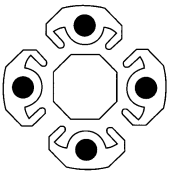


YEAR 10

CORE EXTENSION HANDBOOK

2010



Portland Secondary College
“Creating the Opportunities”

MISSION STATEMENT

**To develop each student
socially, physically and academically,
in a safe, caring, yet challenging environment**

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Administration

| | |
|--|-----------------------|
| PRINCIPAL | Mrs. Toni Burgoyne |
| ASSISTANT PRINCIPAL | Ms. Jo Kindred |
| ASSISTANT PRINCIPAL | Mr. Glenn Kane |
| YEAR 9 MANAGER | Mr. Colin Payne |
| YEAR 10 MANAGER | Mr. David Callaghan |
| MANAGING INDIVIDUAL PATHWAYS CO-ORDINATOR | Ms. Suzanne Patterson |

All of the people listed above are directly related to the operation of the Middle School and are all available for you to contact to discuss any aspect of your child's future studies.

Key Learning Area Managers

These people have responsibility for the delivery of the curriculum in key learning areas of the school.

| | |
|-------------------------------------|------------------------|
| ARTS | Mrs. Catherine Francis |
| ENGLISH | Mr. Ben Langdon |
| HEALTH & PHYSICAL EDUCATION | Mr. Greg Ward |
| LOTE | Ms Liz Formby |
| MATHS | Mr. Dale England |
| SCIENCE | Mrs. Cheryl Edwards |
| STUDIES OF SOCIETY & ENVIRONMENT | Mr. Noel Trinnick |
| TECHNOLOGY | Mr. Jon Taylor |

Year 9 & 10 Curriculum

The following aspects of the curriculum policy are taken into account when developing courses:

- excellence in teaching and learning
- preparation for change and diversity
- learning experiences that are inclusive of all students and which offer opportunity for individual success
- acknowledgment that people learn in a variety of ways and at different rates.

The breadth of curriculum at Portland Secondary College enables students to choose subjects appropriate to further education and career options.

In 2010 all students in Years 9 and 10 at Portland Secondary College will study a coherent program that combines compulsory and extension units across all Key Learning Areas.

Students will study compulsory units in English, Mathematics, Science, Health & Physical Education, The Arts, Studies of Society & Environment, Technology, and Sport and be able to choose a Language Other Than English as an extension.

Year 9 students will choose three extensions per semester or six for the year.

Year 10 students will choose two extensions per semester or four for the year.

We believe that allowing students significant choice will have a beneficial influence in improving student motivation towards their studies. At the same time care has been taken to ensure the Core units students are required to study keep all options open to VCE level.

In Year 10, students wishing to follow a more vocationally oriented pathway, can access an Applied Learning program (see page 8). This involves different core subjects and a greater emphasis on development of work-related and personal development skills.

This handbook outlines the compulsory program for 2010 and all the extension units offered in each Key Learning Area.

Students and parents should read this book carefully keeping in mind that students should choose extensions that offer further study in areas of interest or talent. Choosing subjects that are relevant to a possible future career is also advised.

You will see that there is a large range of choices available in the extension program and the College staff are available for assistance when deciding your program for 2010.

NB. Year 10 students may also choose up to two Year 11 (Unit 1) subjects from the three subjects offered on page 7. These subjects run all year.

YEAR 9-10 CURRICULUM (2010)

| Semester 1 | ppc* | Semester 2 | ppc* |
|--|------|--|------|
| Year 9 | | | |
| English | 8 | English | 8 |
| Mathematics | 8 | Mathematics | 8 |
| Adventure Bound OR Rec & Leisure | 6 | Adventure Bound OR Rec & Leisure | 6 |
| Science OR Commerce | 7 | Commerce OR Science | 7 |
| SOSE | 5 | SOSE | 5 |
| Tech Food OR (Tech Studies + Graphic Communication) | 6 | (Tech Studies + Graphic Communication) OR Tech Food | 6 |
| Extension A | 6 | Extension D | 6 |
| Extension B | 6 | Extension E | 6 |
| Extension C | 6 | Extension F | 6 |
| Pastoral Care | 2 | Pastoral Care | 2 |
| Year 10 | | | |
| English | 9 | English | 9 |
| Mathematics | 9 | Mathematics | 9 |
| Commerce OR Health | 9 | Health OR Commerce | 9 |
| Science OR SOSE | 8 | SOSE OR Science | 8 |
| (Tech Food + Graphic Communication) OR Art | 7 | Art OR (Tech Food + Graphic Communication) | 7 |
| Extension A | 7 | Extension C | 7 |
| Extension B | 9 | Extension D | 9 |
| Pastoral Care | 2 | Pastoral Care | 2 |

* = periods per 10 day cycle

COMBINED 10/11/12 BLOCKING OPTIONS:

In the past the subjects listed below have been inconsistently selected by students. To enable the best possible chance of these subjects running at the UNIT 3/4 LEVEL, they will only be offered in the following years.

This does not mean that they will definitely run. (dependant on numbers)

| 2009 | 2010 | 2011 | 2012 |
|-------------|-------------|-------------|-------------|
| DR3/4 | DR1/2 | DR3/4 | DR1/2 |
| HI3/4 | HI1/2 | HI3/4 | HI1/2 |
| MU3/4 | MU1/2 | MU3/4 | MU1/2 |
| GG1/2 | GG3/4 | GG1/2 | GG3/4 |
| EC1/2 | EC3/4 | EC1/2 | EC3/4 |

NOTE: Year 10 students wishing to do a Year 11 subject must choose one of either **Drama, History or Music for 2010.**

Year 11 students wishing to do a Year 12 subject must choose one of either Geography or Economics (or discuss other options with their Level Manager once the Yr 12 Blocking has been completed.)

Alternatively Year 10 students can study Units 1 and 2 in Sociology. This subject is open to Year 10 students only and runs as part of the elective system.

Applied Learning Class 2010

Following the successful introduction of the Victorian Certificate of Applied Learning (VCAL) at Portland Secondary College in 2003 and 2004, we decided to offer an Applied Learning class at Year 10 from 2005. This has proved to be a success for those students wishing to pursue a vocational program leading to an apprenticeship.

Students will be required to successfully complete an application process to gain entry to this class. Mr. David Lanyon (VCAL Co-ordinator) and Mr. David Callaghan (Year 10 Level Manager) will inform students and parents about this process. Successful applicants will also have to sign a performance contract.

Students will study the following:

CORE:

| Subject | Periods per cycle |
|-----------------------------|-------------------|
| AEN - English | 8 |
| AMA -Maths | 9 |
| TSG - Tech Studies/Graphics | 6 |
| CIT – Careers/ IT | 6 |
| PD - Personal Development | 6 |
| PLC - Pastoral Care | 2 |
| Applied Science/Applied Art | 7 |

EXTENSIONS:

Students will also have access to three extensions per semester from those offered in this Handbook. They will also do up to four week long work experience placements during the year.

