCE-VM* program in Year 11. The guidelines enable students to do a VCE, VET, or Head Start SBAT study as part of their program as appropriate.

**VCE-VM: Victorian Certificate of Education Vocational Major*

**SBAT: A school-based apprenticeship or traineeship*

Elective subjects only run if enough students select them to make the subject(s) viable.

Timetables and other constraints may mean that it is not always possible to provide students with their first preferences for electives. If necessary, students will be counselled, in consultation with their parents, as to their next preferred choices.

Students are required to select six elective units from the following Domains:

Students must select at least **one PE elective** and **one Science elective**.

- Art and Design
 - Health & Physical Education
 - Humanities
 - Language (optional)
 - Science
 - Technology
-
- Our Language program offers languages such as Indonesian and is offered as a year-long distance learning subject (this domain is optional for students to study at Year 10 level).

Students may also select from VCE, VET, Head Start and SBAT programs and have these more advanced units included as part of their compliance with the Learning Area Selection Guidelines.

Advice for selecting elective units:

- Choose units that will interest you and in which you believe you will have success
- Choose a wide range of units
- Take advantage of Year 11 and 12 VCE, VET and SBAT (Head Start) programs in Year 10 (If you fulfil the requirements to do so)
- Keep educational and industry related pathways as open as possible
- Complete prerequisite units where they exist for future training and tertiary courses
- Give consideration to those units that provide an important introduction to VCE and VET subjects you are interested in
- Select units you have researched, discussed with staff and feel confident you can complete
- Don't choose subjects based on what friends are doing or who might be teaching them.

Year 10 Subjects

Compulsory Subjects: - full year subjects

- English
- Mathematics
- VET Subject

Students study one of the below VET subjects

VET Program

Building and Construction
Hospitality
Horticulture
Sport Coaching

Certificate

22614VIC Certificate II in Building and Construction Pre-apprenticeship
SIT20322 Certificate II in Hospitality
AHC20422 Certificate II in Horticulture
SIS20321 Certificate II in Sport Coaching

Elective Subjects: - These subjects run for 1 Semester

ART AND DESIGN

- Art & Ideas
- Creative Visual Design
- Photography Creative Practice
- Rock Scissors Paper

HEALTH & PHYSICAL EDUCATION

- VCE PE & HHD
- Physical Education

HUMANITIES

- History
- Geography
- Law & Government
- Economics & Business

LANGUAGE

- Indonesian (Full Year)

SCIENCE

- Chemical Reactions
- Space & Motion
- Genetics & Evolution
- Investigative Science

TECHNOLOGY

- Introduction to VET Furnishing (All year)

HEADSTART

- School Based Apprenticeships and Traineeships (SBAT) – Employment and TAFE – (Full Year)

Students also have the option to enrol in an offsite VET subject – see the VET section at the end of this booklet.

Build 10 - CPC20220 Certificate II in Construction Pathways

- Build 10 is a specialist program, with select entry requirements. Please see Wendy McKenzie for more information.

English (compulsory)

The major objective of the English Learning Area is for students to develop an understanding of all aspects of language (reading, writing, speaking and listening). Students are exposed to a variety of text types to build upon their skills and knowledge in preparation for VCE and beyond.

English study aims to encourage the ability to:

- Read, view, analyse and discuss various text types including media
- Identify the various purposes for which texts are created
- Explain how texts are shaped by context and setting
- Use a range of language techniques to position readers to accept a viewpoint
- Analyse the relationship between speakers and listeners
- Make effective use of structures and features of spoken language
- Develop a range of strategies to listen to and present spoken texts
- Be able to engage an audience
- Use models of texts to develop their own writing skills
- Create and craft texts showing knowledge of a specific mode.

Subject Description

Students critically analyse a range of literary and media texts, which extend their understanding of society and how written and visual language can broaden and deepen our emotions, thinking, experiences and actions. They use models of writing as examples to guide and develop their own writing skills, focusing on a specific form. They respond in various forms - both written and orally, in different assessment modes aimed at developing sequential learning and skill development in preparation for VCE English.

