NORTHCOTE HIGH SCHOOL

THE NORTHCOTE MODEL

2024

FOLLOW THE BETTER PATH

CONTENTS

TEACHING AND LEARNING AT NORTHCOTE HIGH SCHOOL

THE NORTHCOTE MODEL AND WHAT IT MEANS FOR OUR STUDENTS

Let us Follow the Better Path

What if we could create a learning model that positions our students for success in a complex and uncertain global environment, while imparting the traditions and values in which we take pride?

At Northcote we have taken on this challenge, guided by our vision and values and inspired by our school motto, *Let us follow the better path*.

We know the kinds of learners we need for the society we wish to have in the future. We have designed a model of learning that develops young people with the skills, knowledge, dispositions and values to shape their own futures and contribute meaningfully to the world in which they live.

The Northcote Model is ambitious, requiring teachers to design challenging learning experiences that demonstrate their understanding of the Victorian Curriculum and their ability to align teaching, learning and assessment practices that maintain the curriculum's integrity and realise its intent. For students, the model requires them to have a greater role in their own learning and to work with others to develop collective expertise.

The Northcote Model is designed to ensure that our vision and values are lived through the way in which teachers and students engage in the learning process within and beyond the classroom. At Northcote, success in a future we can only imagine is defined through the following lens:

- It's not just what I know
- It's not just how I use what I know
- It's how I act
- It's how I am.

At Northcote High School we believe this is the better path to follow.

Northcote High School Vision and Values

Northcote High equips young people to realise and enhance their talents. We know that learning is for us all. We are a community whose positive relationships allow us to challenge ourselves and each other. The paths we each follow will take us out into the world changed and confident.

That's why we value **Achievement, Curiosity, Humanity** and **Fairness.**

Values	What this means
Achievement	■ We challenge ourselves ■ We are passionate about and take responsibility for our learning
Curiosity	■ We are curious ■ We are open to new ideas and creative ways of thinking
Humanity	■ We learn in and with our community ■ We are generous and strive for justice in the world
Fairness	■ We are open and honest ■ We treat each other with respect

WHAT IT IS

A Northcote High School education is based on four big ideas:

- All students are at different stages of their learning and grow and develop at different rates
- When students engage in deep learning they can transfer what they know to new situations and to new contexts
- When students are given the opportunity to make choices in regard to their own education and to engage in learning that is relevant and meaningful to their lives they develop agency for their own learning
- Knowing our students and building strong student-teacher relationships is essential to successful learning

These four big ideas, along with our vision and values, provide the basis for designing learning experiences at an appropriate level of challenge for each student. Our students are not only learning new skills and knowledge, they are building their own capacity to work independently and collaboratively, recognise and reflect on their own learning, to know themselves as learners and to understand what they are ready to learn next.

The Northcote Model provides greater choice in learning with students having the opportunity to be engaged in a range of courses within each Learning Area that align to the Victorian Curriculum. It also ensures that students develop the general capabilities of the Victorian Curriculum, and that they address the cross-curricula priorities of Indigenous Australia, Australia's engagement with Asia and Sustainability. We will continue to seek feedback from our school community to ensure that every student's learning journey at Northcote High School provides them with the opportunities, experiences and outcomes that will enable them to shape their own futures.

Further Reading

The future of work
http://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf

https://www.weforum.org/focus/the-fourth-industrial-revolution

The future of learning
http://www.mitchellinstitute.org.au/reports/lessons-that-matter-what-should-we-learn-from-asias-school-systems/

The science of learning
http://www.deansforimpact.org

What Should Students Learn in the 21st Century – Charles Fadel
https://www.youtube.com/watch?v=rHCliGPByf4

HOW WE DO IT

At Northcote High School, we place a high priority on getting to know our students as young people and as learners. We recognise that our knowledge of each student is an important indicator of the success of future learning.

The Northcote Model begins at enrolment, when we seek to understand the experiences, abilities,and backgrounds of our students as they enter the school. This is underpinned by the Connect Program (Years 7-12), through which a sense of belonging, stability and community for students, as well as partnership with families, is formed. The social and emotional learning, academic care and relationship-building of the Connect Program is a vital feature of the Northcote Model.

Years 7 and 8 are establishment years where learning programs are designed to develop foundational knowledge and skills in literacy and numeracy, while establishing critical personal and social skills such as problem solving and collaboration. Students at this level and stage of development are exposed to the complexities of a demanding and diverse curriculum, whilst being provided with the care and support required in a new and challenging environment.

At Years 9 and 10, students have the freedom to indicate preferences for courses across the required breadth of learning areas, as well as additional courses in areas of interest. This opportunity allows students to do more of what they enjoy, to specialise in deep knowledge of an area, or to engage with a broader set of learning opportunities. These courses are designed to appeal to a variety of interests, to explore big ideas and specific content and to promote student connection to areas of study.

At each transition point we engage with students and families through our Connect program and through structured learning activities. This helps our learners and their families navigate the range of options available, and to make informed choices that meet their individual needs and reflect their passions.

We also recognise that students' interests and preferences change over time. We have ensured that the Northcote Model provides opportunities to develop transferable skills, knowledge and understanding so that students can undertake their preferred pathway in Victorian Certificate of Education (VCE), VCE (Vocational Education) or Vocational Education and Training (VET) studies

HOW THE NORTHCOTE MODEL IS DESIGNED AT YEARS 9 & 10

The Northcote Model for students at Years 9 &10 leads to either the Victorian Certificate of Education or VCE (Vocational Education) in Years 11 and 12. The Curriculum offers semester length courses in all key learning areas. Students in Years 9 & 10 undertake six courses each semester. By the end of Year 10 students must have completed a minimum number of courses in each key learning area as described in the table adjacent:

Compulsory Courses (at Year 9 only)	
Health PE & Sport	2
City School (Inquiry)	1
Total Compulsory Courses	**3**

Required Choices (across 9 & 10, no more than 2 in a single year)	
English (one per semester)	4
Mathematics (one per semester)	4
Science	3
Humanities / Languages	3
Visual and Performing Arts / Digital and Design Technologies	3
Total Required Choices	**17**

Free Choice Units (across 9 &10, may include VCE or VET units)	
Any Learning Areas	4

Total Compulsory Courses	**3**
Total Required Choices	**17**
Total Free Choices	**4**
Total Number of Courses over two years	**24**

CHOOSING COURSES

- Students in Years 8 & 9 plan and select courses in Term 3 for Semester 1 and 2 in the following year.
- In Years 9 & 10 students study six courses each semester.
- A complete list of course offerings with content outlines is provided later in this document.
- In this section, the process for selecting courses is outlined. Advice regarding advancement is also included.

How to select your courses for Years 9 and 10

Course selections should be made in consultation with teachers and parents.

When selecting courses, students must be mindful of the following:

- There are a minimum number of courses which you must complete by the end of Year 10 for each learning area. Be sure to balance your course selections across your two year program to achieve this outcome. In some cases, VCE courses taken at Year 10 may count towards the breadth requirements.
- You should select your courses in order of preference – keeping in mind your program plan
- If you are in Year 9 you must complete the two Health & Physical Education courses and the City School course
- If you are in year 10 we recommend at least one Health & Physical Education course in your program
- There are no pre-requisite courses for VCE studies. However, in some learning areas there may be recommended preparatory pathways. Information regarding these can be found in the course descriptions and additionally through Subject Expos, Information Nights and in consultation with Faculty Leaders. See also 'Maths and Languages Sequential Courses' below.
- If you wish to advance in an area you must complete the Advancement Application form available from your Year Level Program Leader.

CHOOSING COURSES CONT.

Once selected it is expected that student courses will remain unchanged for the year.

Please note that all courses run subject to school resourcing decisions, including the need to balance resources across groups. Course descriptions in this handbook are indicative and may change to accommodate the class context.

Mathematics and Languages Sequential Courses

Due to the nature of the learning, Maths and Languages have some sequential courses. If you wish to continue to the next year level, you must complete 2 units in sequential order, A and B unit, in order to advance to the next year. You can complete an A course, and stop, but then you cannot continue with the subject. French courses at Year 9 are not sequential, but you must complete two in order to continue French in Year 10.

English Courses

Students will be required to select at least one course per year that includes the shared reading of an extended set text, to prepare for senior English studies. Students will encounter a variety of textual forms in all English courses including novels, films, short stories, plays, poetry, speeches, essays, journals, podcasts and extracts. Courses with an extended set text are indicated by the TEXT logo.

Students currently in the ACE program

Students currently in the ACE program will find plenty of courses to maintain challenge and extension in their learning. All Northcote Model courses are designed to challenge at the point of individual need; additionally there are some courses and opportunities aimed specifically at advanced learners. ACE program students should select courses according to their individual strengths and interests, and consider advancement in areas of particular passion.

Vertical courses

Courses marked with an asterisk (*) can be taken in either Year 9 or 10 and will be assessed along a continuum to a Level 10 standard.

STEM courses

75% of future jobs will require STEM (Science, Technology, Engineering and Maths) skills. Yet only 16% of high-school graduates are currently enrolling in STEM degrees in Australia.

We also know that the world needs more innovative and creative problem solvers to help tackle complex issues like climate change. In this handbook, you will find courses marked with the STEM logo. These courses incorporate at least two of the STEM areas, and involve students in projects that solve real world problems.

ADVANCEMENT

Students who demonstrate high intellectual potential and a strong commitment to their studies may wish to enhance their learning by undertaking some advanced level study. The aim of advancement is not to accelerate faster through a learning program, but to access additional challenge and extension whilst maintaining strong connections to the peer group.

In the Northcote Model, students may advance by undertaking:

- Year 10 courses in Year 9
- VCE and VET units in Year 10
- Non-EAL (English as an Additional Language) English courses as an EAL student, or
- Year 9 Advanced Maths

Students wishing to advance must complete the Advancement Application form as part of the course selection process. Additional advancement requirements may apply for Mathematics courses. Students or families should see the Year Level Program Leader or relevant Faculty Leader with any queries. In most cases, approval for advancement would be given in one learning area only.

New enrolments may be permitted to advance based on their past school assessments and reports.

Planning for Year 11 & 12 and beyond

At Northcote High School students can undertake either the Victorian Certificate of Education (VCE), or VCE (Vocational Education). Details of these two certificate courses are available on the myNorthcoteHigh Subject Selection pages.

VET is an acronym for Vocational Education and Training – a series of vocational, hands-on subjects which involve authentic industry exposure and the development of industry-specific skills. Many of these subjects are offered off campus can help complement a student's VCE/VCAL program. Some of them can be used as scored assessment towards the ATAR (Australian Tertiary Admission Rank). Most VET programs run for two years and culminate in either a Certificate II or Certificate III qualification. Students thinking of exploring VET options should be aware that a two-year VET program cannot be entered into once the course is underway, so needs to be started at the beginning of Year 10 or Year 11. See further information about VET in the Year 10 course offerings section of this handbook.

Each year we hold information sessions for families to support course selection.. These aim to assist students and families to make informed decisions about study pathways.

Year 10 students participate in career and course planning within the Connect program. They identify potential career areas and learn about the post-school training these will require. They also learn about any pre-requisite studies they will need to do during Year 11 and 12 for application to their preferred tertiary courses.

VARIABLE PROGRAM CHARGES

Variable Program fees are provided to families in October of each year.

To provide families an understanding of the costs of courses and programs at NHS, the current year charges are reflected below as a guide. Whilst the School Council makes every effort to keep costs to a minimum, it is important that families are aware that there may be increases to the costs of courses and programs for 2024.

All students in Year 7-12 are requested to pay a 'Common Program' charge. This charge is the same for all students in that year level. Students in Years 9-12 are also requested to pay a 'Variable Program' charge.

Year 9 Variable Program 2023 – Course Costs

Course costs include the essential consumables and services required for delivery of the course in which students take temporary or permanent possession of. NHS does not charge for the teaching of the standard curriculum.

Learning Area Courses	Examples of essential consumables	Cost of Courses per Learning Area
Design	Wood, metal materials, safety equipment, hardware items (nails, screws etc.)	$40.00
Food	Apron, cooking ingredients (eg: flour, eggs, butter, milk, meats, fruit/veg etc.)	$40.00
Visual Arts	Paints, canvas, specialised paper and other materials (eg: clay, film, folio items etc.)	$40.00
Performing Arts	Prop materials, costumes, make up, music/drama licences	$40.00
Science	Chemicals and materials, lab coat, safety glasses	$40.00
English	Writing materials, paper and posters, audio book services	$25.00
Health and PE	Sporting tops and bands, health and sports subscription, writing materials	$30.00
Humanities	Writing materials, paper and posters, clip board	$25.00
Languages	Writing materials, paper and posters, dictionaries, translate licences	$25.00
Maths	Graph paper and writing materials, maths program licence	$25.00
Duke of Ed Program	Camp and Excursion Programs, camping equipment and materials and DOE certificate	$850.00

Year 10 Variable Program 2023 – Course Costs

Course costs include the essential consumables and services required for delivery of the course in which students take temporary or permanent possession of. NHS does not charge for the teaching of the standard curriculum.

Learning Area Courses	Examples of essential consumables	Cost of Courses per Learning Area
Design	Wood, metal materials, safety equipment, hardware items (nails, screws etc.)	$40.00
Food	Apron, cooking ingredients (eg: flour, eggs, butter, milk, meats, fruit/veg etc.)	$60.00
Visual Arts	Paints, canvas, specialised paper and other materials (eg: clay, film, folio items etc.)	$45.00
Performing Arts	Prop materials, costumes, make up, music/drama licences	$40.00
Science	Chemicals and materials, lab coat, safety glasses	$40.00
English	Writing materials, paper and posters, audio book services	$25.00
Health and PE	Sporting tops and bands, health and sports subscription, writing materials	$30.00
Humanities	Writing materials, paper and posters, clip board	$25.00
Languages	Writing materials, paper and posters, dictionaries, translate licences	$25.00
Maths	Graph paper and writing materials, maths program licence	$25.00

Year 11 Variable Program 2023 – Course Costs

Course costs include the essential consumables and services required for delivery of the course in which students take temporary or permanent possession of. NHS does not charge for the teaching of the standard curriculum.