If places are available in the Vocational Education & Training (VET) courses offered to Year 11 & 12 students, these will be offered to students in the Applied Learning class. This will enable students to start a TAFE certificate course whilst still in Year 10.

Programs offered in the past have been:

- Engineering Studies
- Building and Construction
- Automotive Technology
- Retail Operations
- Business Administration
- Community Services (Childcare)
- Conservation and Land Management
- Engineering Studies
- Equine Industry
- Hospitality (Operations)
- Multimedia
- CISCO Networking Academy Program
- Beauty
- Hairdressing

2010 Senior School Subjects Offered

ENGLISH

Foundation English
English

SCIENCE

Biology
Chemistry
Physics
Psychology

THE ARTS

Art
Visual Communication & Design
Music Performance
Studio Arts
Drama
Literature

LOTE

French
Indonesian
Indigenous Languages
Also Correspondence via Distance Ed.
■ Spanish
■ Indonesian
■ French
■ German
■ Italian
■ Greek

HEALTH & PHYSICAL EDUCATION

Health & Human Development
Physical Education

MATHEMATICS

Foundation Mathematics
General Mathematics
Further Mathematics
Mathematical Methods
Specialist Mathematics

TECHNOLOGY

Systems & Technology
Design & Technology
■ Metals
■ Wood
■ Textiles
Food Technology
Information Technology 1&2
IT Applications 3&4

STUDIES OF SOCIETY & ENVIRONMENT

Accounting
Business Management
Geography
Legal Studies
Economics
History

VOCATIONAL EDUCATION & TRAINING

Automotive Technology
Beauty
Building & Construction
Business Administration
CISCO Networking Academy Program
Community Services (Childcare)
Conservation & Land Management
Engineering Studies
Equine Industry
Hairdressing
Hospitality (Operations)
Multimedia
Retail Operations

2010 Middle School Extensions

| Program Area | Year 9 | Year 10 |
|--|---|---|
| ENGLISH | Art of Writing English Plus Journalism Literature | Art of Writing English Plus Literature Specialist English |
| LOTE | Indonesian (Feasts, Family & Fun) Latin LOTE via Distance Education | Auslan (Australian Sign Language) French (Revolution & Reform) Indonesian (Fruit, Family & Friends) LOTE via Distance Education |
| MATHS | Mathematics A Mathematics B Mathematics C | Mathematical Methods Mathematics, Applied Mathematics, General |
| SCIENCE | Biology Chemistry Marine Science Physics Psychology | Biology Chemistry Marine Science Physics Psychology |
| SOSE | Australian History (1788-1901) Geography I – Human Rights – Child Labour Geography II – Changing Landscapes History – Revolution & Reform Law for Living I | Asian Studies International Studies Law for Living II VCE Sociology |
| THE ARTS | Drama Graphic Arts Music Photography Print Making Three-Dimensional Studies Two-Dimensional Studies | Animation Studies Drama Graphic Arts Music Photography Three-Dimensional Studies Two-Dimensional Studies |
| TECHNOLOGY STUDIES | Composite Constructions Computer Publishing Creative Plastics Creative Wood Skills Systems & Technology Technology – Fibre & Fashions I Working with Metals | Computer Programming Creative Wood Skills Engineering Technology Information Tech, General Materials in Miniature Mechanics and Design Systems & Control Technology – Fibre & Fashions II Working with Metals |
| HEALTH & PHYSICAL EDUCATION | Dance (Human Movement) Physical Education | Child Studies Dance (Human Movement) Physical Education Fun & Fitness |

10ANM - Animation Studies

LEARNING AREA: Arts/Information Technology

CONTACT TIME: One semester

AIM:

To build skills in digital, drawn and clay animation.

CONTENT:

Digital animation is an important and growing new field of employment in Computer Game development, web page design, film special effects, television advertising, corporate video, art film and music video clips. (One of our past animation students has had an animated music video clip in the top 20 play list.)

This course would build on the animation in core Media at Year 9 and cartoon work in Graphics and lead to better developed skills for students working in this area in VCE Graphic Communication, VCE Studio Art and VCE Media.

The course would include work in the following areas:

- Digital animation
- Drawn animation
- Clay animation

using software, as appropriate, from the following list:

- Flash MX
- Bryce 4
- Adobe Premiere
- Photoshop
- Acid
- Sony Vegas 6.0

10AWR - Art of Writing

LEARNING AREA: English

CONTACT TIME: One semester

CONTENT:

Short units of work will focus on character, dialogue, setting, point of view, plot, imagery and structure. Brief examinations of innovative fiction (novels, short stories, poems and plays) will emphasise these units.

TYPICAL WORK REQUIREMENTS:

A sequence of short exercises that will prepare the student for each unit of work and the development of extended responses, which may include:

- 1000 - 3000 word short story
- the beginning of a novel
- anthology of poems
- radio play
- writing folio (journalistic approaches)
- oral presentations on current issues
- front page design
- reviews

10ANS - Asian Studies

LEARNING AREA: Studies of Society & Environment

CONTACT TIME: One semester

AIM:

With the increasing importance of Asia to Australia, it is relevant to establish a greater understanding of the geography, economy, history and culture of our Asian neighbours. The aim is to increase our knowledge and understanding of select representatives of these countries and their importance to Australia.

CONTENT:

- Introduction to the Asia region (where, what diversity)
- A brief examination of: Indonesia, Vietnam, China, Thailand, Japan.

WORK REQUIREMENTS:

- Research project
- Applied exercises
- Investigations & Reports
- Essay
- Discussions

10AN 1&2 – Auslan

(Australian Sign Language)

LEARNING AREA: L.O.T.E.

CONTACT TIME: Selected for both semesters. (Full year subject)

AIM:

Students will develop an awareness of Australian Deaf culture and extend their knowledge of Auslan grammar and vocabulary.

CONTENT:

The course is based on Auslan Level 2 as outlined by the National Institute for Deaf Studies.

It consists of language acquisition in areas such as asking for directions, engaging in everyday conversations and debating simple issues.

Students will have many opportunities to be involved in role-play simulations with their peers as well as other Auslan users.

Students will also study the history of the Australian Deaf community.

WORK REQUIREMENTS:

- Expressive language presentations
- Tests
- Written report

10BIO - Biology

LEARNING AREA: Science

CONTACT TIME: One semester

AIM:

To study Biology in a variety of ways and in depth.

CONTENT:

The content of this unit will vary depending upon the teacher taking the unit and if any current projects are available in which we are able to participate.