Content Outline

- A study of set texts, such as novels, films, plays and short stories
- A personal response to a set text
- An analytical essay on a set text
- The study of topical issues, including analysis of how writers attempt to persuade audiences, and the presentation of students' opinions on issues in the news
- The development of students' writing skills through the study of a range of texts focused on a specific theme.

Assessment

- A personal and analytical response to a text, such as 'Of Mice & Men'
- Written and oral point of view for a particular audience and purpose
- An analytical response to a text, focusing on the ways that structural features are used to enhance meaning
- Creation of texts in a range of forms based on models of writing within a specific framework of ideas
- An analysis of arguments and written and visual language presented in a persuasive text
- Exams at the end of both Semester One and Two.

Mathematics (compulsory)

The Mathematics Domain has developed a program at Rochester Secondary College designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It is also designed to promote students' awareness of the importance of mathematics in everyday life.

Effective mathematics teaching and learning can take place through a number of different kinds of classroom activities and strategies, including teacher exposition, practical work, cooperative group work, discussions between teacher and students, discussions amongst students, investigative work, practice of skills and routines, solving problems and applying mathematics in everyday situations.

Other important mathematical experiences include computing, logical reasoning, communication of mathematical ideas, and the enjoyment and recreational use of mathematics.

Work requirements include:

Learning and practising skills and applying them in standard situations.

Solving problems of an unfamiliar and non-standard kind, and using mathematical modelling as a tool in applying mathematical knowledge to real-world problems.

Carrying out investigative projects.

Mathematics is a compulsory program for Year 10. The College offers two mathematics programs at Year 10. The module content in these courses is adjusted to suit the differing VCE needs and abilities of the students. At the end of semester one, it may be possible for a student to negotiate a change between streams. All students are encouraged to maximise their options by undertaking the highest level of maths of which they are capable.

Year 10 Mathematics Methods

This full year program of Mathematical study is aimed at those students who are intending to do General Mathematics and/or Mathematical Methods at VCE level.

Subject Description

This course develops mathematical routines & procedures and prepares students for VCE Mathematics, in particular Maths Methods.

Topics covered

Surds & Indices, Linear Relations, Trigonometry, Quadratics, Parabolas, Probability and Polynomials.

Assessment

Tests, assignments & homework, technology

Year 10 Mathematics General

This full year program of Mathematical study is aimed at those students who are intending to do General Mathematics at VCE level or Vocational Major - Numeracy.

Subject Description

This course develops mathematical routines & procedures and prepares students for VCE Mathematics, in particular General Mathematics.

Topics covered

Measurement, Geometry, Linear Relationships, Indices, Financial Maths, Probability and Statistics
Content Outline - Space, number, measurement, chance & data, algebra, reasoning & strategies