Learning Area Courses	Examples of essential consumables	Cost of Courses per Learning Area
Design	Wood, metal materials, safety equipment, hardware items (nails, screws etc.), supplementary exam preparation materials (practice exams)	$60.00
Food	Cooking ingredients (eg: flour, eggs, butter, milk, meats, fruit and veg etc.), supplementary exam preparation materials (practice exams)	$100.00
Visual Arts	Paints, canvas, specialised paper and other materials (eg: clay, film, folio items etc.), supplementary exam preparation materials (practice exams)	$65.00
Performing Arts	Prop materials, costumes, make up, music/drama licences, supplementary exam preparation materials (practice exams)	$45.00
Science	Chemicals and materials, lab coat, safety glasses, supplementary exam preparation materials (practice exams)	$60.00
English	Writing materials, paper and posters, audio book services, supplementary exam preparation materials (practice exams)	$35.00
Health and PE	Sporting tops and bands, health and sports subscription, writing materials, supplementary exam preparation materials (practice exams)	$40.00
Humanities	Writing materials, paper and posters, clip board, supplementary exam preparation materials (practice exams)	$35.00
Languages	Writing materials, paper and posters, dictionaries, translate licences, supplementary exam preparation materials (practice exams)	$35.00
Maths	Graph paper and writing materials, maths program licence, supplementary exam preparation materials (practice exams)	$35.00
Outdoor Ed Program	Camp and Excursion Programs, camping equipment and materials	$1,225.00

Year 12 Variable Program 2023 – Course Costs

Course costs include the essential consumables and services required for delivery of the course in which students take temporary or permanent possession of. NHS does not charge for the teaching of the standard curriculum.

Learning Area Courses	Examples of essential consumables	Cost of Courses per Learning Area
Design	Wood, metal materials, safety equipment, hardware items (nails, screws etc.), supplementary exam preparation materials (practice exams)	$70.00
Food	Cooking ingredients (eg: flour, eggs, butter, milk, meats, fruit and veg etc.), supplementary exam preparation materials (practice exams)	$110.00
Visual Arts	Paints, canvas, specialised paper and other materials (eg: clay, film, folio items etc.), supplementary exam preparation materials (practice exams)	$75.00
Performing Arts	Prop materials, costumes, make up, music/drama licences, supplementary exam preparation materials (practice exams)	$45.00
Science	Chemicals and materials, lab coat, safety glasses, supplementary exam preparation materials (practice exams)	$70.00
English	Writing materials, paper and posters, audio book services, supplementary exam preparation materials (practice exams)	$50.00
Health and PE	Sporting tops and bands, health and sports subscription, writing materials, supplementary exam preparation materials (practice exams)	$45.00
Humanities	Writing materials, paper and posters, clip board, supplementary exam preparation materials (practice exams)	$40.00
Languages	Writing materials, paper and posters, dictionaries, translate licences, supplementary exam preparation materials (practice exams)	$40.00
Maths	Graph paper and writing materials, maths program licence, supplementary exam preparation materials (practice exams)	$40.00
Outdoor Ed Program	Camp and Excursion Programs, camping equipment and materials	$1,100.00

SAMPLE PROGRAMS

YEAR 9 & 10

Compulsory Courses
(at Year 9 only)

Required Choices
(across 9 & 10, no more than 2 in a single year)

Free Choice Courses
(across 9&10, may include VCE or VET units)

Please note that, with the exception of sequential courses, Semester allocation of courses may vary.

Student with an interest in: **Broad range of courses**

	Year 9 Sem 1	Year 9 Sem 2	Year 10 Sem 1	Year 10 Sem 2
English Requirement = 4	Future Fictions	Journalism	Creative Writing	Beyond the Dead White Men
Maths Requirement = 4	9 Maths A	9 Maths B	Maths 10A	Data Modelling
Health & Phys Ed Requirement = 2	Health and PE	Health and PE	Personal Training	Coaching and Sports Leadership
Humanities/Language Requirement = 3	Buy Rights		Troy to Gallipoli	Is our world sustainable?
DesTech DTech P.Arts Food = 3	#WeLoveFood	Media Genre and Technique	Food for Healthy Living	VCD: Illustration
Science Requirement = 3	CREST	Medical Science	Mind Matters	Moving and Reacting
Free Choice from any Learning Area (includes Inquiry course)		City School (Compulsory)		
TOTAL	**6 Courses**	**6 Courses**	**6 Courses**	**6 Courses**

Student with an interest in: **Humanities Focus**

	Year 9 Sem 1	Year 9 Sem 2	Year 10 Sem 1	Year 10 Sem 2
English Requirement = 4	Young Adult Lives in Text	Art of Argument	World Changing Texts	Language of Sport
Maths Requirement = 4	9 Maths A	9 Maths B	Maths 10A	Algebra and Functions
Health & Phys Ed Requirement = 2	Health and PE	Health and PE		Advanced SEPEP
Humanities/Language Requirement = 3	Conspiracy theories	Big History	VCE Philosophy Unit 1	VCE Philosophy Unit 2
DesTech DTech P.Arts Food = 3	Upcycled Fashion		Art of Revolution	Theatre in a Trolley
Science Requirement = 3	Consumer Science	CREST	Environmental Engineering	
Free Choice from any Learning Area (includes Inquiry course)		City School (Compulsory)	Law and Morality	Politics and Popular Culture
TOTAL	**6 Courses**	**6 Courses**	**6 Courses**	**6 Courses**

SAMPLE PROGRAMS

YEAR 9 & 10

Student with an interest in: **Language with other choices**

	Year 9 Sem 1	Year 9 Sem 2	Year 10 Sem 1	Year 10 Sem 2
English Requirement = 4	Crime and Detectives	Journalism	World Changing Texts	Adspeak
Maths Requirement = 4	9 Maths A	9 Maths B	Maths 10A	Algebra and Functions
Health & Phys Ed Requirement = 2	Health and PE	Health and PE		Personal Training
Humanities/Language Requirement = 3	9 Italian A	9 Italian B	10 Italian A	10 Italian B
DesTech DTech P.Arts Food = 3		Comedy	Game Design and Production	Food for Healthy Living
Science Requirement = 3	CREST	Atoms to Galaxies	Revolutions in Biology	
Free Choice from any Learning Area (includes Inquiry course)	City School		Is our world sustainable?	Pre-Independent Investigation
TOTAL	**6 Courses**	**6 Courses**	**6 Courses**	**6 Courses**

Student with an interest in: **Science Focus**

	Year 9 Sem 1	Year 9 Sem 2	Year 10 Sem 1	Year 10 Sem 2
English Requirement = 4	Journalism	Future Fictions	Race, Power and Justice	Essay Writing for Change
Maths Requirement = 4	9 Maths A	9 Maths B	Maths 10A	Algebra and Functions
Health & Phys Ed Requirement = 2	Health and PE	Health and PE		Sports Science
Humanities/Language Requirement = 3	Death and Destruction		Law and Morality	Money Makes the World Go Around
DesTech DTech P.Arts Food = 3		The Robots are Coming	Composition and Arranging	Precious Plastics
Science Requirement = 3	Atoms to Galaxies	Marine Biology	Moving and Reacting	Mind Matters
Free Choice from any Learning Area (includes Inquiry course)	Consumer Science	City School (Compulsory)	CREST	
TOTAL	**6 Courses**	**6 Courses**	**6 Courses**	**6 Courses**

Compulsory Courses
(at Year 9 only)

Required Choices
(across 9 & 10, no more than 2 in a single year)

Free Choice Courses
(across 9&10, may include VCE or VET units)

Student with an interest in: **Maths Focus**

	Year 9 Sem 1	Year 9 Sem 2	Year 10 Sem 1	Year 10 Sem 2
English Requirement = 4	Art of Argument	Future Fictions	Race, Power and Justice in Texts	Adspeak
Maths Requirement = 4	9 Maths Advanced A	9 Maths Advanced B	VCE Maths Methods 1	VCE Maths Methods 2
Health & Phys Ed Requirement = 2	Health and PE	Health and PE	Women in Sport	
Humanities/Language Requirement = 3	Death and Destruction	World at War	Law and Morality	Big History
DesTech DTech P.Arts Food = 3	Intro to Algorithms & Computer Science			Digital Design
Science Requirement = 3	Atoms to Galaxies	Marine Biology	Moving and Reacting	Mind Matters
Free Choice from any Learning Area (includes Inquiry course)		City School (Compulsory)	The Robots are Coming	Inquiry Maths
TOTAL	**6 Courses**	**6 Courses**	**6 Courses**	**6 Courses**

Student with an interest in: **Visual Arts Focus**

	Year 9 Sem 1	Year 9 Sem 2	Year 10 Sem 1	Year 10 Sem 2
English Requirement = 4	World Changing Texts	Crime and Detectives	How Writers Write	It's a Tragedy
Maths Requirement = 4	9 Maths A	9 Maths B	VCE Foundation Maths	VCE Foundation Maths
Health & Phys Ed Requirement = 2	Health and PE	Health and PE	Total Wellbeing	Healthy Communities
Humanities/Language Requirement = 3	Buy Rights		Politics and Popular Culture	Big History
DesTech DTech P.Arts Food = 3		Sculpture	VET Vis Arts	VET Vis Arts
Science Requirement = 3	Medical Science	Consumer Science		CREST
Free Choice from any Learning Area (includes Inquiry course)	The Dream Theory	City School (Compulsory)	Quirky Couture	
TOTAL	**6 Courses**	**6 Courses**	**6 Courses**	**6 Courses**

FACULTY COURSE OFFERINGS

Northcote Model Course Offerings:
Year 9

English	Maths	Humanities	Languages	Science	Health and Phys Ed	Digital Design, Design & Technology and Food Studies	Performing Arts	Visual Arts
Crime and Detectives TEXT	9 Maths A	*Big History	Chinese A VET	Atoms to Galaxies	9 Health and PE A (Compulsory)	*Digital Design	*Comedy	The Dream Theory
Future Fictions TEXT	9 Maths B	Buy Rights	Chinese B VET	Consumer Science	9 Health and PE B (Compulsory)	*Kickstart your Design Career	*Lights, Camera, Action	VCD: Illustration and Environmental Design
Art of Argument	9 Maths Advanced A	Conspiracy Theories	French A Semester 1	*CREST CSIRO Competition STEM	*Women in Sport	*Upcycled Fashion STEM	*Theatre in a Trolley	The Art of Science STEM
Journalism	9 Maths Advanced B	Crime and Punishment	French B Semester 2	Crime Scene Investigation	Boot Camp	*Quirky Couture (Fashion)	*Composition and Arranging	Sculpture
Young Adult Lives in Text TEXT		Death and Destruction	Greek A	Evolutions of Scientific Theory	$ Duke of Ed	*Precious Plastics STEM	*It's a Gig	Media Genres and Techniques
*World Changing Texts TEXT		World at War	Greek B	Marine Biology	Total Sports	DIGITAL TECH	*Music Industry and Production	*Digital Photography and the Storyteller
*Language of Sport		*Troy to Gallipoli	Italian A	Medical Science		*The Robots are Coming STEM	*Page to Stage	Contemporary Aboriginal Art
		*Indigenous Rights and Freedoms	Italian B			*Game Design and Production STEM	*Physical Theatre	
						*Intro to Algorithms and Computer Science STEM		
						FOOD STUDIES		
						#WeLoveFood		
	City School inquiry (Compulsory)					So You Think You Can Cater?		

Courses named with an A / B indicate a sequence

$ indicates a course which incurs additional costs

* indicates a course that can be taken at Year 9 or Year 10

STEM indicates courses that incorporate STEM

TEXT indicates a course that includes an extended set text for shared study

Northcote Model Course Offerings: Year 10

English	Maths	Humanities	Languages	Science	Health and Phys Ed	Digital Design, Design & Technology and Food Studies	Performing Arts	Visual Arts
EAL A TEXT	Maths 10 A	*Big History	Chinese VET A	Mind Matters	*Women in Sport	*Digital Design	*Comedy	Architectural Design STEM
EAL B TEXT	Data Modelling	How to Rule the World	Chinese VET B	*CREST CSIRO Competition STEM	Coaching and Sports Leadership	*Kickstart your Design Career	*Lights, Camera, Action	Art Industry
Adspeak	Algebra and Functions	*Indigenous Rights and Freedoms	French A	Environmental Engineering STEM	Healthy Communities STEM	*Upcycled Fashion STEM	*Theatre in a Trolley	Art of Revolution
Essay Writing for Change TEXT	Inquiry Maths	Law and Morality	French B	Moving and Reacting	Personal Training	*Quirky Couture (Fashion)	*Composition and Arranging	*Digital Photography and the Storyteller
Creative Writing	VCE Foundation Maths 1&2	Politics and Popular Culture	Greek A	Revolutions in Biology	Sports Science STEM	*Precious Plastics STEM	*It's a Gig	Animation and Multimedia
How Writers Write TEXT	VCE Maths Methods 1&2	Pre Extended Investigation	Greek B	What Makes us Sick	Total Wellbeing	DIGITAL TECH	*Music Industry and Production	Film and TV Narratives
*Language of Sport		Money Makes the World Go Round	Italian A		$ VCE Outdoor & Environmental Studies	*The Robots are Coming STEM	*Page to Stage	VCD: Illustration
It's a Tragedy TEXT		Is our World Sustainable?	Italian B		Advanced SEPEP	*Game Design and Production STEM	*Physical Theatre	
*World Changing Texts TEXT		*Troy to Gallipoli				*Intro to Algorithms and Computer Science STEM		
Beyond the Dead White Men TEXT						FOOD STUDIES		
Race, Power and Justice in Texts TEXT						Café Culture		
		VET and VCE courses				Food for Healthy Eating		

Courses named with an A / B indicate a sequence

$ indicates a course which incurs additional costs

* indicates a course that can be taken at Year 9 or Year 10

STEM indicates courses that incorporate STEM

TEXT indicates a course that includes an extended set text for shared study

HOW TO READ THE COURSE DESCRIPTIONS

JOURNALISM

Course title

Are you interested in:
How events and issues are portrayed in the media.

Why the course might suit you and any pathway preparation recommendations

What we do:
You will examine different forms of media (traditional and social) and the different forms of writing required for these media. You will examine different genres of journalism such as crime, sport, entertainment and opinion and gain an understanding of the ethics of journalism and the ways in which they impact the work.

An indication of the types of learning activities involved

What we learn
(skills knowledge and understandings):
You will develop skills in researching, writing and editing and the preparation required for interviews. You will learn about different uses of language and the importance of the journalistic voice. You will also develop an understanding of the changing nature of media and, as a result, the skills required to be a journalist.