Topics covered may be:

- Forgotten flora (mosses, lichens, liverworts)
- Frogs and frog ponds
- Human skin
- Parasites
- An animal study – often bees, earthworms
- Plants

WORK REQUIREMENTS:

May include:

- Research investigations
- Group work
- Practical activities

10CHE - Chemistry

LEARNING AREA: Science

CONTACT TIME: One semester

AIM:

This unit is designed to invite students to build on their general understanding of chemical concepts and explore some quite complex areas of this subject in a very practical context.

CONTENT:

- Metals and corrosion
- Electrochemical cells
- Organic molecules
- Plastic
- Soaps and detergents

WORK REQUIREMENTS:

May include:

- Practical work in the laboratory
- Research
- Classroom participation
- Group work

10CHS - Child Studies

LEARNING AREA: Health & Physical Education

CONTACT TIME: One semester

AIM:

This unit will focus on the social, emotional, intellectual and physical development of children from birth to five years. Pregnancy and birth are also studied.

Students will examine elements of design in relation to the home environment for safety and suitability, and have the opportunity to express their design ideas through construction of a simple article.

Foods suitable for children will also be analysed and investigated.

Students plan and host a party at the end of the Semester.

CONTENT:

Students will be involved in:

- Video learning - BBC 'Human Body Series'
- Poster making on topics such as "Pregnancy" and "Milestones of development"
- Food design and food experiments
- Analysing children's television programs and videos e.g. Playschool
- Critical analysis of children's toys, clothing, home environment (safety aspects)
- Construction of a simple article e.g. finger puppets, mobile
- Planning and hosting a child's party - choosing appropriate games and food
- Table group research into stages of development
- Visits from Maternal and Child Health Nurse
- Visits from Nursing Mothers Association
- Examining relevant media articles

Students interested in VCE Health and Human Development would be advised to elect for this subject.

10CPG - Computer Programming

LEARNING AREA: Technology

CONTACT TIME: One semester (Semester 2 – Companion to 10ITE, IT General from Semester 1).

AIM:

To introduce students to programming skills using Quick Basic on DOS and Visual Basic on Windows.

To develop analytical skills and the ability to create algorithms to solve a range of problems.

CONTENT:

- Using a program to solve simple problems
- Program control with Quick Basic
- Elements of Windows Programming with Visual Basic
- Working with files

Students who continue from semester one to semester two will undertake more individual specialised work in a specific programming language. Continuation will depend upon successful completion of semester 1 and a high degree of interest in the subject by the student. Students must gain approval from the Information Technology Co-ordinator.

WORK REQUIREMENTS:

- A series of small programming exercises
- Major project
- Test

10CWS - Creative Wood Skills

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

- To stimulate the creative potential of students by focusing on units of work that incorporate their own design ideas
- To foster creative thinking that can be expressed and developed through investigating and designing timber projects and then working with materials and tools to create them
- To promote and encourage initiative, ingenuity and resourcefulness through practical problem solving
- To give students the opportunity to learn the skills needed to complete more complex projects which may have numerous components

CONTENT:

Students will be expected to make their own design decisions and to utilize joinery techniques that will be introduced to all eg. a shelving unit constructed with stopped housing joints and including a drawer or a door.

Project details will be developed and maintained by students in their individual design folios.

WORK REQUIREMENTS:

- At least one completed project
- A design folio
- A journal of goals and work
- Class learning exercises
- Test

10DHM - Dance (Human Movement)

LEARNING AREA: Health & Physical Education

CONTACT TIME: One semester

AIM:

The unit will focus its attention on the basics of dance. Students will examine many aspects of human movement as a whole class (teacher directed), but focusing on small group and partner work, with students developing their own exercises, routines and performances. Students will develop an awareness of space, their body, and the link between the two, as well as the ability to interpret both movement and music. Various movement styles will be explored.

CONTENT:

Topics to be covered:

- Space and position in space
- Movement exploration
- Dance / Human Movement as a means of communication
- Understanding and interpretation of music
- Dance styles
- Modern dance variation

These topics are covered as components of three sections (Dance making, Dances of other cultures and Narrative dance.)

10DRA - Drama

LEARNING AREA: The Arts

CONTACT TIME: One semester

AIM:

The aims of the course are the acquisition of personal skills vital for co-operation in groups/social interaction:

- The ability to follow instructions and work independently
- The ability to order one's thoughts clearly, and to express these
- The ability to analyse and evaluate constructively
- The ability to work co-operatively with others
- The ability to listen to others; a demonstration of tolerance to the ideas and values of others
- The ability to display initiative in all aspects of dramatic production
- The ability to appraise other's work with sensitivity and tolerance
- The ability to perform through the media of both scripted and unscripted drama
- To extend one's potential for creative improvisation
- To be able to perform significant works in front of a large audience
- To build up a student's self esteem and confidence
- To utilise research skills

CONTENT:

Students are encouraged to develop:

- problem solving skills through negotiation with the teacher
- responsibility and ownership for what is learnt
- independence in communicating and formulating ideas
- confidence and accept challenges

At this level students are encouraged to think more broadly about the nature of man and the society he has created. Improvisation, role-play and discussions revolve around the social or personal issues most relevant to the students' level of experience.

Topics may include:

- Dramatic elements
- Naturalism/Non-Naturalism
- Dramatic Styles and forms
- Stagecraft elements
- Community Life
- Peer pressure
- Power relationships
- Ensemble performance
- Script writing

10ENP - English Plus

LEARNING AREA: English

CONTACT TIME: One semester

AIM:

To improve a range of basic English skills for students who have previously experienced some level of difficulty in using and controlling language, and in comprehending texts.

CONTENT:

The course will be tailored to the needs of individual students. The course will focus upon encouraging students to develop greater confidence and competence in terms of:

- Reading skills
- Writing skills
- Speaking and listening skills

WORK REQUIREMENTS:

Regular reinforcement of basic English skills, including the development of 'Reading for Meaning' strategies; proof-reading, editing and redrafting activities; planning; note-taking, et cetera.

10ETY – Engineering Technology

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

To introduce students to a range of computer software and associated machinery commonly found within industry.

CONTENT:

- Understanding engineering drawings
- Introduction to computer aided design (CAD).
- Introduction to computer aided manufacture (CAM).
- Introduction to circuit design.
- Introduction to industrial robotics.

The unit has been broken up into five major topics. The first topic ‘understanding engineering drawings’ will enable the student to undertake a series of exercises focusing on developing their understanding into the principals of manually producing engineering drawings that comply with the Australian Standards.

The second topic introduces students to computer aided design (AutoCAD) where students will develop the skills to produce a series of engineering drawings that comply with the Australian Standards.

The third topic enables students to program a mechanical part using CAD and produce it using a computer controlled machine (CAM) using a range of software.