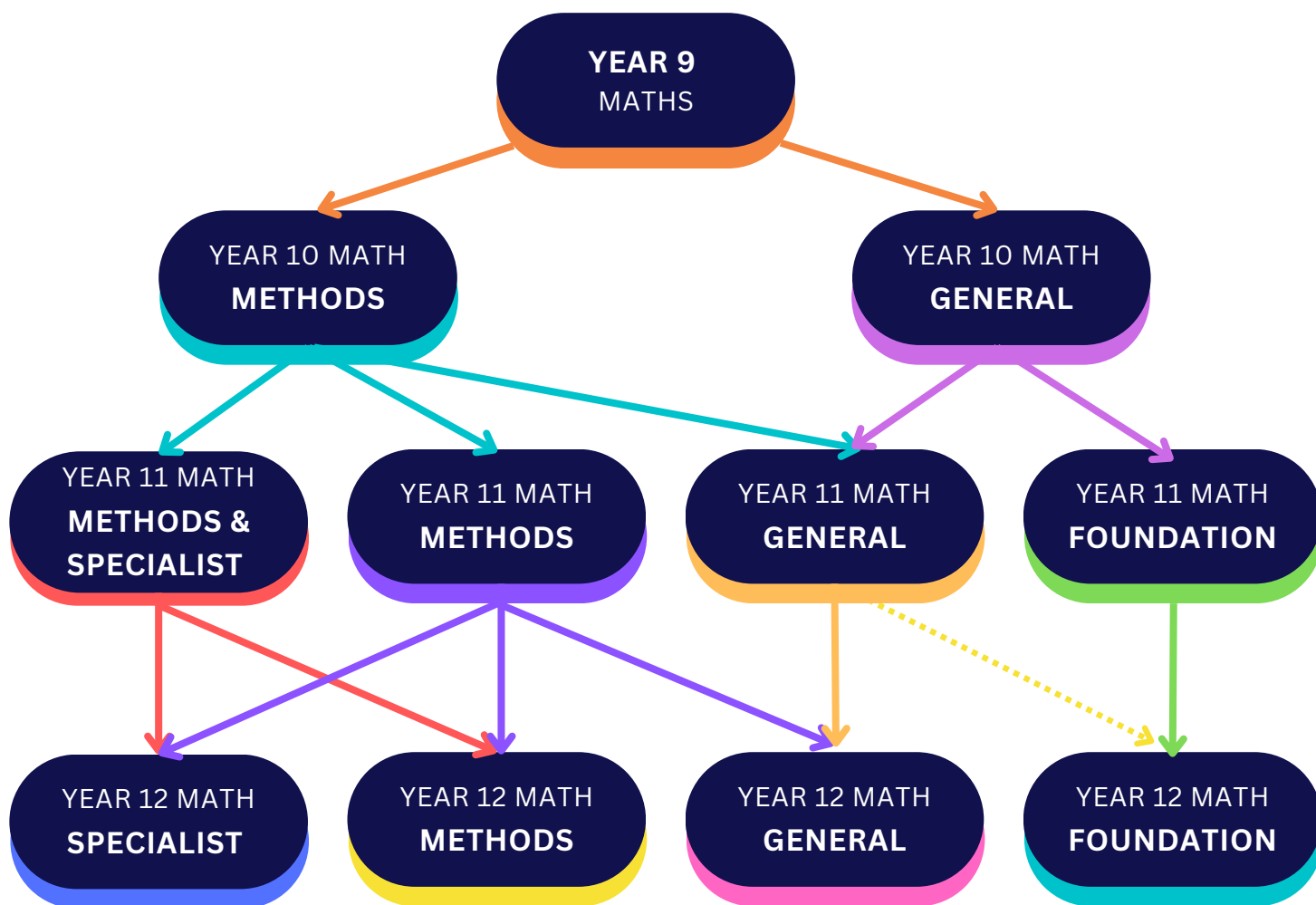
Assessment

Tests, assignments & homework, technology

MATHEMATICS OPTIONS

Mathematics is the study of function and pattern in number, logic, space, structure, chance, and data. It provides a structure for thinking and is a means of symbolic communication that is powerful, logical, concise and precise. The units are designed to provide access to worthwhile and challenging mathematical learning in a way that caters to the needs and aspirations of a wide range of students. All units will involve the acquisition of knowledge and skills, modelling, investigating and problem solving, the use of technology to support learning mathematics and its application to different contexts.

Mathematics Pathways in 2027



**Note: Some students may be able to undertake VCE General Mathematics Units 3 and 4 in Year11 if they have achieved strong results in Year 10 Mathematics Advanced. This may be taken in addition to VCE Mathematical Methods Unit 1 and 2.*

Art & Design

Art and Ideas

This subject focuses on aspects of both two and three dimensional art making. Students will learn to apply the creative practice and be encouraged to develop original concepts for their artworks. Students will work with a variety of drawing, painting and 3D media and will research and analyse artworks in historical and contemporary contexts.

Art and Ideas is strongly recommended for students considering Art Creative Practice at VCE level.