A broad overview of the key skills and knowledge you would expect to develop through this course

What you will be assessed on:
You will write an editorial on a local issue in a local newspaper, record an audio interview with a person of interest and produce a podcast.

An indication of the types of formal assessment tasks (CATs) you could complete. Remember that assessment and feedback come in a range of forms and that these may change depending on the course context.

A NOTE ON ASSESSMENT:

Effective feedback and assessment is essential to learning. Teachers continually assess – and give feedback on – student progress through a range of methods and learning activities. Courses in the Northcote Model will include a full range of assessment 'for, as and of' learning. As part of this, each course will include a minimum of three formal assessment tasks (known as CATs) per semester.

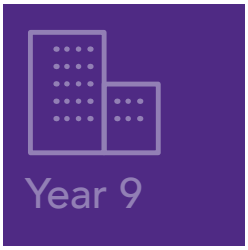
YEAR 9 COURSES

HOW THE VICTORIAN CURRICULUM IS ADDRESSED:

- All courses offer experiences to address relevant standards from the Victorian Curriculum.
- While each course is stand-alone, the skills required become progressively more complex from Yr 9 to Yr 10, with some assumed knowledge of skills at Year 10.
- Courses incorporate relevant Victorian Curriculum capabilities (creative and critical thinking, ethical, intercultural and personal and social) where it is relevant to the learning sequence
- All courses offered develop skills, knowledge and understandings that prepare for VCE or VCE (Vocational Education).

COURSE DESCRIPTIONS

1. CITY SCHOOL
2. ENGLISH
3. MATHEMATICS
4. HUMANITIES
5. LANGUAGES
6. SCIENCE
7. HEALTH AND PHYSICAL EDUCATION
8. DESIGN & TECHNOLOGIES, DIGITAL TECHNOLOGIES AND FOOD STUDIES
9. PERFORMING ARTS
10. VISUAL ARTS



1. CITY SCHOOL (INQUIRY)

The Northcote Model puts critical and creative thinking, problem-solving and collaboration at the heart of the skills students develop. As a cross-disciplinary Inquiry course, City School exemplifies this type of learning. City School is a major part of the unique Year 9 experience, and is compulsory for all Year 9 students.

Using the Northcote Inquiry model, and drawing on the Capabilities framework embedded in the Victorian Curriculum, as well as on skills and knowledge from English, Humanities and other learning areas, City School develops students' capacity as independent learners and engaged citizens. It allows them to pursue areas of interest and to consider how they might have an impact on the world around them. City School prioritises authentic learning experiences, and culminates in a public presentation and celebration of learning to family and friends.

CITY SCHOOL (COMPULSORY COURSE)

Are you interested in:
Working with others to identify and investigate issues in society, and to develop and propose solutions. Developing your critical and creative thinking skills, and your problem-solving capabilities, as you engage in the life of our great city.

What we do:
Working as a member of a team you will identify a social issue which is affecting contemporary Melbourne. You will undertake research, explore different perspectives on the issue, and collect data before making recommendations for a solution. You will undertake research beyond the classroom and make use of resources within the City of Melbourne.

What we learn
(skills knowledge and understandings):
You will learn how to identify the issues affecting our society, and how to formulate a position in relation to a social issue. You will learn about the relevance and appropriateness of types of data and evidence, and how to use evidence to form conclusions.
You will learn to work as part of a research team, collaborating on project goals and design, while also assigning responsibilities to members of your team. You will learn how to evaluate proposed solutions to a social issue, and how to structure and present your findings to an audience.

What you will be assessed on:
The completion of a research proposal for a chosen social issue, an investigation of data and evidence relevant to the chosen social issue, and the presentation of your research findings and proposals to the community

2. ENGLISH

CRIME AND DETECTIVES TEXT

Are you interested in:
Crime and detective fiction.

What we do:
You will read and analyse a range of crime and detective fiction over time, and examine how crime fiction has changed according to social and technological developments over the last century. You will examine the ways in which authors change their language in order to make an impact on different audiences. You will investigate the features and forms of crime journalism, and examine the ways in which authors change their language in order to make an impact on different audiences. They will explore how crime reporting has changed over time, and how language reflects the values of a changing society.

What we learn
(skills knowledge and understandings):
You will learn how to analyse persuasive texts and explore a current issue in crime in the media. You will also develop your own arguments using persuasive language techniques.

What you will be assessed on:
A presentation on how crime is reported on in the Media, an essay on crime fiction and a piece of crime writing

FUTURE FICTIONS TEXT

Are you interested in:
How society might change in the future.

What we do:
In this subject, you will explore the impact of technology on the future. You will read and analyse a range of science fiction writing and examine how this genre has changed according to social and technological developments over the last century. You will also examine the ways in which authors change their language in order to make an impact on different audiences. You will investigate the features and forms of science fiction writing and examine the ways in which texts change on adaptation from text to film. You will explore ethical issues and develop an understanding of science fiction as the sociology of the future.

What we learn
(skills knowledge and understandings):
You will learn how to analyse a range of texts and explore a current issue in technology and ethics. You will develop your own arguments using persuasive language techniques.

What you will be assessed on:
A class presentation, research task and an essay including an analysis of two pieces of science and technology writing.

ART OF ARGUMENT

Are you interested in:
How to speak, write and listen in order to win an argument.

What we do:
You will engage in the process of brainstorming a topic and researching and writing a set of arguments as a member of a debating team.

What we learn
(skills knowledge and understandings):
You will learn the skills needed to take on the role of first, second or third speaker including the structure of arguments and the uses of persuasive language and rebuttals. You will gain experience of competing in and adjudicating debates and will learn that listening is as important as speaking.

What you will be assessed on:
You will complete three assessment tasks that will focus on matter (research on a selected topic), manner (presentation of the arguments) and method (construction of an argument).

JOURNALISM

Are you interested in:
How events and issues are portrayed in the media.

What we do:
You will examine different forms of media (traditional and social) and the different forms of writing required for these media. You will examine different genres of journalism such as crime, sport, entertainment and opinion and gain an understanding of the ethics of journalism and the ways in which they impact the work.

What we learn
(skills knowledge and understandings):
You will develop skills in researching, writing and editing and the preparation required for interviews. You will learn about different uses of language and the importance of the journalistic voice. You will also develop an understanding of the changing nature of media and, as a result, the skills required to be a journalist.

What you will be assessed on:
You will compare the language features of different media texts. You will write an editorial on a local issue in a local newspaper. You will also record an audio interview with a person of interest and produce a podcast.

YOUNG ADULT LIVES IN TEXT TEXT

Are you interested in:
Stories about young people and reflecting on the way young people are influenced by advertising.

What we do:
You will explore advertising and how it impacts young people. You will also delve into how young people are represented in fictional texts, including a novel and a film, from both the past and in more recent times.

What we learn
(skills knowledge and understandings):
You will build essential English skills such as analysing texts and creating texts.

What you will be assessed on:
Creating and analysing advertisements, creative writing, and analytical writing.

*WORLD CHANGING TEXTS TEXT

Are you interested in:
The stories of our past.

What we do:
You will explore how storytelling can inspire or console people during times of great social change. You will delve into specific historical situations and events like the rise of music videos and Madonna, the Civil Rights Movement and leaders like Martin Luther King.

What we learn
(skills knowledge and understandings):
You will use your knowledge of these events to present your own responses to issues and learn to compare persuasive communication in texts.

What you will be assessed on:
A comparative text analysis of music videos, a language analysis of a famous speech and a persuasive response.

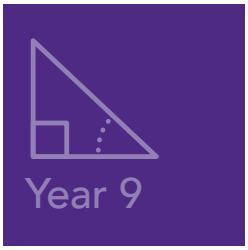
*THE LANGUAGE OF SPORT

Are you interested in:
The way language is used in the world of sport.

What we do:
You will read and analyse both fiction and non-fiction texts that relate to sport. You will investigate the features and forms of sports writing in Australia, and examine the ways in which authors change their language in order to make an impact on different audiences, and how sports writing reflects the values of a changing society. You will also conduct your own investigations into how people use language to communicate on and off the sports field.

What we learn
(skills knowledge and understandings):
You will learn how to read and analyse a range of texts. You will learn about contemporary issues surrounding sports, such as gender, racism and performance enhancing drug use, and you will learn how to plan and conduct your own research investigation.

What you will be assessed on:
You will produce an analytical essay that compares the language used in a range of texts, an oral presentation on a contemporary sporting issue, and an independent research project examining the way verbal language is used on and off the sporting field.



3. MATHEMATICS

Mathematics in the Northcote Model

The Mathematics learning sequence across Years 9 and 10 is designed to be engaging and rigorous, while providing all students with the required support and challenge to achieve their potential. As good teaching and learning in Mathematics requires a consistent program of practice and consolidation, **students are required to have one maths course in each of the four semesters of learning across Years 9 and 10.**

At Year 9 there are two mathematics pathways – Year 9 Mathematics (A and B) and Year 9 Advanced Mathematics. All mathematics courses offer students the opportunity for differentiated instruction that provides the appropriate level of stretch and challenge, to ensure maximum progress. **Both year 9 pathways can lead into all senior mathematics courses.** In Year 10 students (except those doing an Advancement Pathway) will take a common maths course in Semester One (Maths 10A) followed by the appropriate maths that is in line with their chosen VCE Mathematics pathway.

Year 9 Advanced Mathematics

Students who are performing above the level in Mathematics in Year 8, who may benefit from fast-tracking the development of their mathematical skills and knowledge, may wish to consider the Advancement Pathways outlined on the next page. The Year 9 Advanced Mathematics course is a rigorous, fast-paced course that will cover the core content of both Year 9 and Year 10 Mathematics in one year. Each semester course will contain both Year 9 and 10 content, with skills taught sequentially.

The Year 9 Advanced Mathematics Course has limited places. Entry into the Year 9 Advanced Mathematics Program is criteria-based: ongoing high level achievement throughout Year 8, application in class, and organisation, along with capacity to cope with the fast pace of instruction, which comes in the form of a recommendation by the student's Year 8 Mathematics teacher, GPA results and performance on an Entry Test.

The Entry Test is an assessment of the core skills learned at Year 8 as well as some above-level year 9 skills. The test will be one hour in length and cover Algebra, Measurement and Geometry and Problem Solving.

Students who are unsuccessful gaining entry to the Year 9 Advanced Mathematics Course will have access to the same opportunities and pathways as those students taking the Year 9 Advanced course over a longer time scale. These students will undertake Year 9 Mathematics A and B in year nine, have opportunities for enrichment in Mathematics in Year 10 and typically move into VCE Mathematics at Year 11. Individual pathways will be considered for high performing students not in Year 9 Advanced Mathematics.

Northcote Model
Mathematics Course Offerings

YEAR 9	
Semester 1	**Semester 2**
Maths 9A	Maths 9B
Maths 9 Advanced A^	Maths 9 Advanced B^

YEAR 10	
Semester 1	**Semester 2**
Maths 10A	Data Modelling
Inquiry Maths 10	Algebra and Functions

^ Advancement courses – application required

9 MATHS A

Are you interested in:
Algebra and trigonometry.

What we do:
You will explore the fundamentals of linear and quadratic algebra, solving linear equations, simplifying expressions using Index Laws and trigonometry.

What we learn
(skills knowledge and understandings):
You will develop your algebraic skills in factorising, expanding and equation solving and gain an understanding of how trigonometric ratios can be used to solve real world problems.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course. There will be three formal assessments that will take the form of tests, problem solving activities and investigations.

9 MATHS B

Are you interested in:
Geometry, measurement and statistics.

What we do:
You will explore the fundamentals of measurement, linear and non-linear graphs, geometry and probability.

What we learn
(skills knowledge and understandings):
You will establish an understanding of gradients, intercepts and the measurement of distances between two points in order to sketch both linear and quadratic graphs. You will develop an understanding of probability by looking at Venn diagrams and Karnaugh Maps and you will gain insights into the central role of statistics by displaying data and taking measurements of both centre and spread. Your geometry skills will benefit from exploring enlargement ratios, congruent shapes, similar triangles and you will learn measure composite shapes, surface area, volumes of prisms and circles.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course. There will be three formal assessments that will take the form of tests, problem solving activities and investigations.

Typical Mathematics Pathways

Please note that the table below illustrates the most common Mathematics learning pathways, and other learning sequences across Years 9 to 12 are possible. Students should consult with their tutors and Maths teacher to determine the Mathematics learning pathway that is best suited to their ability, interest, and goals.

	Year 9		Year 10		Year 11	Year 12
Semester	1	2	1	2	1 and 2	1 and 2
Support Pathway	Maths 9A	Maths 9B	VCE Foundation Mathematics Unit 1	VCE Foundation Mathematics Unit 2	VCE Foundation Maths Unit 3 and 4 or No Maths	VCE Foundation Maths Unit 3 and 4 or No Maths
General Pathway	Maths 9A	Maths 9B	Maths 10A	Data Modelling	General Maths 1/2	General Maths 3/4 or Foundation Maths 3/4
Methods Pathway	Maths 9A	Maths 9B	Maths 10A	Algebra and Functions	Maths Methods 1/2	Maths Methods (and/or) General Maths 3/4
Specialist Pathway	Maths 9A	Maths 9B	Maths 10A	Algebra and Functions	Maths Methods and Specialist Maths 1/2	Maths Methods with the options of Specialist Maths and / or Algorithmics
Advancement Pathway (VCE Maths at Year 10)	Maths 9 Advanced A	Maths 9 Advanced B	VCE Maths Methods 1/2	VCE Maths Methods 1/2	VCE Specialist 1/2 and Maths Methods 3/4	Specialist Maths with option of Algorithmics
Advancement Pathway (No VCE Maths at year 10)	Maths 9 Advanced A	Maths 9 Advanced B	Inquiry Maths 10	Algebra and Functions	Maths Methods and Specialist Maths 1/2	Maths Methods with the options of Specialist Maths and / or Algorithmics

4. HUMANITIES

*BIG HISTORY

Are you interested in:
The way science, geography and history intersect to explain the last 13.8 billion years.

What we do:
You will look at the world from many different perspectives and in doing so you will better understand how we got here, where we're going, and how we fit in. This course covers the history of the world from the Big Bang to how we will meet the needs of the future. Digital technologies will be used to investigate eight key threshold moments in human history.