The fourth topic encourages students to explore basic electronic circuit design using ‘Crocodile Physics’ to produce a range of virtual models.

The final unit will allow students to program a small robot to undertake a simple task using a range of methods including flowcharts, pseudo code and programming techniques.

WORK REQUIREMENTS

Students will be required to produce a portfolio showing evidence that they have completed all exercises to an acceptable standard.

10FFT – Fun and Fitness

LEARNING AREA: Health & Physical Education

CONTACT TIME: One Semester

AIM:

- To develop a better understanding of fitness in a fun environment.
- To develop a healthier lifestyle for students.
- To create an understanding of the concepts related to different training methods and their effects upon the body.
- To develop an understanding of the structure and function of the human body.

CONTENT:

Training Methods

- The various training methods are examined, looking at the different fitness components they are used to improve and the effectiveness of each one.

Exercise Physiology

- The way the body adapts to exercise is examined, looking at exactly why performance can increase and how individuals can respond differently to the same level of exercise.

Everyone is Different

- We will look at why individuals who are taking part in different sport need to use training regimes which may bear little resemblance to each other yet provide the athletes with big performance gains.

Variety is the Spice of Life

- Variety is one of the main principles of training which ensures that any system of exercise is safe and successful. The unit examines these principles and how they are applied to a training program.

10FR1, 10FR2 – French (Revolution and Self-defence)

LEARNING AREA: L.O.T.E.

CONTACT TIME: Two semesters

PRE-REQUISITES: French – Year 9

COURSE DESCRIPTION:

The theme for the first semester is ‘Revolution’. Students will study language associated with social upheaval, civil unrest, demonstrations and changing society.

In the second semester, students will focus on language associated with arguing and defending their position, persuasion and negotiating.

The course will include literature, video and audio resources in order to increase students’ contact with French language and culture.

The course focuses on four communication areas: listening, speaking, reading and writing, with the aim of increasing students’ independent and accurate use of French in a variety of situations of increasing complexity. To allow for this, key grammatical structures are introduced to improve students’ control and understanding of French.

Homework is an important part of the course because students need to develop their independent language use in a variety of ways. Homework tasks include memorising vocabulary, drafting written work, preparing material for the next class and rehearsing material for performances.

In class, students will engage in activities such as:

- Performances
- Making a short film
- Making advertisements and banners
- Role plays
- Conversations
- Creative writing
- Film viewing
- Writing a letter to the editor
- Reading magazine articles
- Listening for information
- Creating interactive quizzes

10GCA - Graphic Arts

LEARNING AREA: The Arts

CONTACT TIME: One semester

AIM:

This subject is for students who have an interest in graphics design and how it may be applied to specific problems. Students will be expected to negotiate the specific content of their courses.

- To develop skills in illustration - variety of techniques including using “Photoshop”
- To study the basic concepts of design
- To develop skills in graphic layout and typography
- To extend the concept of developing ideas and making a final presentation (essential in VCE graphics)

CONTENT:

- Information Design - Poster
- Environmental Design - Landscape Design

CURRICULUM FOCUS:

- Creating, making and presenting
- Exploring and developing ideas
- Using skills, techniques and processes
- Arts criticism and aesthetics
 - Analysis of the graphic communication of others
- Past and present contexts
 - Consider the appropriateness and effectiveness of design for a specific purpose
 - Description and analysis of student work

10IN1, 10IN2 – Indonesian (Fruit, Family and Friends)

LEARNING AREA: LOTE

CONTACT TIME: Must select for Semester 1 & 2

PRE-REQUISITES: Students must have successfully completed Year 9 Indonesian to enter this course.

CONTENT:

The Year 9 Indonesian course is based around the main topics of shopping, bargaining, Indonesian fruit, asking and giving directions, and native Indonesian animals. The main aim of the course is to allow students to continue to extend and apply their knowledge of Indonesian people, language and culture. This is achieved through tasks in the areas of listening, speaking, reading and writing in Indonesian.

Students are ultimately working towards being able to comprehend and communicate independently and accurately in both written and spoken Indonesian.

Students are also encouraged to participate in the Sister School Program we have with SMP Negeri 5 in Yogyakarta, Indonesia. They will be able to communicate with students from our sister school via email and other means. They will also have the opportunity to make contributions of their own work to packs of student work which will be sent for display at our sister school.

Students participate in a range of communication activities aimed at developing and assessing their skills in writing, reading, listening and speaking in Indonesian. These activities are both formative and summative tasks and include:

- * Classroom discussions in English and Indonesian
- * Various language rich tasks based on the individual units
- * Written tasks and assessment
- * Ongoing speaking and listening tasks
- * Role plays
- * Weekly word tests
- * Reading comprehensions
- * End of unit tests

Various resources will be used during the Indonesian course including:

- * Textbooks
- * Videos
- * Songs
- * Magazines
- * The internet
- * Penpal letters
- * e-mails.

10ITE - Information Technology General

LEARNING AREA: Technology

CONTACT TIME: One semester (Semester 1 – Companion Unit to Computer Programming 10CPG in Semester 2)

CONTENT:

This course will concentrate on the business use of IT and will be intended to complement other units of IT, including Computer Programming at Year 10. It leads into IT units 1 & 2 at Year 11 and IT Applications units 3 & 4 at Year 12 as well as IT components of VCAL.

Specific Units.

- Hardware management – basic instructions in connectivity and the various hardware components of a computer, peripherals, compatibility and connectivity issues
- Software – including different operating systems, application software and new developments especially communications software
- Keyboard – familiarity & competence with the keyboard including special function keys
- Advanced word processing
- Spreadsheet skills and applications
- Database skills and applications

10ISS - International Studies

LEARNING AREA: Studies of Society & Environment

CONTACT TIME: One Semester

AIM:

This course aims to examine the reasons why the world is divided as it is today, not only in terms of national borders but also in regard to wealth, culture and military power.

CONTENT:

In pursuing the above aims this course will look at colonialism, communism, the Cold War and the anti-colonial movement, the spread of religion, and the division of wealth between North and South. Case studies of various countries and regions will also be undertaken to demonstrate the influences of these factors as well as to look at such problems as environment destruction, poverty, and over-population.

WORK REQUIREMENTS:

- A negotiated research project
- Investigations and reports
- Applied exercises
- Mapping activities
- Analysing and representing statistical information
- Participation in a class game of “Diplomacy” and “Grand Strategy”
- Work requiring group discussions and decision making

10LAW - Law for Living II

LEARNING AREA: Studies of Society & Environment

CONTACT TIME: One Semester

AIM:

Students will be exposed to a body of law that they are likely to encounter over the next few years. The aim is to help them understand their rights and obligations in a variety of situations so as to avoid difficulties with society and the law. A special emphasis is on the implication of entering contracts.