Content Outline:

- Drawing—observational and imaginative
- Painting techniques
- Printmaking
- Multimedia sculpture and construction techniques
- Understanding different times and cultures in art
- Presentation of artworks for specific audiences.

Assessment

Folio of artworks, recorded use of the Creative Practice, expressed understanding of how displays of artworks are presented to an audience and research/analysis task/s.

Creative Visual Design

This subject focuses on design and the ability to communicate visually. Students will develop skills in manual and digital drawing methods using a range of media and CAD programs including InDesign. Students will respond to given briefs by applying stages of the double diamond design process. Students will explore historical and contemporary design examples with a focus on visual language and the devices used to gain and maintain audience attention.

Creative Visual Design is strongly recommended for students considering Visual Communication Design at VCE level.

Content Outline:

- Observational, visualisation and presentation drawing
- The design fields - Communication, Industrial and Environmental
- The design process
- Writing and responding to a brief/s
- Design analysis focusing on design elements, principles, and devices.

Assessment

Application of the design process, application of manual and digital drawing methods, writing and responding to a brief, and a design analysis.

Art & Design

Photography Creative Practice

This subject focuses on the development of manual and analogue photography skills. Students will apply the creative practice when developing new work. They will develop composition skills and apply the elements and principles of art to create visual language. Students will analyse the work of historical and contemporary photographers.

Photography Creative Practice is strongly recommended for students considering Art Creative Practice at VCE level.

Content Outline:

- Observational drawing
- Composition techniques and the application of elements and principles
- Development of visual language
- Darkroom processes (developing film and prints)
- Digital and manual camera operation
- Creation and exhibition of photo-based artworks
- Analysis of contemporary and historical photographs.

Assessment

Folio of artworks, recorded use of the Creative Practice, expressed understanding of how displays of artworks are presented to an audience and research/analysis task/s.

Rock, Scissors, Paper

This subject focuses on the exploration of a range of alternative materials, techniques and processes. This subject allows students choice in implementing the design process.

Rock Scissors Paper is strongly recommended for students considering Art Creative Practice at VCE level.

Content Outline:

- Observational drawing
- Rock (sculpture): ceramics; carving in sandstone, soapstone, Hebel block or plaster; wood carving; mosaic with tiles or stone; etc.
- Scissors: textile and fibre based work; garment construction; wearable art; hat making; weaving; dyeing techniques; canvas construction; printing on textiles; etc.
- Paper: papier mache; papermaking; bookbinding; artist journals; paper construction; 2D and 3D works in paper based mixed media; printmaking; etc.

Assessment

Folio of artworks, recorded use of the Creative Practice, expressed understanding of how displays of artworks are presented to an audience and research/analysis task/s.

Health & Physical Education

VCE PE and HHD

This subject is designed to prepare students for VCE Health and Human Development and Physical Education. Students partake in both theory and practical classes which aim to improve their understanding of the relevant energy systems used by the body and skill characteristics/stages of learning an athlete progresses through. Students also partake in the understanding of the dimensions and health and wellbeing, health status and the sociocultural, biological and environmental factors that affect health status.

Theory Component:

- Energy systems
- Skill characteristics
- Stages of learning
- Sociocultural, Biological and Environmental Factors
- Health Status
- Dimensions of Health and Wellbeing.

Assessment

Written tests (similar to VCE SACs), Practical Lab Reports, practical involvement, exam.

Physical Education

This subject is designed for students wishing to learn and participate in the more practical components of sport. Students partake in mostly practical classes focused around all of the major sports (Netball, Basketball, AFL, Soccer etc.), where they will learn key game sense skills as well as improving on their fundamental motor skills learnt in previous years of core PE. They also participate in theory classes focused on the topics of training programs, health & physical activity in the community and basic body systems.

Theory Component:

- Body Systems
- Training Programs
- Health & Physical Activity in the Community.

Assessment

Practical involvement, written task, exam.