What we learn
(skills knowledge and understandings):
You will develop the skills to make historical interpretations and use and analyse sources to develop arguments regarding contested areas of history. You will also be exposed to the nature of interdisciplinary study, including Science, Geography and History, in order to better understand the universe and our place within it.

What you will be assessed on:
An investigative report, a source analysis and a research project.

BUY RIGHTS

Are you interested in:
Globalisation and the ways in which we are connected to people and places around the world.

What we do:
The dawn of the 21st Century has changed the very nature of human interaction and interconnection. The development of digital technologies, globalisation and the accessibility of international travel and trade has transformed the manner in which we interact and communicate and has recently been affected again by COVID-19. In this subject, you will examine a number of significant and interrelated industries and issues including trade, inequality and tourism to develop a greater understanding of the vast connections we have with the rest of the world and understand the position we occupy in the global community.

What we learn
(skills knowledge and understandings):
You will explore the effects of your personal choices as a consumer, examine the ethics and true cost of the things we buy. You will investigate issues such as sweatshops and climate change in the developing world. Exploring themes of globalisation and interconnection helps you to understand where you fit it.

What you will be assessed on:
A test on Globalisation and Interconnection, an investigation and evaluation of a multinational corporation that is currently operating in Australia and a presentation of the impacts of tourism on specific tourist destination.

*TROY TO GALLIPOLI

Are you interested in:
Ancient and Modern Warfare. The world of Classical Greece and Persia. The First World War and the ANZAC story.

What we do:
Read Homer's *The Illiad* alongside archaeological evidence to understand how the myth of Troy occurred. Examine Herodotus' Histories and other sources to learn more about the wars between Greece and Persia and use contemporary documents to understand how the experience of the ANZACs fits into this ancient history.

What we learn
(skills knowledge and understandings):
You will learn the skills of document analysis and how the context in which a document was produced impacts on the ideas it expresses. You will be able to form opinions about the relationship between myth and history. You will develop an understanding of the geographic and strategic importance of the Gallipoli Peninsula over time.

What you will be assessed on:
A source analysis on a heroic myth of Ancient Greece, a presentation examining aspects of the Greco-Persian Wars and an essay examining the lasting myth.

CONSPIRACY THEORIES

Are you interested in:
Truth, what truth is and where our information comes from.

What we do:
How can you tell truth from lies in today's world? When Wikipedia and Facebook are the main sources of knowledge, how can you see past the bias to understand the truth? This course challenges you to engage in critical thinking as a way of identifying propaganda, bias and poor logic in order to challenge wishful thinking and the blind acceptance of ideas. In addition to studying why people believe in conspiracy theories, you will come to learn what it means to hold a rational vision of reality.

What we learn
(skills knowledge and understandings):
There will be an emphasis on the study of logic and critical thinking tools as a means of pursuing truth and reality and forming rational viewpoints. Units include Truth and Reality, A Conspiracy Case Study Investigation and Social Media Analysis.

What you will be assessed on:
A topic test, an extended analysis of a conspiracy theory and an extended response of the benefits and risks of social media use.

CRIME AND PUNISHMENT IN AUSTRALIAN HISTORY

Are you interested in:
Colonial Australia and the treatment of First Nations People during colonisation.

What we do:
You will look at colonisation and migration and the impact this had on First Nations People in the 18th and 19th centuries. You will study the crimes and conflicts that occurred during colonial times, including the Frontier Wars, and other conflicts such as the Eureka Rebellion. You will navigate complex and controversial debates about Australian history by studying the experiences and motivations of First Nations leaders, convicts, miners, rebels, and colonial leaders.

What we learn
(skills knowledge and understandings):
You will compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. You will identify the motives and actions of the people involved in the colonisation of Australia, and evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society.

What you will be assessed on:
Primary source analysis, an essay, and a research presentation on a significant controversial individual or event in colonial times.

DEATH AND DESTRUCTION

Are you interested in:
Natural disasters, how they come about and what humans do in response to them.

What we do:
Through case studies on hurricanes, climate change and tsunamis you will explore the interconnections of the human and natural environment and investigate the causes, features and devastating impacts of human and natural catastrophes on a local and global scale.

What we learn
(skills knowledge and understandings):
You will learn how and why natural disasters can strike at any moment and transform the Earth in an instant and in doing so you will develop key geographic skills and knowledge. You will also learn about what is perhaps the biggest disaster of all – climate change.

What you will be assessed on:
A case study test on the 2004 Boxing Day Tsunami, a group video on Hurricane Katrina and a report on Climate Change.

WORLD AT WAR

Are you interested in:
World War I and World War II and how they changed the world.

What we do:
World War I was billed as the 'war to end all wars' yet only 20 years later we fought the most destructive war of all time. You will look at how empires were destroyed, millions were killed and 20th Century society was upended over this time. You will investigate the Battles of Gallipoli & the Western Front, trench warfare, social and economic change, Nazism and the Holocaust, the fight against Japan in the Pacific and the use of the atomic bomb to end World War II.

What we learn
(skills knowledge and understandings):
You will develop historical analysis skills, evaluating differing historical interpretations, the influence of propaganda and patterns of cause and effect in war during the 20th Century. You will understand the importance of these conflicts in modern history and, specifically, their effect on Australia.

What you will be assessed on:
A research project that investigates the significance of a chosen theatre of war, a primary source analysis plus an extended written response on the dropping of the atomic bomb.

*INDIGENOUS RIGHTS AND FREEDOMS

Are you interested in:
The fight for justice and equality for Indigenous Australians?

What we do:
You will learn about the people who fought against discrimination and injustice for the rights and freedoms of Aboriginal and Torres Strait Islander people. This will be done through a number of case studies of key turning points in Australian history. From the resistance to the missions and reserves, to campaigns for equal rights, land justice, self-determination and constitutional recognition. You will learn about the people and the historical conditions that acted both as barriers and enablers for change.

What we learn
(skills knowledge and understandings):
You will come away from this course with an understanding of Aboriginal and Torres Strait Islanders peoples' historical perspectives and how this both fits with and clashes against mainstream narratives of Australian history. You will be able to identify the way in which historical sources are used to shape interpretations of history from different groups and use them to form your own arguments.

What you will be assessed on:
A historical source analysis, an analysis essay and a multimodal campaign.

5. LANGUAGES

Chinese

CHINESE A, SEMESTER 1

SPOKEN CHINESE FOR SOCIAL PURPOSES
(VET CERT 2)

Are you interested in:
Making friends and having everyday conversations in Chinese.

What we do:
This course is focused on speaking Chinese in the social situations you may find yourself in and will extend your ability to communicate verbally in everyday conversations.

What we learn
(skills, knowledge and understanding):
You will learn how to communicate with Chinese speakers in a culturally appropriate way and how to clarify meaning. You will learn to introduce yourself to Chinese speakers of all ages and make plans for social activities with them.

What you will be assessed on:
A recorded role play of various social situations.

CHINESE B, SEMESTER 2

WRITTEN CHINESE FOR SOCIAL PURPOSES
(VET CERT 2)

Are you interested in:
Maintaining your new friendships through reading and writing.

What we do:
You will extend your ability to communicate through reading and writing in Chinese.

What we learn
(skills, knowledge and understanding):
You will learn to identify key information from a range of texts and explore the writing forms used in social media, entertainment guides and menus in Chinese.

What you will be assessed on:
Reading and writing various texts.

VET AND YOUR VCE SCORE

Chinese is offered as a VET subject to non-native speakers at Northcote, as we have found that students experience better success in this format. If you continue with VET Chinese into Year 12, it can be added to your score as a 10% addition. See the Senior Years handbook for further details.

French

FRENCH A, SEMESTER 1

Are you interested in:
French books and films.

What we do:
Throughout this course, you will look at the popular French books *Le Petit Prince* and *Le Petit Nicolas* and their film adaptations. You will then compare how the story or the characters were adapted. Finally, you will discuss and justify your opinions of the texts.

What we learn
(skills knowledge and understandings):
You will learn about popular French books, make discoveries of French culture and history, analyse and compare characters and storylines in texts and strengthen your critical capacity.

What you will be assessed on:
A listening and reading comprehension task based on the texts, a creative writing piece in French.

FRENCH B, SEMESTER 2

Are you interested in:
Discovering the great artists of France through paintings, songs, sculpture, film, architecture and more.

What we do:
You will explore the 'le sept grands arts' of France and explore how social movements and historical events are represented through art. You will discover both traditional pieces as well as contemporary artistic movements.

What we learn (skills and knowledge):
You will explore the evolution of French culture, identity and diversity through different art forms. You will further develop your vocabulary, grammar and communication skills.

What you will be assessed on:
A comprehension task, a descriptive and analytical report, and the creation of a podcast about a particular art movement.

Greek

GREEK A, SEMESTER 1

FESTIVALS AND FOOD

Are you interested in:
Greek culture.

What we do:
You will learn about the way Greek people celebrate by exploring different festivals and celebrations such as the Carnivale, Easter, name days and birthdays. You will also explore the food enjoyed by Greeks during different festivities.

What we learn
(skills knowledge and understandings):
You will learn how the Greek language and culture is expressed in different linguistic and cultural settings and develop the skills to identify and explain variations.

What you will be assessed on:
You will produce a bilingual cook book, make an oral presentation on a geographical region of Greece and perform a listening and responding task about a festival of your choice.

GREEK B, SEMESTER 2

TRAVEL AND TOURISM

Are you interested in:
Traveling in Greece.

What we do:
You will explore tourism in Greece and collaborate on the planning and organising of an itinerary for a trip there. You will participate in scenarios related to traveling around the cities and islands and will share opinions about the benefits of visiting various tourist sites while learning about their history.

What we learn
(skills knowledge and understandings):
You will develop your knowledge of vocabulary and sentence structure.

What you will be assessed on:
You will research, write and present a tourist brochure, participate in role-play and conduct a listening and responding task involving a radio broadcast advertising a Greek island.

Italian

ITALIAN A, SEMESTER 1

A JOURNEY THROUGH ITALY

Are you interested in:
Italian culture.

What we do:
You will develop the confidence to speak and write in Italian through the exploration of different aspects of Italian culture. You will develop your oral and writing fluency by participating in authentic tasks such as theme based conversations and task orientated written activities

What we learn
(skills knowledge and understandings):
You will extend your communication skills of listening, speaking, reading and writing and will learn about ordering, buying and eating food in Italy. You will gain the ability to discuss your own food preferences and leisure activities with a focus on the language required to travel in Italy. You will also enhance your knowledge of regional Italy and its diverse cultures and traditions while gaining a broader understanding of Italy's place in Europe.

What you will be assessed on:
Your comprehension and interpretation of a reading text, an oral task and a writing task that demonstrates your cultural understanding of Italy.

ITALIAN B, SEMESTER 2

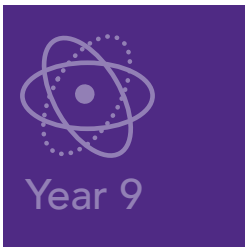
ITALY – THE JOURNEY CONTINUES

Are you interested in:
Holidays in Italy.

What we do:
You will develop the confidence to speak and write in Italian through the exploration of different aspects of Italian culture. You will develop your oral and writing fluency by participating in authentic tasks such theme based conversations and task orientated written activities

What we learn
(skills knowledge and understandings):
You will learn how to purchase airfares, plan itineraries and generally prepare for travel in Italy including exploring options of what to see and do when you are there. You will get an insight into the climate and geography of Italy and the vocabulary required to travel in that country.

What you will be assessed on:
Your comprehension and interpretation of a reading text, an oral task and a writing task that demonstrates your cultural understanding of Italy.



6. SCIENCE

ATOMS TO GALAXIES

Are you interested in:
The billions of atoms that make up a drop of water, or the billions of stars in our galaxy?

What we do:
This subject will look at some very small things and some very large things, how they behave and why we cannot exist without them.

What we learn
(skills knowledge and understandings):
You will learn all about the atom and the particles that make up the atom – protons, neutrons and electrons. What happens when we split up or fuse atoms together? You will discover the science behind nuclear power stations and atomic bombs. Then you will look at how the tiny electrons in the atom produce the electricity that we use every day. You will experiment with creating your own circuits and follow in the footsteps of Nikola Tesla. Finally, you will find out all about the galaxy we live in and how we can peer into history with our telescopes.

What you will be assessed on:
A test, Extended Practical Investigation, and a research project.

CONSUMER SCIENCE

Are you interested in:
The science of what, why and how humans consume.

What we do:
This subject shines light on the science behind what we consume with a focus on the delicate balance between growth and protection of our environment.

What we learn
(skills knowledge and understandings):
Humans are the only species on earth who drastically manipulate their environment to optimise our comfort and wellbeing. What drives us to want bigger, better, more modern houses with all the latest appliances and all wrapped in plastic? Have you ever considered how far your food has travelled to get to your plate? Have you ever wondered whether sustainable make-up products are worth the price tag? How could we design houses differently to save on energy costs? What new super materials are being designed to take us into the future? Does any of this matter? You will learn why all these are questions worth asking.

What you will be assessed on:
A research task, an extended practical investigation and a design task.

*CREST CSIRO COMPETITION STEM

Are you interested in:
Designing and conducting your own scientific investigation.

What we do:
CREativity in Science and Technology (CREST) is a non-competitive awards program supporting you to design and carry out your own independent open-ended science investigation.

What we learn
(skills knowledge and understandings):
You will gain an understanding of how to choose your own area of research, plan and conduct your investigation, process and analyse experimental data, evaluate and reflect on your achievements and communicate your findings.

What you will be assessed on:
Designing an experiment using scientific method and analysing your data. All projects will be eligible to receive CREST awards as judged by the CSIRO.

CRIME SCENE INVESTIGATION

Are you interested in:
Using science to solve crime.

What we do:
When a real-life crime is solved, a team of forensic scientists work together to unveil the truth. In this subject, you will work in teams to investigate real-world cases and learn ways to solve crimes using the skills you have picked up in the classroom.

What we learn
(skills knowledge and understandings):
You will apply scientific techniques such as chromatography, blood typing and fingerprinting to aid your investigations. You will also examine the rapidly-developing world that we live in, manipulating the technologies that forensic scientists rely on to crack a case.

What you will be assessed on:
A research task, an extended practical investigation and a test.

EVOLUTIONS OF SCIENTIFIC THEORY

Are you interested in:
Scientific theories.