CONTENT:

- Making laws; types of laws
- Hierarchy of courts
- Police powers
- Driving laws; buying a car
- Employment law
- Parliament
- Consumer protection
- Tenancy law
- Family law (marriage, divorce, custody, access, maintenance)
- Contract law

WORK REQUIREMENTS:

- Applied Exercises
- Investigation & Reports
- Essay
- Mock trial
- Debate

10LIT - Literature

LEARNING AREA: English

CONTACT TIME: One Semester

CONTENT:

The course will examine definitions of literature and will also aim to develop critical thinking skills. A range of texts will be studied through the unit – novels, short stories, poetry, plays and films.

Students will be expected to provide analytical and creative responses, as well as maintaining a workbook.

TYPICAL WORK REQUIREMENTS:

- **Reading Journal:** a record of personal responses to texts studied, notes from class discussions, short responses to other work requirements, resource material and detail of texts from their personal reading, including brief responses to self-directed reading
- **Review:** students will prepare and present, either orally or in writing, a review from their personal reading
- **Folio:** a collection of finished responses to selected texts
- **Extended Response:** students will produce an extended piece of writing on a text and share their writing with at least 3 other people

LOTE - LOTE through the School Of Distance Education

LEARNING AREA: L.O.T.E.

CONTACT TIME: Selected for both semesters. (Full year subject)

The Distance Education Centre of Victoria offers many languages at beginner level. These include Italian, German, Indonesian, Modern Greek and Latin.

Portland Secondary College assists this program by providing supervision, Interactive Satellite TV and an administration role and responsibility.

You are not required to have experience in a particular language in order to study through the Distance Education Centre of Victoria.

Students need to complete a separate enrolment form, pay a fee and purchase the required books.

For further information see the LOTE Coordinator.

10MAR - Marine Science

LEARNING AREA: Science

CONTACT TIME: One semester

AIM:

This unit aims to develop a greater understanding of the local marine environment and fishing industry. The unit also aims to develop practical and research skills.

CONTENT:

Students will be involved in investigations of:

- Fish biology - through dissections and experiments, students will gain knowledge about bony fish and how they function.
- Fisheries - students will investigate local commercial and recreational fisheries. They learn about fisheries management and have the opportunity to speak to Portland Fisheries Officers.
- Coral Reefs - Students create a “Coral Reef” portfolio, based on the Great Barrier Reef and Ningaloo Reef. They learn about life on the reef, reef tourism and management.
- Aquaculture - An excursion to an Abalone Farm begins the unit on aquaculture. Students investigate aquaculture primarily as a way of reducing pressure on wild stocks. They also learn about the various types, the environment impacts and the economics of aquaculture.

ASSESSMENT TASKS:

- Practical reports of laboratory work
- Report of a research investigation
- Maintain a workbook of all areas of study
- Annotated visual display

10MIM - Materials in Miniature

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

To broaden each student's awareness and skills involved in fashioning materials to produce pieces of decorative jewellery and sculptural forms. To provide an outlet where students can express their own ideas of design in a creative way. To acquire skills which are beneficial for future VCE or tertiary studies.

CONTENT:

The content focus will be dependent on the expertise of the teacher in charge; however the following should act as a guide to the intended outcomes.

Students will be involved in the design, production and evaluation of a major or several smaller pieces of jewellery or sculptural objects. They will have the opportunity to acquire skills in casting, soldering, enamelling, etching plus various methods of shaping and joining different metals and associated materials. Practical sessions will be interspersed with related theory.

The actual **work units will be individually negotiated with the teacher** however possible work units could include.

- Brooches and pendants
- Rings and bracelets
- Casting with pewter
- Decorative ornaments
- Sculptured decorative object e.g. small windmill or lighthouse

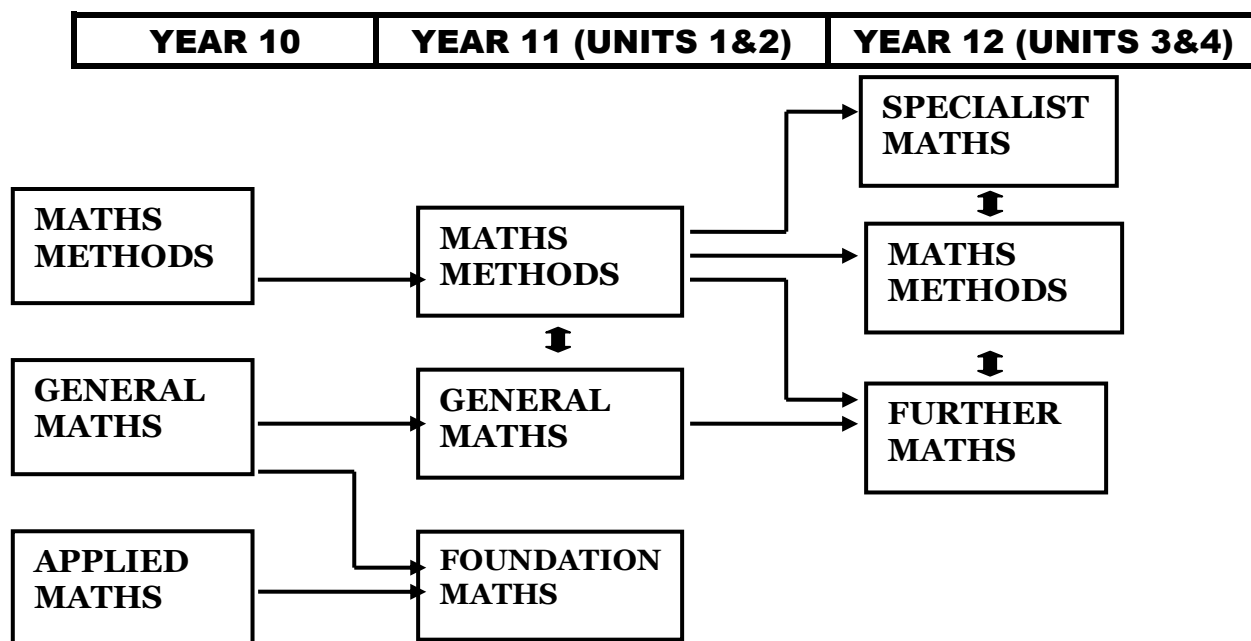
RESOURCES:

A modern fully equipped classroom is available to encourage students to excel and to further develop their skills.

A design room equipped with computers and printer is available for whole class tuition in CAD drawing and other multi-media applications.

Y10, VCE Mathematics

Possible Maths subject choices



The above flow diagram gives the possible subject selections from Year 10 through to Year 12.

→ indicates the prerequisites necessary for subject selection at the next level.