Humanities

History

Year 10 History covers one of the most important and confronting periods in modern history. From the causes of World War II to the civil rights movements that reshaped Australia and the world, you'll investigate real events, real decisions, and real consequences. This subject builds the historical thinking skills you need for VCE.

Content Outline

- World War II - The causes, course, and consequences of the war, including Australia's role, the Holocaust, the Battle for Australia, and contested debates about how we commemorate it.
- Rights and Freedoms (1945 to present) - The Universal Declaration of Human Rights, the US civil rights movement, and the long fight for Aboriginal and Torres Strait Islander rights including the 1967 Referendum, Mabo, the Stolen Generations report, and the Apology.
- Australia and the Modern World - How one major global influence shaped Australian society across the 20th century, and what changed - and didn't - as a result.

Assessment

Analysing primary and secondary sources - Research-based investigation - Course work, investigations, exam.

Law and Government

Law and Government gives you a real understanding of how Australia's legal and political systems work - from how laws are made to how courts operate, and what it means to be an active citizen in a democracy. This subject is based on the Victorian Curriculum Civics and Citizenship strand and builds directly toward VCE Legal Studies.

Content Outline

- Government and Democracy - How Australia's parliament works, how governments are formed, the role of political parties and independent representatives, and how policy is developed.
- Courts and the Law - How Australia's court system is structured, how laws are made through parliament and interpreted by the courts, and the role of the Australian Constitution.
- Citizenship in a Global World - Australia's international legal obligations, how individuals can participate in and influence the democratic process, and what active citizenship looks like today.

Assessment

Assignments, case studies, presentations, exam.

Humanities

Geography

Geography asks the big questions about the world we live in. Why do some places face environmental collapse while others thrive? Why is there such a gap in wellbeing between countries? What can - and should - be done about it? Year 10 Geography builds the skills to investigate these questions through real data, fieldwork, and geographical inquiry.

Content Outline

- Environmental Change and Management - The causes and consequences of major environmental changes, how different groups including Traditional Owners, governments, and communities respond, and how to evaluate management strategies comparing Australia with at least one other country.
- Geographies of Human Wellbeing - How wellbeing is measured, why it varies so significantly within and between nations, and what programs exist to reduce global inequality and poverty.

Assessment

Analysing primary and secondary sources - Research-based investigation - Test, essay, exam.

Economics and Business

Economics and Business explores how individuals, businesses, and governments make decisions about money, work, and resources. You'll look at how the Australian and global economies function, what drives entrepreneurship and innovation, and how to make smart financial decisions - skills that are useful no matter where you end up.

Content Outline

- The Australian and Global Economy - How the Australian economy performs, how living standards are measured, and Australia's economic relationship with the Asia region and the global economy.
- Consumer and Financial Decision-Making - Managing financial risks and rewards, strategies for informed decision-making, and the rights and responsibilities of consumers and businesses.
- Innovation and Enterprise - What makes businesses competitive, what entrepreneurship looks like in practice, and how businesses create and maintain a competitive advantage.
- Work and the Changing Economy - How the work environment is changing, the trends shaping the future of work, and why work matters to both individuals and society.

Assessment

Case Studies, tests, media analysis, practical exercises.

Science

Chemical Reactions

This course examines the atomic structure of elements and how they are organised in the Periodic Table. A variety of chemical reactions are used to introduce students to the ways of producing chemical products. Factors that affect the rate of reactions are also investigated.

Content Outline

- Similarities of the properties of elements in the same Group in the Periodic Table
- Structure of atoms in terms of electron shells
- How the electronic structure of an atom determines its position in the Periodic Table and its properties
- Chemical activity of metals
- How chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals
- Predicting the products of different types of simple chemical reactions
- Factors that affect the rate of chemical reactions.

Assessment

Practical reports, Assignments, Tests, Exam.

Space & Motion

The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. We take a deeper look into how humans effect global systems, and earth as a whole. The basic laws of physics will be examined beginning with a focus on Newtons laws of motion.