What we do:
In this subject you will explore how scientific theories are developed. You will look at what scientists mean by the word 'theory' and explore how this is perceived in non-scientific fields.
You will look at the development of a variety of scientific fields including: Chemistry - From ancient Greeks and alchemists to modern atomic theorists; Evolution - Lamarck and Darwin; Gravity - Newton and that apple; Climate change - What's with the climate change denial?

What we learn
(skills knowledge and understandings):
You will develop insights into the ways in which our understanding is improved by inspired scientists making significant paradigm shifts in knowledge. You will also look at experimentation and modelling and their crucial role in the development of our understanding of the world.

What you will be assessed on:
A collaborative research task, a multimodal presentation and the development of a collaborative teaching episode you will deliver to your peers.

MARINE BIOLOGY

Are you interested in:
Australian marine ecosystems.

What we do:
You will investigate marine habitats, animal behaviour and the structure and function of marine creatures.

What we learn
(skills knowledge and understandings):
Upon conclusion of this subject you will have monitored the growth and reproduction of Brine Shrimp, developed an understanding of environmental issues that face marine environments and the internal biology of key marine species found in Port Phillip Bay.

What you will be assessed on:
A practical investigation on the life cycle and growth of Brine Shrimp, a research task on a marine environmental issue and an end of unit test.

MEDICAL SCIENCE

Are you interested in:
How the human body works.

What we do:
You will investigate how your body gets you from a to b, how you respond your environment and how the body fights off infection.

What we learn
(skills knowledge and understandings):
What we learn (skills knowledge and understandings): You will understand how injuries of the muscular and skeletal system can occur and how to treat them. You will develop insights into how the nervous and endocrine system work to coordinate our internal systems and maintain a stable environment. You will also investigate how the human immune system can be primed for protection against pathogens.

What you will be assessed on:
A research task, an extended practical investigation and a test.

7. HEALTH AND PHYSICAL EDUCATION

9 HEALTH AND PHYSICAL EDUCATION A

Are you interested in:
Physical activity, mental and physical health.

What we do:
You will analyse barriers which prevent different people & demographics from maintaining well health. You will devise strategies to overcome these barriers. You will explore & engage with a variety of community fitness facilities and programs with our local area. You will analyse & review their benefits, availability and access.

What we learn
(skills knowledge and understandings):
You will learn strategies which will positively influence your choices & behaviours in a social settings. You will understand how to seek help. You will learn to respond to scenarios by relating these to the context of your life. You will learn how to develop, critique and implement a Health Intervention strategy, relevant to your local community.

What you will be assessed on:
Net sports practical task, Respectful Relationships collaborative task and Community Fitness logbook.

9 HEALTH AND PHYSICAL EDUCATION B

Are you interested in:
Sporting strategies & tactics. Incidental & recreational physical activities. Finding your "niche" to remain well & connect with like-minded members of your local community. To try new physical activities to benefit your social, emotional & mental health.

What we do:
You will participate in a variety of physical activities including advanced invasion sports and community fitness opportunities. In Health you will explore the concepts of challenge, risk and safety with a focus on harm minimisation strategies, with a specific focus on safe partying.

What we learn
(skills knowledge and understandings):
You will analyse barriers which prevent different people & demographics from maintaining well health. You will devise strategies to overcome these barriers. You will explore & engage with a variety of community fitness facilities and programs with our local area. You will analyse & review their benefits, availability and access. You will learn strategies which will positively influence your choices & behaviours in a social settings. You will understand how to seek help. You will learn to respond to scenarios by relating these to the context of your life. You will learn how to develop, critique and implement a Health Intervention strategy, relevant to your local community.

What you will be assessed on:
Sport Education theory and practical tasks, Harm Minimisation research task and implementation of a Health Promotion/intervention strategy

*WOMEN IN SPORT

Are you interested in:
Football and women in sport.

What we do:
This course is perfect if you are interested in AFL, playing any elite level sport or passionate about challenging the roles of women in sport and society. You will see elite teams train and recover and visit athletic high-performance centres.

What we learn
(skills knowledge and understandings):
You will participate in and learn about skill and technical development, football specific strength and conditioning, football specific game sense and the development of offensive and defensive concepts and strategies. As part of the theoretical component you will investigate the changing roles of women in sport and how sport influences the community as a whole.

What you will be assessed on:
A women in sport investigation, skill analysis and peer teaching.

BOOT CAMP

Are you interested in:
Personal training.

What we do:
You will be required to work both individually and in teams to design, conduct and participate in challenging exercise sequences to train your peers. Most of the practical activities will be based on training techniques and sessions where you will gain an understanding of training at the appropriate intensities to improve your own personal fitness.

What we learn
(skills knowledge and understandings):
You will test your current fitness levels and learn to set appropriate goals aimed at improving fitness. You will develop strength, power and endurance whilst learning about maintaining the efficient mechanics of the body in movement. You will develop an understanding of fuels for exercise and how mental strength can improve performance.

What you will be assessed on:
A written test on understanding Fitness; written research report and analysis of technique; practical task involving the facilitation and planning of a group training session.

DUKE OF EDINBURGH

Are you interested in:
Engaging in a very unique and special course with your peers at NHS. Having a high level of independence & student agency. Improving yourself and your community.

What we do:
You will have the opportunity to complete the internationally recognised Duke of Edinburgh Bronze Award. To earn the Award you must learn a skill, improve your physical wellbeing, volunteer in your community and experience a team adventure in an outdoor environment.

What we learn
(skills knowledge and understandings):
You will connect with your community by giving service in an area such as youth work, the environment or a chosen charity. You will improve your physical fitness and wellbeing through a team sport, individual pursuit or recreational activities. You will broaden your abilities by learning a skill you didn't previously have; and as a class, you will embark on an adventurous journey to Anglesea where you will hike, mountain bike-ride and surf. You will test your bushcraft skills, minimal impact camping and basic first aid. You will be proud of your achievements as you develop yourself holistically and improve your self-confidence.

What you will be assessed on:
Your leadership, bushcraft & minimal-impact skills; community project planning and participation; and personal Award reflections.

$ Please note: This course involves practical experiences (excursions and a camp) and additional costs apply.

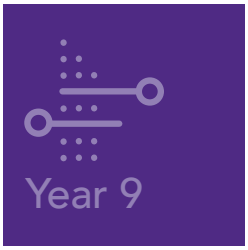
TOTAL SPORTS

Are you interested in:
High levels of active time. Competitive sport.

What we do:
In this course you participate in and learn about a large range of individual and team sports, with the structure of the subject and the sports played decided by you. With a strong practical component, you will get physically active both at the school and within the local commu

What we learn
(skills knowledge and understandings):
Through learning how to improve your own performance, you will have the opportunity to further develop your personal sporting skills, communication, leadership and teamwork. You will investigate the role that sport plays in the community and the potential impacts that it can have on its participant's personal health. You will also gain an understanding of motor skill development and the role of feedback.

What you will be assessed on:
An international sport Investigation, an investigation into community sport and a log-book of participation and reflections.



8. DESIGN & TECHNOLOGIES, DIGITAL TECHNOLOGIES AND FOOD STUDIES

Digital Technology

*THE ROBOTS ARE COMING

Are you interested in:
Robotics.

What we do:
You will research the dynamic and exciting world of robot development and then work towards generating a robotic concept of your own.

What we learn
(skills knowledge and understandings):
Through investigation and experimentation you will develop a deeper understanding of robotic technology and coding. Working as a product designer in a collaborative and creative environment you will be encouraged to be as innovative as possible.

What you will be assessed on:
The completion of the design process, practical skills and the finished product.

GAME DESIGN AND PRODUCTION

Are you interested in:
Creating your own computer games, including programming, level design, audio and visual elements whilst learning about the games industry and how it has become a nearly 600billion dollar market.

What we do:
In this course you will extend your learning into the world of game design and development. You will learn how complex connected systems and varied programming languages are required for game creation. You will create and manipulate 2D and 3D art and sound assets, use industry level tools and the design thinking methodology to iterate and develop games for multiple platforms.

What we learn:
You will transfer these skills and dive deeper into communication with the computer using C# in the Unity engine. As a class we will learn about the games industry and its roots in retro games. You'll research and share computer science topics and finish up with an extended personal portfolio – a fully developed game of your own design! With no expectation of prior knowledge, passion an understanding of basic programming concepts will benefit those undertaking this course.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course through the creation of gaming modules. Your assessment will culminate with the creation of a game portfolio, compiled over the space of a term.

INTRO TO ALGORITHMS & COMP SCI STEM

Are you interested in:
Learning about one of the oldest fields in Computer Science? Building your skills in mathematical problem solving? Learning how to leverage the power of computers to deal with numbers too big to count to?

What we do:
In this course you will develop fluency in the creation and analysis of algorithms. Through developing solutions to some complex mathematical concepts and questions you will build your understanding of both algorithmic design and programming. We will look and problems old and new to develop the skills to build smart and simple solutions to complex problems.

What we learn:
We learn the fundamentals of the C# language to help us build simple programs to execute our algorithms. We learn about the history of Computer Science, develop understanding of syntax, control flow and memory management, and delve into proof and pseudocode. While no history of programming is required to undertake this subject a passion for either programming or mathematics is recommended.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course through the creation and analysis of algorithms, ability to solve challenging problems and undertake an inquiry into an unsolved Computer Science or Algorithmic problem.

Design and Technology

*KICKSTART YOUR DESIGN CAREER

Are you interested in:
Designing, making and marketing new products.

What we do:
The ability to make and sell products is more accessible than it's ever been. With crowd funding platforms able to launch ambitious design projects into the stratosphere, Instagram and stores allowing individuals to reach audiences of hundreds of thousands, and marketing tools knowing the content and products we want better than ourselves, there is no better time to be an entrepreneurial designer.

What we learn:
Working as Product Designer, you will design, make, and promote your product using digital and social media with marketing and branding techniques,. You will work in a collaborative environment to develop and refine your concepts, set up your own store/platform to sell from and to make a functional, desirable product.

What you will be assessed on:
You will be assessed on a research presentation, the content of your design portfolio, your product and the marketing strategies you have used.

*DIGITAL DESIGN

Are you interested in:
Using new technology to design and make new products.

What we do:
Many products and fashion accessories are now designed and made using digital tools. Increasingly Computer Aided Design (CAD) and tools such as 3D printers and laser cutters are replacing traditional manufacturing techniques.

What we learn:
You will perform research into the amazing world of digital design and manufacturing before learning the digital design skills you will need to create your own product or fashion accessory before finally prototyping your design using a 3D printer.

What you will be assessed on:
You will be assessed on a research presentation, the content of your design portfolio and your 3D printed prototype.

*UPCYCLED FASHION STEM

Are you interested in:
Fashion and sustainability

What we do:
You will create something new from something old. Working as a fashion designer you will follow the design process to create an up-cycled product using an existing garment.

What we learn
(skills knowledge and understandings):
Through investigation and experimentation you will identify opportunities for the reuse and re-purposing of clothing. You will use sewing machines and overlockers to create your design.

What you will be assessed on:
The completion of the design process, practical skills and the finished products.

*QUIRKY COUTURE (FASHION)

Are you interested in:
Sustainable fashion design.

What we do:
You will work as part of a design team making a high-impact original garment created using a combination of materials that are not traditionally used for clothing. All garments will feature on the NHS Art Design Show catwalk.

What we learn
(skills knowledge and understandings):
You will explore the design process, the fundamentals of machine sewing and a selection of other construction techniques that will help you create your garment's structure. You will engage with the reasons we wear clothes and the ways in which we can make what we wear more sustainable by having a deeper understanding of materials sourcing.

What you will be assessed on:
The completion of the design process, practical skills and a finished product.

PRECIOUS PLASTICS STEM

Are you interested in:
Product design, sustainability, making and community organising.

What we do:
You will research the impact that plastic waste has on the environment and society. You will then manage the collection, sorting and processing of plastic waste and reuse the recycled material to create new products.

What we learn
(skills knowledge and understandings):
You will learn about the impact that plastic waste has on the environment and society and how to present this information. You will organise the collection and processing of plastic waste at Northcote High School or through partner schools and community links. You will then use the design process to create new products using the recycled plastic using appropriate tools, machinery and technology.

What you will be assessed on:
A research presentation and the completion of the design process, practical skills and the finished product.

Food Studies

#WELOVEFOOD

Are you interested in:
Food and the media.

What we do:
This course allows you to develop your food preparation skills and then pair these skills with publishing techniques to produce real food reviews with a focus on the sensory properties of food. Each week you will prepare a recipe and review and photograph it.

What we learn
(skills knowledge and understandings):
You will develop skills in food preparation, presentation and photography to contribute to a NHS food blog. You will learn how to use different writing techniques for different purposes – writing a recipe, reviewing a food experience and explaining an ingredient and how it is used.

What you will be assessed on:
Practical reports that provide reflection and evaluation of classroom activities, an entry for the school food blog and a newspaper style review of a food or ingredient and its use in contemporary society.

SO YOU THINK YOU CAN CATER?

Are you interested in:
Cooking, Catering, Hospitality

What we do:
In this course you get the chance to show off and develop your skills in food preparation and presentation as you plan for an actual event at NHS. You will taste and evaluate the foods before the big event. You will build an array of cooking skills and techniques in order to be equipped with what it takes to manage foods for a function. You will also get to design and evaluate your own dish for a given scenario and consider sustainable food production.

What we learn
(skills knowledge and understandings):
You will learn about key aspects needed to plan, organise and cook for an event. You will demonstrate what you have learnt from the process in the form of a practical assessment. You will learn about the marketing component of the catering and hospitality industry and consider the effectiveness of different promotion, pricing, products and places of business. You will deepen your understanding and appreciation of the sensory properties of foods and the factors that influence them. Analysis of food against a given design brief is utilised to investigate the effectiveness of catering and sustainability within the industry.

What you will be assessed on:
Through an inquiry process the class will focus on three CATs across the semester.

1. Catering for a Meeting – plan, prepare, evaluate
2. Marketing of Food – apply the Marketing Mix (product, price, place and promotion) to your own dish against a given scenario.
3. Catering Sustainably – analysis of sustainable catering through the Pillars of Sustainability.

9. PERFORMING ARTS

Drama

*COMEDY

Are you interested in:
Comic writing and acting.

What we do:
This course looks at what makes us laugh, who makes us laugh, why we laugh and why we should laugh. You will look at humour over the past 100 years and develop characters and scenes using the core elements of comedy.