↕ indicates subjects that can be taken together at a particular level (maximum of 2)

NOTES:

1. **Foundation Maths Units 1 & 2** is taken by itself. It is for students who would not proceed to study any mathematical units 3 & 4.
2. **Mathematical Methods Units 3 & 4** may be taken on its own, or in conjunction with either of the other two units.
3. **Further Mathematics** may be taken on its own or with Mathematical Methods Units 3 & 4. It requires general Maths 1 & 2 or Mathematical Methods 1 & 2 as a prerequisite.
4. **Specialist Mathematics** usually is taken in conjunction with Mathematical Methods Units 3 & 4.
5. Students should **not** include **more than eight (8) units** of Mathematics in their program of study.
6. Students must have studied Mathematics Methods 1 & 2 to do Mathematical Methods 3 & 4 or Specialist Mathematics 3 & 4.
7. Further Maths 3 & 4 (Year 12 subject) may be taken by students at Year 11 if they so wish in conjunction with Maths Methods 1 & 2.

10AMA – Mathematics, Applied

(Refer also to VCE flow diagram)

LEARNING AREA: Mathematics

CONTACT TIME: Two semesters

AIM:

To build confidence, consolidate skills and develop understanding of concepts in mathematics.
To apply mathematics to the real world.

Applied Mathematics provides adequate preparation for students who wish to do Foundation Mathematics in Year 11.

CONTENT:

At the end of this unit, students should be able to show that they have gained the skills in the following areas:

- Space - revision of trigonometry, Pythagoras. Bearings and elevation/depression, 2D diagrams. Circle Geometry. Angles.
- Chance & Data - simulation, Venn diagrams. Measures of central tendency and spread and graphing for ungrouped data.
- Algebra - substitution into formulae eg. Area, interest.
- Number - Calculations with money and time. Reading tables for information. Revision of fraction, decimal, percentage relationships and their application with simple interest. Budgeting and price comparisons. Ratios.
- Measurement - Application of formulae for area and volume to practical situations. Properties of shapes and nets for them.

WORK REQUIREMENTS:

- Skills practice in topic areas through assignments, tests, homework and analysis tasks
- Problem solving activities and projects, possibly using group work
- Portfolio

ASSESSMENT:

- Semester exam
- Project or problem solving task per term
- Variety of tasks

10GMA – Mathematics, General

(Refer also to VCE flow diagram)

LEARNING AREA: Mathematics

CONTACT TIME: Two semesters

AIM:

To challenge students who have a sound understanding of maths.

Students wishing to study General Maths Units 1 & 2 will need to achieve grades of B or higher to be adequately prepared for the demands of the subject. This does **NOT** prepare students for Year 11 Mathematical Methods.

CONTENT:

At the end of this unit, students should be able to show that they have gained the skills required to master the following dimensions at VELs Level 6.

- Space - revision of trigonometry/Pythagoras with emphasis on applications. Bearings and elevation/depression, 2D and 3D diagrams. Circle Geometry.
- Chance & Data - simulation, tree and Venn diagrams, introduction of compound events. Measures of central tendency and spread for both grouped and ungrouped data.
- Algebra - revision of linear equations and graphs. Indicical operations. Direct variation.
- Number - Revision of fraction, decimal, percentage relationships and their application with simple and compound interest. Budgeting and price comparisons.
- Measurement - Application of formulae for area and volume to practical situations.

WORK REQUIREMENTS:

- Skills practice in topic areas through assignments, tests, homework and analysis tasks
- Problems-solving activities and projects, possibly using group work

ASSESSMENT:

- Semester exam
- Variety of tasks
- Project or problem solving task per term

10MAM – Mathematical Methods

(Refer also to VCE flow diagram)

LEARNING AREA: Mathematics

CONTACT TIME: Two semesters

AIM:

- To challenge and develop students who have a high level of ability in mathematics.
 - To develop mathematical thinking and communication.
 - To apply Mathematics to routine and non-routine tasks.
- Students wishing to study Mathematics Methods Units 1 & 2 should take this subject. Students undertaking this Mathematics should have demonstrated a sound understanding at the Year 9 level.

CONTENT:

Students will be required to enter the Australian Maths Competition.

At the end of this unit, students should be able to show that they have gained the skills required to master the following dimensions up to VELs Level 6.

- Space / Structure – revision of trigonometry and Pythagoras, Bearings, elevation/depression, 2D and 3D diagrams.
- Measurement/Chance and Data – simulation, simple and compound probability, tree and /Venn diagrams.
- Structure – solving linear and quadratic equations. Graphing linear and quadratic equations. Transposing formulae.
- Space/structure – trigonometry related to the unit circle and its four quadrants. Graphing and sine, cosine and tangent.

WORK REQUIREMENTS:

- Skills practice in topic areas through assignments, tests, homework and analysis tasks
- Problem solving activities and projects, possibly using group work

ASSESSMENT:

- Semester exam
- Project or problem solving task
- Variety of tasks

10MU1, 10MU2 - Music

LEARNING AREA: The Arts

CONTACT TIME: Can be for one semester

AIM:

The Year 10 music extension involves students in a variety of exciting and challenging activities to develop their musical skills and interest in performance, composition and listening.

Music may be undertaken in any semester, although is it best studied as a sequence for the whole year. There are no prerequisites, but students who play an instrument/voice are most suited to study this subject.

CONTENT:

Group Performance:

This activity helps students to become better musicians by learning skills required for rehearsals and performances as part of a group.

Computers and Music Technology:

Students have access to the computers to record their music and print sheet music. The study of public address systems is part of the music technology activity.

Creative Organisation:

Involves song writing, arranging and improvisation. Students have the opportunity to write music ranging for solo instruments to larger ensembles, such as the class band.

Aural Comprehension:

Involves ear training and listening to music and developing skills to become a better musician.

10 MAD – Mechanics and Design

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

To introduce and develop students' understanding into the concepts of mechanical design.

Content:

- Understanding engineering drawings
- Introduction to computer aided design (CAD).
- An option for a group of students to design, construct and race a recumbent trike at the RACV Pedal Prix event.
- An option for students to design, construct and evaluate a small billycart.

The unit has been broken up into four major topics. The first topic 'understanding engineering drawings' will enable the student to undertake a series of exercises focusing on developing their understanding into the principals of manually producing engineering drawings that comply with the Australian Standards.

The second topic introduces students to computer aided design (AutoCAD) where students will develop the skills to produce a series of engineering drawings that comply with the Australian Standards.

The RACV Pedal Prix event option enables a chosen group of students who show the responsibility, interest and commitment to work as a team to exploring a range of complex mechanisms through the design, construction and evaluation in preparation for racing a recumbent trike against other schools throughout Victoria.

This option enables students to design, construct and evaluate a billycart while investigating a range of basic mechanisms.

Work Requirements.