Content Outline

- Evidence supporting the Big Bang theory
- The age of the universe
- Evolution of the universe, including the formation of galaxies and stars
- Law of Conservation of Energy
- Energy transfer and transformation is not 100% efficient
- Energy changes in interactions such as car crashes, pendulums, lifting and dropping
- How energy is transferred and transformed
- Speed and acceleration
- Newton's Laws

Assessment

Practical reports, Assignment, Tests, Exam.

Science

Genetics & Evolution

The transmission of heritable characteristics from one generation to the next involves DNA and genes. Mutations provide a source of variation. Scientific evidence supports the theory of evolution by natural selection to explain how populations have changed over time. Through the course students become familiar with the fundamentals of genetics and evolutionary theory. The course builds the essential foundation for VC Biology Unit 1.

Content Outline

- The relationship between DNA, genes and chromosomes
- How genetic information is inherited
- Meiosis and fertilisation
- Patterns of inheritance
- Predicting the results of crosses involving dominant/recessive gene pairs or in genes that are sex-linked
- Mutations and factors that contribute to causing mutations
- Biotechnology techniques such as gel electrophoresis
- Issues relating to the use of biotechnology
- Processes involved in natural selection including variation, isolation and selection
- Biodiversity as a function of evolution
- Changes caused by natural selection in populations
- Relating genetic characteristics to survival and reproductive rates
- Evaluating and interpreting evidence for evaluation.

Assessment

Practical reports, Assignments, Tests, Exam.

Investigative Science

Investigating science is designed for all students and may be differentiated to suit different contexts. The course promotes active inquiry and the planning and conducting of evidence-based investigations. It provides opportunities for problem-solving and making informed scientific decisions. It has a focus of Environmental and Forensic Science. Giving students the opportunity to see real world applications and the diversity of options in scientific skills and investigations.

The course is firmly focused on developing the Scientific inquiry skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Content Outline

- Investigating outcomes of Ocean Temperature increases
- Scientific understandings are refined over time
- Advances in scientific understanding often rely on developments in technology
- Application of Forensic science skills to solve a case.
- How human activity affects global systems
- Carbon cycle
- Causes and effects of the Greenhouse effect.
- Design experiments

Assessment

Practical reports, Assignment, Tests, Exam.

Technology

Introduction to VET Furnishing

This unit enables students to use materials and production techniques to construct their models. Students are to work with a client to develop a design brief and are engaged in the processes of creating designed solutions for personal, domestic and global settings for a sustainable future. The product will be constructed using select grade timber.

Content Outline

- Maintaining equipment and ensuring safety
- Developing design drawings and production plans
- Identifying changes to designed solutions
- Investigating and exploring the needs and opportunities
- Generating ideas and making choices, weighing up options, considering alternatives and documenting various design ideas
- Producing - applying a variety of skills and techniques to make designed solutions
- Evaluating - assessing design ideas, processes and solutions against comprehensive criteria for success, recognising the need for sustainability
- Planning and managing time and other resources to effectively create designed solutions

Assessment

Ongoing assessments throughout the semester, a design folio with all communicated ideas and evaluations, completion of the production model and an exam.

Languages

Studying languages

At Year 10 level, students can elect to study a language via distance education at Rochester Secondary College. Students can explore options for language subjects through discussion with the Careers and Pathways team. An example subject outline is provided below for students wishing to pursue Indonesian.

Indonesian

The unit continues the study of Indonesian language and culture. Students develop their reading, writing, listening and speaking skills through a wide variety of activities. The unit will provide students with challenges to extend their learning and language use through the study of everyday topics such as music, art, horoscopes and occupations. The unit will also build on the knowledge of Indonesian gained in Years 7 - 9 and prepare students for the study of Indonesian in VCE.