What we learn
(skills knowledge and understandings):
You will develop characters and scenes using the central elements of comedy. You will look at the things that make characters funny whether in solo, pair, trios or troupe form. You will investigate comic performances, both verbal and physical, and critique what it is that makes each of these funny. You will view specific scenes in comic theatre and conduct a series of workshops to mimic and create our own scenes. All will come to a climax with a live performance completed either individually or in small groups to a live audience.

What you will be assessed on:
An assignment on comedy, acting comic characters and writing for comedy.

*LIGHTS CAMERA ACTION!

Are you interested in:
Learning how to act for screen and theatre.

What we do:
We will delve into the performance style of realism. You will act in and produce your very own on-screen performance. You will complete a mini story telling solo and act in groups to present a performance. You will be able to use the language of drama to speak about acting

What we learn
(skills knowledge and understandings):
You will participate in acting and improvisation exercises to develop your creative expression and problem solving skills with others. You will learn and apply acting techniques for recorded and live performances. You will practice acting-to-camera techniques and discover the difference between the craft of a live and recorded performance. This will allow you to develop a characters that you portray in your major ensemble. You will learn some of the language of drama.

What you will be assessed on:
Knowing the language of drama and the completion of two live performances to a small group.

Drama

*PAGE TO STAGE

Are you interested in:
Writing, creating and performing your own musical theatre?

What we do:
Create, improvise, develop and perform our own piece of musical theatre. We also build confidence in our use of voice, facial expression, movement and space as we imagine and develop characters and situations.

What we learn (skills knowledge and understandings):
Learn to compose theatrical music and tell a story through movement and performance. Develop team work skills as you create scenes and songs that deliver a message.

What you will be assessed on:
Independent dramatic movement and storytelling, a musical composition and your participation in the final performance of the class musical.

*THEATRE IN A TROLLEY

Are you interested in:
Creating characters, writing scripts, performing for an audience.

What we do:
Making a work of theatre from scratch might sound tricky enough but what if all of your sets, props, costumes and technical equipment needed to fit inside a shopping trolley? In this course, you will work in groups to explore and create performances.

What we learn (skills knowledge and understandings):
You will learn acting, play writing, design and directing skills. You will be required to find innovative and highly creative ways to develop and express your ideas and expand your sense of what theatre can be.

What you will be assessed on:
You will learn skills relevant to working professionally as an actor. You will run a brief workshop with the class on a particular area of dramatic theory and create a devised piece and perform it and you will write a report, reflecting upon and analysing the work that you made and the work of others. There will be a group performance and a professional play analysis.

*PHYSICAL THEATRE

Are you interested in:
Expressing yourself creatively through movement?

What we do:
Create, improvise, develop and perform physical theatre. We also build confidence in our use of body movement, facial expression, gesture and space as we imagine and develop characters and stories.

What we learn (skills knowledge and understandings):
Learn to create physical theatre and tell a story through movement and performance. Develop team work skills as you create scenes and dances that express emotion.

What you will be assessed on:
Independent dramatic movement and storytelling, a choreographed creation and your participation in a final performance.

Music

*COMPOSITION AND ARRANGING

Are you interested in:
Writing and creating your own music.

What we do:
Create, improvise and arrange our own music.

What we learn
(skills knowledge and understandings):
You will explore the skills of composing and arranging, from the very spark of an idea to the inaugural performance of your creation. You will explore the principles involved in the development of music and learn the skills needed to complete your masterpiece.

What you will be assessed on:
A folio of composition and arrangement exercises, an investigation of the skills, stylistic characteristics and expressive interpretation appropriate to the style of music you choose to explore and a final performance of an original work.

*IT'S A GIG

Are you interested in:
Performing music and booking your own gigs.

What we do:
Whatever your instrument, here is an opportunity for you to develop your skills as a performer and experience performing both in groups and as a soloist. You will rehearse and perform in a group, participate in a series of master classes, develop your artist image and develop a final concert for an audience.

What we learn
(skills knowledge and understandings):
You will explore the skills of performance practice and technique from developing effective practise methods and routines to performance preparation and presentation. You will explore how to book a gig and create an electronic press kit.

What you will be assessed on:
Group performance, booking your own gig that includes publicity and promotion. You will also be assessment on the planning, development and performance at the final concert.

*MUSIC INDUSTRY AND PRODUCTION

Are you interested in:
The music industry, event management and live performance.

What we do:
You will develop an event from conception to completion. In small teams, you will book artists, manage a budget, develop and implement a marketing strategy, manage security and logistics as well as set up and pack down sound and staging for a real event.

What we learn
(skills knowledge and understandings):
You will learn the skills required to run a music event, plus how to safely set up and take down audio equipment to industry standard, and how to work independently to meet deadlines that are unique to your role.

What you will be assessed on:
Your development and presentation of a proposal for the event (presentation), contribution and real-time management of a live music event (written reflection and practical assessment), safe set up and pack-down of audio equipment (written and practical assessment).

10. VISUAL ARTS

Art

THE DREAM THEORY

Are you interested in:
Art and the mind, fantasy, surrealism and art history.

What we do:
You will study the dream theories of Sigmund Freud and Carl Jung and their influence on the establishment of the surrealist art movement.

What we learn
(skills knowledge and understandings):
You will study the work of various surrealist artists and poets such as Salvador Dali, James Gleeson and Frida Kahlo and explore work based on the idea of the subconscious mind. You will work independently and collaboratively to create a range of surreal or dream-like pieces in different art forms.

What you will be assessed on:
An inspiration folio, a surrealist inspired artwork and an investigation of an artist in the context of dream psychology.

VCD: ILLUSTRATION AND ENVIRONMENTAL DESIGN

Are you interested in:
Illustration, graphic design and architecture.

What we do:
Students investigate the flora and fauna of the Merri Creek area and create a range of visual communications including a nature trail poster and a viewing platform.

What we learn
(skills knowledge and understandings):
Visualisation and drawing skills, digital design (Adobe suite) fundamentals, investigating the work of relevant designers and the basics of environmental design drawings.

What you will be assessed on:
A design development folio, a final presentation and a written investigation.

THE ART OF SCIENCE

Are you interested in:
Drawing, illustration, art.

What we do:
In this course you will use your research skills from science and health, statistical analysis of maths, and your conceptual and observational skills from art. You will look at both the botanical and anatomical in art. You will choose an appropriate part of the body you want study, research its function, relationship with the rest of the body, physiology, symbolism and psychological representation. You will visit Melbourne Uni's anatomical museum and create a number of observational studies and a final piece. Using the art of John Wolseley as an influence, watercolour techniques and a bigger idea and concept as inspiration, you will create a number of landscape, bird and plant studies within the Northcote Merri Creek area and combine your research and observation to create a major final image. You will create diagrammatic drawings of botanical specimens while accurately labelling parts within it and will study the work of artists such as Ernst Haeckel and Patricia Piccinini.

What we learn
(skills knowledge and understandings):
Observational drawing skills, drawing techniques, the use of materials including water colour, ink, charcoal and gouache. Knowledge of anatomy, skills in botanical and scientific drawings, understanding of relevant artists in different historical context and knowledge of anatomical and botanical studies.

What you will be assessed on:
Botanical scientific drawings and observational journal, an anatomical artwork, an artist investigation.

Art

SCULPTURE

Are you interested in:
Various forms of sculpture.

What we do:
Students explore sculpture through materials such as wire, cardboard and clay.

What we learn
(skills knowledge and understandings):
Students will gain an understanding of the materials and processes involved in creating three dimensional artwork. They will be inspired by historical and contemporary artists who have explored different approaches to sculpture.

What you will be assessed on:
A design folio, sculpture pieces and an historical and cultural art investigation.

CONTEMPORARY ABORIGINAL ART

Are you interested in:
Contemporary art, local Aboriginal art, broadening your cultural understanding, telling your personal stories through art making

What we do:
You will explore contemporary Indigenous artists, their art practices and personal histories. You will explore media and methods used by Aboriginal Australian artists and create your own work in a culturally safe and respectful way. You will challenge your understanding of Aboriginal art (this subject is not about dot art).

What we learn
(skills knowledge and understandings):
You will develop skills in contemporary art analysis and practice, while responding to Aboriginal art in a culturally safe way using materials such as acrylic paint and found objects. You will explore the work of key contemporary Aboriginal artists from south eastern Australia.

What you will be assessed on:
An investigation task, visual diary work and a final artwork.

*DIGITAL PHOTOGRAPHY AND THE STORYTELLER

Are you interested in:
Art, Reading, Photography, telling a story through visual imagery.

What we do:
You will look at the use of digital photography in the Arts, exploring how it is used to create new stories and interesting perspectives on the world we live in. You will learn how to create a dialogue by using digital DSLR photography techniques; the art of telling a story and visual documentation. You will use the work of Tracey Moffatt, David Hockney and Cindy Sherman as influence. You will use these artists to help understand the art of visual manipulation, disguise and scene creation.

What we learn
(skills knowledge and understandings):
You will develop your understanding of digital photography by exploring the role of storytelling in recorded images. You will learn about photographic conventions, depth of field, using light and creating the appearance of movement. You will explore the aesthetic qualities, the ideas and meaning and techniques of your work and edit your images using various software programs.

What you will be assessed on:
Investigation of an artist and their work; Developmental Folio; My Story Presentation

Media

MEDIA GENRES AND TECHNIQUES

Are you interested in:
Film and media techniques.

What we do:
You will learn how films engage and communicate with an audience through camera angles, movements, editing and symbols.

What we learn
(skills knowledge and understandings):
During this hands on course you will explore the art of communicating meaning through film to an audience. You will gain an understanding of how to manipulate camera angles and movements to create suspense, action and emotion. As you shift from film critic to filmmaker you will use these techniques to create your own film and media forms. You will engage with different media forms including, magazines, short films, photographs and feature length films with many opportunities to bring your creativity to the forefront.

What you will be assessed on:
A film analysis, a magazine cover and a short film.

YEAR 10 COURSES

HOW THE VICTORIAN CURRICULUM IS ADDRESSED:

- All courses offer experiences to address relevant standards from the Victorian Curriculum.
- Whilst each course is stand alone , the skills required become progressively more complex from Yr 9 to Yr 10, with some assumed knowledge of skills at Year 10.
- Courses incorporate relevant Victorian Curriculum capabilities (creative and critical thinking, ethical, intercultural and personal and social) where it is relevant to the learning sequence
- All courses offered develop skills, knowledge and understandings that prepare for VCE or VCAL and most have direct links to VCE studies.

COURSE DESCRIPTIONS

1. ENGLISH
2. MATHEMATICS
3. HUMANITIES
4. LANGUAGES
5. SCIENCE
6. HEALTH AND PHYSICAL EDUCATION
7. DESIGN & TECHNOLOGIES, DIGITAL TECHNOLOGIES AND FOOD STUDIES
8. PERFORMING ARTS
9. VISUAL ARTS

VET & VCE OPTIONS

1. ENGLISH

English as an Additional Language

ENGLISH AS AN ADDITIONAL LANGUAGE A (EAL A) TEXT

Are you interested in:
Developing your English skill as someone for whom English is not your home language.

What we do:
If you have recently arrived in Australia, or you do not have English as your home language, then EAL will support you.

What we learn
(skills knowledge and understandings):
You will develop a broad set of fundamental English knowledge and skills in reading, writing, speaking and listening by studying a text. You will learn to engage with contemporary issues and their arguments and develop oral presentation skills. Through an enhanced focus on reading strategies and the development of writing skills you will improve your English language ability.

What you will be assessed on:
Assessment will be based on analytical essays on texts, the craft of writing, oral presentations, listening comprehension of English texts, and English language conventions.

ENGLISH AS AN ADDITIONAL LANGUAGE B (EAL B) TEXT

Are you interested in:
Developing your English skill as someone for whom English is not your home language.

What we do:
If you have recently arrived in Australia, or you do not have English as your home language then EAL B will continue to support the development of your language skills.

What we learn
(skills knowledge and understandings):
You will further develop your knowledge and skills in reading, writing, speaking and listening by studying a text. You will engage with contemporary issues and their arguments and continue to develop your ability to make oral presentations. This course continues the enhanced focus on reading strategies and the development of writing skills of EAL A.

What you will be assessed on:
Assessment will be based on analytical essays on texts, the craft of writing, oral presentations, listening comprehension of English texts, and English language conventions.

English

ADSPEAK

Are you interested in:
How language works in the field of advertising.

What we do:
You will explore the ways visual, written and spoken language is used in the world of advertising. We will discover how advertisements use language to communicate, influence and construct Australian identities. You will be provided with metalinguistic tools to understand and analyse language use and interrogate the attitudes and assumptions within advertising to resist and subvert.

What we learn
(skills knowledge and understandings):
You will learn how to analyse persuasive texts used within contemporary advertising campaigns. You will use collaborative skills to complete tasks, as you would in a real life advertising agency.

What you will be assessed on:
You will collaborate in teams to produce written and oral analytical commentaries of advertisements and to write a pitch for your own ad campaign. You will also write an expository essay on Australian identity as constructed in advertising.

ESSAY WRITING FOR CHANGE TEXT

Are you interested in:
Changing the world by harnessing the power of words?

What we do:
This course will develop your critical and creative thinking skills as well as teach you to use the written word to make the change you want to see in this world. You will investigate types of essays, analyse pieces of writing in varied forms, then construct your own pieces of writing in response to literary texts and current issues.

What we learn
(skills knowledge and understandings):
You will develop your ability to analyse the form, purpose, audience and underlying TEEL structure in many types of writing. Through this, you will develop a clear understanding of structure and style in essay writing and be able to put this into practice. You will develop an understanding of voice in writing, including developing your own.

What you will be assessed on:
You will produce three essays, including; an analytical response to a text, one other essay type such as expository or creative non-fiction on a topic of your choice and you will produce a persuasive writing piece that you aim to publish.

CREATIVE WRITING

Are you interested in:
Finding your voice as a fiction writer.

What we do:
You will investigate sensory writing and explore a range of poems and short stories. You will discuss the ways language can convey emotion and explore songwriting and hip-hop as poetic forms. You will learn how to create engaging characters, how to make language choices for different effects and will participate in workshops by visiting writers.