Students will be required to produce a portfolio showing evidence that they have completed all exercises to an acceptable standard. The student will also be required to demonstrate that they can safely use a range of tools and equipment in a workshop environment.

10PTO - Photography

LEARNING AREA: The Arts

CONTACT TIME: One semester

AIM:

The aim of this extension is to introduce the skills of photography through the completion of basic and advanced photography techniques. The course covers all areas of black and white photography.

Students who have completed Photography as a Year 9 extension complete personal research into either portraits in the studio, or follow a theme of their choice.

CONTENT:

Beginners -

- Pin-hole photography
- Darkroom use
- Photograms and photo montage
- 35mm camera use
- Negative development
- Portraits, shape, texture, reportage
- Darkroom tricks
- Presentation
- History of the camera and photography

Advanced –

- Studio lighting
- Composition
- Depth of field
- Contrast, tone
- Aperture and/or shutter speed priority
- Advanced filter and aperture technology
- Toning, screens
- Large format enlarging
- Presentation

10PED - Physical Education (Advanced)

LEARNING AREA: Health & Physical Education

CONTACT TIME: One Semester

AIM:

- To develop leadership skills amongst students
- To develop and refine a range of physical skills
- To create an awareness of the role of the physical sciences in the design of equipment and techniques in a range of sporting activities
- To develop an awareness of coaching techniques and approaches
- To develop an understanding of the structure and function of the human body

CONTENT:

- **The body in action**

This unit introduces the students to basic anatomy and the physiology of exercise, enabling them to better understand how their body functions during exercise and how it responds to exercise over both the short and long term.
- **Aspects of exercise and activity**

After examining the various training methods and principles of training, students will construct a training program of their own and then undertake it over an extended period, allowing them to evaluate its success.
- **Technique and technology**

This unit focuses upon the role of science and technology in allowing us to increase the performance of safety within a variety of activities. The main emphasis is on racquet sports such as tennis, squash and badminton, and the different requirements for each will be explored.

10PHS - Physics

LEARNING AREA: Science

CONTACT TIME: One semester

Physics is the study of the way the physical world around us works, from the smallest particle to the largest galaxy. Everything around us is based on physics – from mobile phones to distant galaxies to the way we move. This unit develops physics ideas, including electromagnetism, waves and communication systems. It is strongly recommended for any students planning to study VCE physics.

WORK REQUIREMENTS:

- Work Book
- Practical laboratory work
- Research investigations
- Tests
- Assignments
- Talks

10PSY – Psychology

LEARNING AREA: Science

CONTACT TIME: One Semester

AIM:

This course is intended to stimulate student interest in the occupational fields of Psychology and provide a different approach to Psychology than the traditional VCE or tertiary Psychology course.

CONTENT:

Introduction to Psychology:

- What is Psychology?
- Psychology as a science
- Psychology as a profession
- Psychological research

Sport Psychology:

- What is sport psychology?
- Working as a sport psychologist
- Motivation
- Goal setting
- Self image
- Stress and relaxation
- Mental skills for peak performance

Clinical Psychology:

- What is clinical psychology?
- Working as a clinical psychologist
- Psychological assessment
- Diagnosis and treatment

Forensic Psychology:

- What is forensic psychology?
- Working as a forensic psychologist
- Assessing dangerousness
- Stalkers and stalking
- Clinical profiling
- The forensic psychologist in the courtroom

Individual research topic:

- Students to research and report on a topic of their choice

11SO – VCE Sociology

LEARNING AREA: SOSE

CONTACT TIME: Two semesters

AIM:

This subject is only being offered to Year 10 students as a head-start on their VCE studies. Full credit towards your VCE is available for both semesters.

Sociology is “the study of study of the origin, development, organization, and functioning of human society; the science of the fundamental laws of social relations, institutions, etc.”. What that means is that in the subject of sociology, the class will look how things change and why.

The class will look at areas such as:

- The major changes in Australian society (such as families, education, the state and the workplace)
- How the rapid development of information and communication technologies influence that change
- The impact of other social movements, such as human rights, women’s rights, environmentalism, self-determination for Indigenous people and trade unions.

CONTENT:

Unit 1: Youth

Area of Study 1 focuses on an exploration of youth as a social category.

Outcome 2 asks students ‘to explain the changes influencing the experience of being young’.

Outcome 3 emphasises the democratic participation of youth and the strategies used to govern them.

Unit 2: Social institutions: Family, Education and the Workplace

Unit 2 has a broad focus, from the study of the family to include education and the workplace as well and the interaction between these three social institutions.

Area of Study 1 is the family

The second area of study is Education and the workplace, focusing on the social impact of the changes that have taken place in the workforce and educational institutions since the 1970s.

10ENS – Specialist English

LEARNING AREA: English

CONTACT TIME: One semester

AIM:

Specialist English is an extension course for enthusiasts of, and high achievers in, English.

The course will be made up of workshops devoted to the study of literature, issues, English as a language and styles of writing. It may include such areas of focus as:

Literature

Classic, contemporary, cutting edge (eg. blogs, zines, graphic & prose novels)

Issues

How to critically understand and respond to issues and the media

English as a language

Explore how English was born and evolved and also explore contemporary language: slang, street, sms.

Useful grammar, vocabulary

Expand your skills

Styles of writing

Understand different genres and how to use them effectively

The course will respond to the needs of the students, and will reinforce important skills for VCE.

Students will be given time to pursue a project of their own choice, which could include: novels, script writing, screenplays, magazine development, in-depth study of literary texts, book reviews and essays, research and presentation of issues, documentaries, oral presentation methods, investigative reports and so on.

Assessments will be a combination of teacher, peer and self.

Assessment may include:

- Individual project
- Oral presentations
- Class discussions
- Ideas workbook
- Short stories
- Non fiction pieces
- Novel study
- Issues study

10STC - Systems and Control

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

To broaden each students' awareness and skills in the electrical and mechanical fields of Systems and Control technology.

To experience and develop competence in diagnostic testing and electronic circuitry as well as to gain an appreciation of mechanical principles and their applications.

To acquire skills which are beneficial for future VCE studies or for employment.

CONTENT:

Students will be involved in the design, production and evaluation of one or more electronic circuits. They will have the opportunity to study, repair, recondition or modify a mechanical device. Practical sessions will be interspersed with related theory.

The actual **work units will be individually negotiated with the teacher** however possible work units **could** include:

- Alternate energy house system
- Build a home security system
- Build an advanced robotic circuit exploring both electronic and mechanical fundamentals.
- Build a model catapult to explore the fundamentals of levers, counterweights.

RESOURCES:

A modern fully equipped classroom is available to encourage students to excel and to further develop their skills.

A design room equipped with computer and printer is available for whole class tuition in CAD drawing and other multimedia applications.