Content Outline

- Occupations and Personality Traits. Ability to describe/discuss personalities, future aspirations, horoscopes, star signs
- Customs and Behaviour. Being a guest in Indonesia, Do's and Don'ts when visiting, Differences in etiquette
- Cooking. Equipment, utensils, food, recipes, traditional dishes
- Popular and Traditional Culture. Art and Music both popular and traditional, instruments, styles, Batik painting, songs, stories and articles. Film Study.

Assessment

- Role plays and dialogues
- Topic tests: vocabulary, reading, writing, listening and comprehension
- Extension tasks: assignments, worksheets, posters, scripts, brochures, articles, reviews, recipes, booklet.

VET SUBJECTS - YEAR 10 ON-SITE

Building & Construction: RTO – Kyabram P-12 College (RTO 22264)

22614VIC Certificate II in Building & Const. Pre-apprenticeship

The VCE VET Building and Construction program is drawn from a national training package and from Victorian accredited curriculum, and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in a number of building trades within the building sector. The VCE VET Building and Construction program is designed to give students the opportunity to gain experience across a number of building trades including bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry.

Units

HLTAID001	Provide First Aid
CPCCCM2006	Apply basic levelling procedures
CPCCOM1014	Conduct Workplace Communications
CPCCOM1015	Carry out measurements and calculations
CPCCWHS2001	Apply WHS requirements/policies/procedures in the construction industry
CPCWHS1001	Prepare to work safely in the construction industry
VU23312	Prepare to work in the building & construction industry
VU23313	Interpret and apply basic plans and drawings
VU23320	Identify and handle carpentry tools and equipment
VU23326	Construct Basic Formwork for Concreting
VU23321	Perform Basic Setting Out



Hospitality - RTO – AIET (RTO 121314)

SIT20322 Certificate II in Hospitality

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. It provides a pathway to work in various hospitality settings such as restaurants hotels motels catering operations clubs pubs cafés and coffee shops. The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation Australian standards and industry codes of practice. No occupational licensing certification or specific legislative requirements apply to this qualification at the time of publication. The selection of electives must be guided by the job outcome sought local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Units

SITHCCC024	Prepare and present simple dishes
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITHKOP009	Clean kitchen premises and equipment
SITXCCS011	Interact with customers
SITXFSA005	Use hygienic practices for food safety



VET SUBJECTS - YEAR 10 ON-SITE

Horticulture: RTO – AIET (RTO 121314)

AHC20422 Certificate II in Horticulture

Students who complete this program will develop a range of practical skills and knowledge relevant to the horticulture industry. The program includes hands-on experience working with plants, tools, and basic machinery, helping to build student confidence, responsibility, and practical problem-solving skills in outdoor environments. This program is well suited to students who enjoy working outdoors and have an interest in gardening and environmental spaces.

Units

AHCNSY205	Pot up Plants
AHCNSY206	Care for Nursery Plants
AHCNSY207	Undertake Propagation Activities
AHCNSY208	Maintain Indoor Plants
AHCPCM204	Recognise Plants
AHCPGD102	Support Gardening Work
AHCSOL203	Assist with soil or growing media sampling and testing



Sport Coaching: RTO – Saville (RTO 45452)

SIS20321 Certificate II in Sport Coaching

Students who complete this program will develop a variety of skills and knowledge to contribute to sport at the community level in assistant coaching or official roles. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence and decision making skills. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning.

Units

HLTAID011	Provide First Aid
SISSSPT001	Implement sport injury prevention and management strategies
SISSSCO015	Prepare participants for sport competition
SISSSCO001	Conduct sport coaching sessions with foundation-level participants
SIRXWHS001	Work safely
SISXEMR003	Respond to emergency situations
SISSSSCO002	Work in a community coaching role



BUILD 10 - Building and Construction

RTO - Bendigo TAFE

Building & Construction (Build 10) - CERTIFICATE II IN CONSTRUCTION PATHWAYS;
Course Code CPC20220

Duration: 2 days per week - Thursday and Friday

A separate student selection process is required for this course, as it is aimed at addressing disengaged & "at risk" students in schools.



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