What we learn
(skills knowledge and understandings):
By collecting your best writing in a folio throughout the course you will gain an understanding of the creative habits of successful writers and the process involved in creative writing. You will build skills in reading critically and develop an understanding of different forms of writing by reflecting on your own creative choices.

What you will be assessed on:
You will produce a short story, a range of poems and a sensory description.

HOW WRITERS WRITE TEXT

Are you interested in:
Looking closely at the techniques used by great writers.

What we do:
You will study a range of poetry, a magical realist short story, and compare modern indigenous playwright Wesley Enoch's Black Medea with the Greek classic by Euripides. You will be learning some of the skills of literary analysis that are part of the Literature and English studies at VCE.

What we learn
(skills knowledge and understandings):
You will develop your ability to analyse texts by considering the writing techniques that authors, poets and playwrights use. You will be able to apply these techniques to your own writing and to understanding what creates quality in a piece of writing. You will write poetry and prose in a range of forms. You will be able to explain what a writer does in a piece of text and how they create meaning. You will understand why texts have an impact on you.

What you will be assessed on:
You will read a poem you choose aloud and present an analysis of a poem, emulate the style of a short fiction writer in a creative response, and construct a comparative analysis essay.

English

RACE, POWER AND JUSTICE IN TEXTS TEXT

Are you interested in:
Exploring social issues through film, literature and media texts.

What we do:
This course encourages you to examine and reflect upon privilege, race, power, justice and intersectionality in society. Through an in-depth study of novel *The White Girl* and the film *To Kill a Mockingbird*, you will gain an understanding of various analysis techniques. You will also develop the skills to compare how race, power and justice are explored by a range of minority writers and speakers in poetry, short story, and / or song.

What we learn
skills knowledge and understandings):
You will develop your ability to reflect upon texts within a historical context. You will improve your ability to analyse texts and the way authors present their views and values in their texts. You will improve your ability to write creatively. You will learn how to critically evaluate texts. You will also build essay writing skills

What you will be assessed on:
You will deliver a mini-lesson on a key passage from the text. You will write a creative response to a text and you will write an essay.

*THE LANGUAGE OF SPORT

Are you interested in:
The way language is used in the world of sport.

What we do:
You will read and analyse both fiction and non-fiction texts that relate to sport. You will investigate the features and forms of sports writing in Australia, and examine the ways in which authors change their language in order to make an impact on different audiences, and how sports writing reflects the values of a changing society. You will also conduct your own investigations into how people use language to communicate on and off the sports field.

What we learn
(skills knowledge and understandings):
You will learn how to read and analyse a range of texts. You will learn about contemporary issues surrounding sports, such as gender, racism and performance enhancing drug use, and you will learn how to plan and conduct your own research investigation.

What you will be assessed on:
You will produce an analytical essay that compares the language used in a range of texts, an oral presentation on a contemporary sporting issue, and an independent research project examining the way verbal language is used on and off the sporting field.

*WORLD CHANGING TEXTS TEXT

Are you interested in:
The stories of our past.

What we do:
You will explore how storytelling can inspire or console people during times of great social change. You will delve into specific historical situations and events like the rise of music videos and Madonna, the Civil Rights Movement and leaders like Martin Luther King.

What we learn
(skills knowledge and understandings):
You will use your knowledge of these events to present your own responses to issues and learn to compare persuasive communication in texts.

What you will be assessed on:
A comparative text analysis of music videos, a language analysis of a famous speech and a persuasive response.

English

IT'S A TRAGEDY TEXT

Are you interested in:
Drama, plays and how these have changed over time.

What we do:
You will read a selection of plays that fit the definition of tragedy. These will span time from ancient Greek tragedy, through famous playwrights like Shakespeare to modern writers who are adapting the tragic form. You will develop your ability to analyse texts by considering the writing techniques playwrights use and you will gain a deeper understanding of the texts meaning through reading, analysis and performance.

What we learn
(skills, knowledge and understandings):
You will learn to read play texts analytically, thinking about the context in which they were first produced. You will develop a knowledge of Tragedy as a specific form of play text and understand the language and dramatic techniques playwrights use in constructing their plays.

What you will be assessed on:
You will write a close analysis of a part of a play, you will write an analytical essay, and a personal response to various tragic texts.

BEYOND THE DEAD WHITE MEN TEXT

Are you interested in:
Studying texts and concepts which challenge the conventional way of looking at the world and at gender in particular. Exploring a range of feminist, intersectional and anti-racist perspectives. Thinking about the challenges our society faces.

What we do:
You will study a range of texts – novels, stories, plays, essays, films, poetry and more. You will think about the way these texts both reflect and try to change the world we live in. You will learn how to analyse texts in terms of the way they are written and explore the contexts which have influenced authors. You will write and speak analytically, persuasively, emphatically and creatively.

What we learn
(skills, knowledge and understandings):
You will develop skills in analysing texts and in adapting a text to a new context. You will know about how the values expressed in a text are connected to the time and place it was produced. You will be able to speak and write about texts in a range of different forms. You will understand the flexibility of concepts like gender and race and how they are used.

What you will be assessed on:
A creative response based on a text, a commentary on a text which looks at contemporary issues and examine a text using different literary perspectives.

2. MATHEMATICS

Mathematics in the Northcote Model

The Mathematics learning sequence across Years 9 and 10 is designed to be engaging and rigorous, while providing all students with the required support and challenge to achieve their potential. As good teaching and learning in Mathematics requires a consistent program of practice and consolidation, **students are required to have one maths course in each of the four semesters of learning across Years 9 and 10.**

In Year 10 students (except those doing an Advancement Pathway or Support Pathway) will take a common maths course in Semester One (Maths 10A) followed by the appropriate maths that is in line with their chosen VCE Mathematics pathway.

Students who have undertaken the Advanced Mathematics course at Year 9 should strongly consider studying VCE Mathematics at Year 10: see Typical Pathways map on the following page. Consultation with your Maths teacher is recommended.

Students that have required significant support in completing Year 9 mathematics may consider studying Foundation Mathematics Units 1 and 2 instead of year 10 mathematics. Consultation with your Maths teacher is required as this pathway may have implications for course choice at tertiary level.

Northcote Model
Mathematics Course Offerings

YEAR 10	
Semester 1	**Semester 2**
Maths 10A	Maths Data Modelling
Inquiry Maths 10	Maths Algebra and Functions

ADDITIONAL MATHS COURSES:

Inquiry Maths 10:
This is an optional Year 10 mathematics course that can be taken in addition to the two required courses of mathematics in Year 10. Students will explore and analyse real life problems and solutions to these problems using mathematics and technology. Students will learn inquiry and analysis skills which they will use in their VCE Science and Mathematics courses. Inquiry Maths will provide students with the opportunity to consolidate and extend their mathematical skill set by attempting to solve problems in mathematics, science, logic, and programming.

Typical Mathematics Pathways

Please note that the table below illustrates the most common Mathematics learning pathways, and other learning sequences across Years 9 to 12 are possible. Students should consult with their tutors and Maths teacher to determine the Mathematics learning pathway that is best suited to their ability, interest, and goals.

	Year 9		Year 10		Year 11	Year 12
Semester	1	2	1	2	1 and 2	1 and 2
Support Pathway	Maths 9A	Maths 9B	VCE Foundation Maths Unit 1	VCE Foundation Maths Unit 2	Change both to VCE Foundation Maths Unit 3 and Unit 4 or No Maths	Change both to VCE Foundation Maths Unit 3 and Unit 4 or No Maths
General Pathway	Maths 9A	Maths 9B	Maths 10A	Data Modelling	General Maths 1/2	General Maths 3/4
Methods Pathway	Maths 9A	Maths 9B	Maths 10A	Algebra and Functions	Maths Methods 1/2	Maths Methods (and/or) Further Maths 3/4
Specialist Pathway	Maths 9A	Maths 9B	Maths 10A	Algebra and Functions	Maths Methods and Specialist Maths 1/2	Maths Methods (with the option of) General Maths 3/4
Advancement Pathway (VCE Maths at Year 10)	Maths 9 Advanced A	Maths 9 Advanced B	VCE Maths Methods 1/2	VCE Maths Methods 1/2	VCE Specialist 1/2 and Maths Methods 3/4	Specialist Maths 3/4
Advancement Pathway (No VCE Maths at year 10)	Maths 9 Advanced A	Maths 9 Advanced B	Inquiry Maths 10	Algebra and Functions	Maths Methods and Specialist Maths 1/2	Maths Methods (with the option of) Specialist Maths 3/4

10 MATHS A

Are you interested in:
Applications of algebra and trigonometry, and statistics

What we do:
You will further develop your skills in the fundamentals of linear and quadratic algebra, trigonometry and displaying and analysing data.

What we learn
(skills knowledge and understandings):
You will enhance your algebraic skills in factorising, expanding and linear and quadratic equation solving. You will learn how to simplify expressions with surds and you will develop your understanding of how to apply trigonometric ratios to real world problems. You will enhance your understanding of summary statistics. You will learn fundamental CAS technology skills that will provide a great foundation for VCE mathematical studies.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course. There will be three formal assessments that will take the form of tests, problem solving activities / investigations and an exam.

DATA MODELLING

Are you interested in:
Linear relations and statistics. Taking Units 1 and 2 General Mathematics and units 3 and 4 Further Mathematics in VCE.

What we do:
You will further develop your skills in solving linear equations, sketching linear graphs and representing and analysing data.

What we learn
(skills knowledge and understandings):
You will use CAS technology to solve linear equations, including simultaneous equations, as well as sketch linear graphs using gradient, intercepts and rules. You will use the CAS to produce frequency tables as well as dot, box and scatter plots. You will develop your skills in calculating summary statistics, including quartiles and interquartile range. You will learn how to calculate simple and compound interest on investments and loans.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course. There will be three formal assessments that will take the form of tests, problem solving activities / investigations and an exam.

ALGEBRA AND FUNCTIONS

Are you interested in:
Quadratic algebra and parabolas, trigonometry and probability, exponentials and logarithms. Taking Mathematical Methods in VCE.

What we do:
You will solve quadratic equations using new techniques, further develop your skills in graphing parabolas, circle and hyperbolas, apply trigonometry to new situations, including the unit circle, and enhance your understating of probability.

What we learn
(skills knowledge and understandings):
You will learn how to use completing the square and the quadratic formula to solve quadratic equations. You will sketch parabolas in various forms, and develop your vocabulary in describing transformations of graphs. You will gain an understanding of functions, including their domain and range. You will develop an understanding of the unit circle and graphs of the sine and cosine functions. Your will broaden your understanding of probability to include conditional probability, independence.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course. There will be three formal assessments that will take the form of tests, problem solving activities / investigations and an exam.

YEAR 10 INQUIRY MATHS

Are you interested in:
Asking questions about the world around you and using mathematics to find possible answers.

What we do:
You will engage with your classmates in open-ended inquiry tasks that encourage creative problem solving and critical thinking. You will use your mathematical skillset to build and evaluate models, look for connections and patterns, and communicate and justify your thinking process in a variety of ways. You will use the CAS calculator and other technology to explore problems and to visualize concepts and solutions. You will learn new mathematical skills and processes that allow you to engage more deeply with the problems you are trying to solve.

What we learn
(skills knowledge and understandings):
You will model real life data with quadratics, polynomials, exponentials and circular functions. You will learn about radian measure, the unit circle and graphs of circular functions. You will extend your knowledge of surds in the context of geometry and problem solving. You will extend your knowledge of quadratic algebra and graphs. You will learn how to use quadratics to find the optimal solution to a problem. You will learn how to efficiently use the CAS calculator to work with functions, geometry, algebra, and model data sets.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course. There will be three formal assessments that will take the form of tests, problem solving activities and investigations.

VCE FOUNDATION MATHEMATICS UNITS 1 AND 2

Are you interested in:
Using mathematics in practical contexts encountered in everyday life in the community, at work and at study. Completing mathematical units that would suit students who have required support to complete year 9 level mathematics.

What we do:
You will apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology.

What we learn:
You will learn material from the following areas of study for Units 1&2: Space, shape and design, Patterns and number, Data and Measurement.

What you will be assessed on:
As a VCE subject, you will have to complete course work to satisfactorily meet the outcomes. You will also complete school assessed course work (SACs) on the following topics: Credit Card Investigation Task, Planning a Holiday Task and a Numeracy Test.

Advice to students:
Foundation mathematics is suitable for students considered a vocational pathway and the units do count towards VCE or VCAL qualifications. Foundation mathematics is not recognised by most tertiary courses as a VCE mathematics subject to fill mathematics requirements. Students wishing to attempt General Mathematics Units 3&4 would need to do satisfactorily complete year 10A, Data and Modelling and then General Mathematics Units 1&2 at a minimum.

3. HUMANITIES

*BIG HISTORY

Are you interested in:
The way science, geography and history intersect to explain the last 13.8 billion years.

What we do:
You will look at the world from many different perspectives and in doing so you will better understand how we got here, where we're going, and how we fit in. This course covers the history of the world from the Big Bang to how we will meet the needs of the future. Digital technologies will be used to investigate eight key threshold moments in human history.

What we learn
(skills knowledge and understandings):
You will develop the skills to make historical interpretations and use and analyse sources to develop arguments regarding contested areas of history. You will also be exposed to the nature of interdisciplinary study, including Science, Geography and History, in order to better understand the universe and our place within it.

What you will be assessed on:
An investigative report, a source analysis and a research project.

HOW TO RULE THE WORLD

Are you interested in:
Politics and History.

What we do:
You will explore and develop your own political beliefs and understanding through analysis of multiple political ideologies and parties. You will then create your own political party and launch it to the class. You will examine the historical and political factors that have shaped the conflict between Russia and Ukraine and explain how these factors shape the current crisis. Finally, you will explore the utility of democracy in our globalised world and the modern threats to democracy.

What we learn
(skills knowledge and understandings):
You will develop an understanding of different political ideologies and the core beliefs and values that underpin them. You will draw links between historical factors and their contemporary consequences. You will analyse and evaluate the threats and challenges to democracy on a global scale.

What you will be assessed on:
Three assessments will be completed over the course of the semester. These are: an oral presentation; a research report; an essay.

*INDIGENOUS RIGHTS AND FREEDOMS

Are you interested in:
The fight for justice and equality for Indigenous Australians?

What we do:
You will learn about the people who fought against discrimination and injustice for the rights and freedoms of Aboriginal and Torres Strait Islander people. This will be done through a number of case studies of key turning points in Australian history. From the resistance to the missions and reserves, to campaigns for equal rights, land justice, self-determination and constitutional recognition. You will learn about the people and the historical conditions that acted both as barriers and enablers for change.