10TYT - Technology – Fibre and Fashions II

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

In this unit students will investigate, manipulate and work with a wide variety of textiles and make products by working through the design process. Students will develop one or more design briefs, choose fabrics, tools and techniques based on examination of their characteristics, availability and suitability for the particular need or purpose, then evaluate their products, tools and procedures according to appropriate standards. Integrated throughout the unit students will use systems analysis techniques to monitor and improve their production. VELS Level 6 standards (Design, creativity and technology strands).

CONTENT:

Following negotiation with their teacher, students will plan and produce at least one article of their own choice. The actual products made will vary reflecting skill development, resources and needs of the student. It is expected that at least two productions will be completed and that the products will extend the skills and knowledge. Students record their design processes and evaluation in a project book.

Examples of appropriate articles include:

- Sportswear/Leisure wear
- Party/Formal wear
- Clothes for job interviews
- Craft work (traditional or modern)

NB: Students will be expected to supply their own fabric for articles selected.

10AT3 – Three-Dimensional Studies

LEARNING AREA: The Arts

CONTACT TIME: One semester

This course will compliment and broaden students' art skills with an investigation into 3 dimensional materials and techniques such as papier-maché, plaster casting, clay, found objects, modroc construction and mosaic. The emphasis is on imagination and experimentation.

AIM:

- To promote an appreciation of 3-dimensional artworks
- To develop and extend 3-dimensional skills/techniques
- To develop an appreciation of 3-dimensional artists in art history
- To encourage the development of a personal aesthetic in relation to 3-dimensional artworks.

Highly recommended as preparation for undertaking VCE Art or Studio Art.

CONTENT:

3-Dimensional Studies challenges the students' idea of form, shape, texture and space. Students are given a variety of design and construction tasks to master within each of their projects along with encouragement to use a variety of different materials. Modelling with ceramics, constructions using cardboard and modroc, assemblage, constructing mosaics and carving are examples. During the course students view a range of visual material including power point presentations about three-dimensional artists, videos, art books and Internet sites. Students will choose an artist to research and will negotiate how this report will be presented eg. Power Point, written, oral.

10AT2 – Two-Dimensional Studies

LEARNING AREA: The Arts

CONTACT TIME: One semester

This course will compliment and extend students' art skills with an investigation into a range of painting/drawing techniques such as: pastel, conté, charcoal, coloured pencil, watercolour, oil paint on canvas and printmaking techniques. The emphasis is on mixed media, imagination and experimentation.

AIM:

- To promote an appreciation of painting/drawing
- To develop and extend painting/drawing techniques/skills
- To develop an appreciation of draughtspeople/painters in art history
- To encourage the development of a personal aesthetic in relation to painting/drawing

CONTENT:

This unit begins with drawing exercises using a range of starting points and media to gain confidence in expression and technique.

A mixed media project is developed by imagining, experimenting, planning and applying a wide range of traditional and non-traditional materials: eg. Glitter, feathers, paint, crayon etc.

Students will be introduced to oil painting on canvas exploring personal ideas and feelings. Students will negotiate a research project on an artist of their choice.

Students will also negotiate an investigation into one of the following printmaking techniques: coloured lino, solar etching, silkscreen and mono printing.

Highly recommended as preparation for undertaking VCE Art or Studio Art.

10WWM - Working With Metals

LEARNING AREA: Technology

CONTACT TIME: One semester

AIM:

- To extend each student's awareness of the characteristics of metals and to further develop skills and production techniques that are associated with shaping and working with metals.
- To acquire skills which are beneficial for future VCE studies or for employment.

CONTENT:

The content focus will be dependent on the expertise of the teacher in charge; however the following should act as a guide to the intended outcomes.

Students will be involved in the design, production and evaluation of one or more products made from metal. Some of the production techniques that could be employed are forging, MIG welding, bronzing, fusion (gas) welding and casting. There will also be an opportunity to experience machining operations on a metal lathe.

The actual **work units will be individually negotiated with the teacher** however possible work units **could** include.

- Decorative metal projects for e.g. wine rack, mirror frame, pot plant holder
- Soft faced hammer
- Nail or centre punch
- Torch
- Bicycle tool

RESOURCES:

A modern fully equipped classroom is available to encourage students to excel and further develop their skills.

A design room equipped with computers and printer is available for whole class tuition in CAD drawing and other multimedia applications.

Some form of protective clothing, which is supplied and laundered by the student, would be desirable.

Indicative Year 10 Subject Contributions – 2010

The listing below details the subject contribution rates that applied for Year 2009. These are provided as a guide to the expected rates that will be individually invoiced to families in January 2010.

Should you have any concerns relating to these contributions please contact the College Business Manager, Mr. John Thomas.

| CORE EXTENSIONS Cost per unit or Semester | | \$ | CORE EXTENSIONS Cost per unit or Semester | | \$ | |
|--|----------------------------------|----------------|--|--|-----------------------|-------|
| Technology Studies | Creative Wood Skills | 35.00 | Health & Phys. Ed. | Child Studies) | 18.00 | |
| | Computer Programming | 7.00 | | Dance | 14.00 | |
| | Systems & Control | 26.00 | | Physical Education | 19.00 | |
| | Working with Metals | 37.00 | | Fun & Fitness | 19.00 | |
| | Technology – Fibre & Fashions II | 31.00 | Mathematics | Mathematical Methods | 11.00 | |
| | Info. Tech., General | 7.00 | | Applied maths (Precal) | 11.00 | |
| | Pedal Prix | 35.00 | | General maths | 11.00 | |
| | Materials in miniature | 28.00 | | Biology | 16.00 | |
| | Engineering Technology | 35.00 | | Chemistry | 17.00 | |
| | | | | Physics | 10.00 | |
| The Arts | 2D | 25.00 | Science | Marine Science | 16.00 | |
| | 3D | 25.00 | | Psychology | 10.00 | |
| | Drama | 7.00 | | S.O.S.E. (Studies of Society & Environment) | Asian Studies | 10.00 |
| | Graphic Arts | 16.00 | | | Law for Living II | 5.00 |
| | Animation | 28.00 | | | International Studies | 10.00 |
| | Music 1 | 16.00 | Sociology | | 10.00 | |
| | Music 2 | 16.00 | | | | |
| | Photography | 32.00 | | | | |
| | English | Art of Writing | 4.00 | | | |
| English Plus | | 5.00 | | | | |
| Specialist English | | 5.00 | | | | |
| Literature | | 5.00 | | | | |
| LOTE | Indonesian 1 | 21.00 | | | | |
| | Indonesian 2 | 21.00 | | | | |
| | French 1 | 9.00 | | | | |
| | French 2 | 11.00 | | | | |
| | Auslan 1 | 23.00 | | | | |
| | Auslan 2 | 23.00 | | | | |

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