What we learn (skills knowledge and understandings):
You will come away from this course with an understanding of Aboriginal and Torres Strait Islanders peoples' historical perspectives and how this both fits with and clashes against mainstream narratives of Australian history. You will be able to identify the way in which historical sources are used to shape interpretations of history from different groups and use them to form your own arguments.

What you will be assessed on:
A historical source analysis, an analysis essay and a multimodal campaign.

LAW AND MORALITY

Are you interested in:
Right and wrong, in understanding some of the fundamental moral questions that underpin your life?

What we do:
You will visit the Magistrates Court, run a mock trial and build skills related to critical thinking and forming arguments. You will use these skills to explore how our rights and responsibilities as citizens are established. Further, you will explore what is the right way to live our lives by exploring some of the key ideas in moral philosophy.

What we learn
(skills knowledge and understandings):
This subject explores the relationship between what is right and what is legal. We often expect there to be a close relationship between morality and legality yet many things we consider wrong are not illegal, and many things that are illegal are not necessarily wrong. You will look at why we have laws, telling the difference between right and wrong and critique some of the flaws in our justice system. You will also be exposed to different moral value systems which, in turn, will help develop your own sense of what is right and wrong.

What you will be assessed on:
A case study of a controversial ethical issue, a mock trial on a criminal case, and a reflective essay on the flaws in our justice system.

*TROY TO GALLIPOLI

Are you interested in:
Ancient and Modern Warfare. The world of Classical Greece and Persia. The First World War and the ANZAC story.

What we do:
Read Homer's The Illiad alongside archaeological evidence to understand how the myth of Troy occurred. Examine Herodotus' Histories and other sources to learn more about the wars between Greece and Persia and use contemporary documents to understand how the experience of the ANZACs fits into this ancient history.

What we learn
(skills knowledge and understandings):
You will learn the skills of document analysis and how the context in which a document was produced impacts on the ideas it expresses. You will be able to form opinions about the relationship between myth and history. You will develop an understanding of the geographic and strategic importance of the Gallipoli Peninsula over time.

What you will be assessed on:
A source analysis on the Heroic Myth of Ancient Greece, an annotated timeline of the Greco-Persian Wars and an essay examining the lasting myth.

POLITICS AND POPULAR CULTURE

Are you interested in:
Inquiry learning and the history of political conflict and changes in pop culture.

What we do:
The second half of the 20th Century was a revolutionary era that changed the social, political, cultural and ideological landscape of the world. You will examine this period through an inquiry process, developing your questioning ability and investigation into key political crises and movements such as The Cold War and Civil Rights movements. You will also analyse the growing pop culture trends of this era including television, film, sport and music.

What we learn
(skills knowledge and understandings):
You will learn how to critically examine periods in history and develop inquiry questions that allow you to explore the topic areas. You will also learn to construct historical arguments about society and critically analyse a range of source material to evaluate patterns of change and the differing perspectives on events.

What you will be assessed on:
A research report, a topic test and an individual inquiry project.

PRE EXTENDED INVESTIGATION

Are you interested in:
Critical thinking and conducting independent research.

What we do:
You will develop and refine your skills in independent research and develop a rigorous research question to investigate. You will conduct an in-depth exploration of a chosen area of study and present your findings in a research paper.

What we learn
(skills knowledge and understandings):
Through this process, you will develop the ability to critically read research and evaluate different research methods. You will also develop critical thinking skills along with the ability to explore, justify and defend your research findings to audiences in both oral and written forms.

What you will be assessed on:
A critical thinking test, a presentation of your research proposal and formal written research report and oral presentation.

MONEY MAKES THE WORLD GO ROUND

Are you interested in:
The changing nature of business.

What we do:
Global competition and digital advancements have resulted in the transformation of business and our broader economy. At the same time the issues of inequality, political instability, sustainability and climate change mean that our society is changing at a rapid pace. Throughout this course you will get an introduction to economic theories, learn how our changing economy impacts on liveability and understand various aspects of business development. Throughout this course, you will learn about enacting and analysing social change through business ventures, communicating and sharing ideas through a pitch as well as applying practical economics knowledge such as inflation, supply and demand.

What we learn
(skills knowledge and understandings):
You will explore a variety of pressing challenges to 21st Century business through the study of key concepts such as entrepreneurship, innovation and sustainability. This course equips you to participate proactively in the business world, behave responsibly, think ethically and demonstrate integrity in business activities.

What you will be assessed on:
Researching markets and creating a product and business plan culminating to a presentation of said idea and a written assessment of economic studies.

IS OUR WORLD SUSTAINABLE?

Are you interested in:
Analysing whether the way that we are currently living our lives worldwide is sustainable for future populations.

What we do:
You will look at how our physical and human environments are changing and how we can manage these changes. You will conduct fieldwork in the local area and create an environmental management plan to propose solutions to the issues you have identified. You will also investigate the geography of human health, looking at a variety of factors that influence the global diversity of human well-being and evaluate strategies to improve social justice.

What we learn
(skills knowledge and understandings):
You will develop a variety of geographic skills including explaining spatial distribution patterns, analysing interconnections within and between places and over time and representing data in a variety of forms including the construction of special purpose maps. You will consider human and biophysical influences causing environmental change and you will identify management strategies that may lead to a more sustainable future.

What you will be assessed on:
Completion of an Environmental Management plan for an identified local issue, a mapping and data and analysis task relating to inequity of human resources in the developing world, and a test that examines factors that contribute to global wellbeing.

4. LANGUAGES

Chinese

CHINESE A, SEMESTER 1

SPOKEN CHINESE FOR WORK PURPOSES (VET CERT 2)

Are you interested in:
Using your spoken Chinese in a job.

What we do:
You will be introduced to the Chinese verbal communication that is required in a work situation.

What we learn
(skills, knowledge and understanding):
You will learn how to talk to people in a way that is culturally appropriate and suitable for a workplace such as the giving and taking of directions and other work-related language.

What you will be assessed on:
Role play of various workplace scenarios and the recording of a video introducing the school to guests from China.

CHINESE B, SEMESTER 2

WRITTEN CHINESE FOR WORK PURPOSES (VET CERT 2)

Are you interested in:
Reading and writing Chinese in the workplace.

What we do:
You will learn to read and write simple texts that would be used in a variety of work situations.

What we learn
(skills, knowledge and understanding):
You will learn the Chinese language vocabulary and structures of marketing that can then be used in a range of workplaces.

What you will be assessed on:
Reading and writing texts for work such as websites, emails and brochures.

French

FRENCH A, SEMESTER 1

YOUNG AND ALMOST FRENCH

Are you interested in:
Discovering the life of young people in France.

What we do:
If you were born and lived in France, how would your life be different? You will explore the aspirations and challenges facing young people by comparing your own experience with that of French teenagers.

What we learn
(skills knowledge and understandings):
You will look at the attitude of young French people towards sport and health, the pressures from society on teenagers and what young people both in Australia and France think of their future. You will learn the necessary vocabulary and grammar to understand, converse and write about these topics and build up your ability to communicate in a French speaking environment.

What you will be assessed on:
Comprehension of authentic written and spoken texts, participation in an oral presentation and production of a written text.

VET AND YOUR VCE SCORE

Chinese is offered as a VET subject to non-native speakers at Northcote, as we have found that students experience better success in this format. If you continue with VET Chinese into Year 12, it can be added to your score as a 10% addition. See the Senior Years handbook for further details.

French

FRENCH B, SEMESTER 2

SURVIVAL GUIDE TO FRENCH CULTURE

Are you interested in:
A deeper understanding of French culture.

What we do:
In order to understand what it takes to make a connection with the French, you will look at various aspects of French culture through literature, gastronomy and pop culture and identify key aspects of French identity.

What we learn
(skills knowledge and understandings):
You will investigate French humour, cultural references, social etiquette, swearing and non-verbal communication.

What you will be assessed on:
A research activity, creating your own French cultural survival guide and making a presentation to the community.

Greek

In Year 10 the Greek course offers four curriculum areas that cover the language, geography, culture and customs associated with different regions in Greece. The skills required incorporate Victorian Curriculum capabilities such as communicating in the Greek language and understanding the systems of language.

GREEK A, SEMESTER 1

FRIENDSHIP, HOBBIES AND LEISURE TIME

Are you interested in:
Communicating in Greek.

What we do:
You will initiate and sustain interactions by sharing personal opinions about the importance of friendships and use Greek language to compare aspects of young people's lives, such as relationships, events and aspirations.

What we learn
(skills knowledge and understandings):
You will learn to use a range of grammatical structures and elements to describe situations, link people, objects and events. You will then use these to extend the meaning of your communication.

What you will be assessed on:
An oral presentation on young people's leisure time activities, a personal written response in the form of a letter or diary entry and a listening and responding task.

GREEK B, SEMESTER 2

SCHOOL LIFE AND CAREERS

Are you interested in:
Day to day Greek life.

What we do:
You will obtain, analyse and use information from a range of spoken, written, digital and visual texts and identify and compare perspectives on different careers.

What we learn
(skills knowledge and understandings):
Students learn the pronunciation and translation of the subjects they are studying and how to discuss future plans using the correct Greek tenses.

What you will be assessed on: A written a report on the differences in Greek and Australian school life, a dialogue task discussing future aspirations and a listening and responding task about employment.

Italian

ITALIAN A, SEMESTER 1

DISCOVERING MODERN ITALY

Are you interested in:
Italy and the Italian language

What we do:
You will develop the confidence to speak and write in Italian through the exploration of different aspects of Italian culture. You will develop your oral and writing fluency by participating in authentic tasks such as theme based conversations and task oriented written activities.

What we learn
(skills knowledge and understandings):
You will learn how to describe yourself, talk about your daily routine and compare it to that of your peers in Italy. You will learn about the qualities needed both for work and for future plans and, by exploring such things as environmental issues, fast food fads and the role of fitness and health trends, you will discover how Italian youth culture has changed over the years.

What you will be assessed on:
Presentation of an oral task and a writing, reading and listening task.

ITALIAN B SEMESTER 2

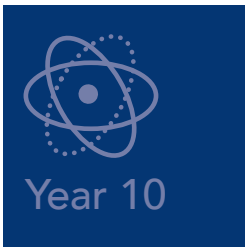
MODERN ITALY PART 2

Are you interested in:
Extending your knowledge of Italy.

What we do:
You will extend your communication skills in all facets of the Italian language and develop the confidence to comprehend, speak and write Italian. You will develop your oral and writing fluency by participating in authentic tasks such as theme based conversations and task oriented written activities.

What we learn
(skills, knowledge and understanding):
You will learn to engage in discussions about such things as new friendships, a meeting in a town square or shopping in your favourite city. You will be able to give instructions and order food and will develop the language skills needed to share school and childhood memories. Importantly, you will begin to develop the skills to express feelings.

What you will be assessed on:
An oral presentation, a reading and listening task and a writing task that outlines past experiences that demonstrates accurate grammar use.



5. SCIENCE

*CREST CSIRO COMPETITION STEM

Are you interested in:
Designing and conducting your own scientific investigation.

What we do:
CREativity in Science and Technology (CREST) is a non-competitive awards program supporting you to design and carry out your own independent open-ended science investigation.

What we learn
(skills knowledge and understandings):
You will gain an understanding of how to choose your own area of research, plan and conduct your investigation, process and analyse experimental data, evaluate and reflect on your achievements and communicate your findings.

What you will be assessed on:
You will design an experiment using scientific method and analysing your data and develop a project that will be eligible to receive CSIRO CREST awards.

ENVIRONMENTAL ENGINEERING STEM

Are you interested in:
Interested in using Science engineering a more sustainable future? Environmental Engineering allows you to investigate the chemical reactions contributing to global warming and experiment with the burning of fossil fuels to test the efficiency of the centuries-old methods we currently use to power our cities. You will develop your understanding of the inquiry process used by engineers to solve real world problems and delve into investigations on energy sources of the future by building and testing your very own solar and wind power generators

What we do:
You will investigate the chemical reactions contributing to global warming and experiment with the burning of fossil fuels to test the efficiency of the centuries-old methods we currently use to power our cities. You will inquire about the energy sources of the future by building and testing your very own solar and wind power generators.

What we learn
(skills knowledge and understandings):
You will learn to construct sophisticated arguments needed to ensure the future of our planet.

What you will be assessed on:
An engineering research task an extended practical investigation and a test.

MIND MATTERS

Are you interested in:
Are you interested in how humans think, feel and behave?

What we do:
You will explore the structure of the brain and nervous system and what can happen when the brain doesn't function as it should due to mental illness or brain injury. You will investigate the impact of motivation, stress and relaxation, and goal setting through Sports Psychology. You will also examine the scientific understandings of body language, emotions, and memory.

What we learn:
(skills, knowledge and understandings):
Using hands on practical activities you will explore contemporary research, conduct experiments and test theories. You will understand emotions through emotional theories and the impact and treatment of mental illness. You will gain an understanding of the role of psychologists and how to conduct psychological research.

What you will be assessed on:
A research task and presentation, an extended practical investigation and scientific poster, and a test.

MOVING AND REACTING

Are you interested in:
Are you interested in the laws that rule the universe – from how atoms bond to how things move and developing the skills and knowledge to be successful at VCE Physics and Chemistry?

What we do:
The world around us is underpinned by laws and processes that science can help us understand. By the end of this course, you will be seeing this in action by causing and observing chemical reactions. You will apply the knowledge you've gained to explain why, for example, pencil leads and diamonds seem so different despite both being made of carbon. You will also study the laws that determine how things move and will have an opportunity to explore these laws by designing your own experiment using video tracking software.

What we learn
(skills knowledge and understandings):
You will develop a fluency with key ideas in chemistry by learning about the fundamental building blocks of the universe and how they interact with each other. You will also gain an understanding of the same scientific laws that allow physicists to analyse car crashes and sports scientists to improve an athlete's performance.

What you will be assessed on:
A research assignment, a written test and an extended practical investigation.

REVOLUTIONS IN BIOLOGY

Are you interested in:
Evolution and inheritance. Developing the skills and knowledge to be successful at VCE Biology.

What we do:
You will study how the organisms on earth have changed over time, the associated theories of evolution and how animals have adapted to survive. You will investigate the role of genetics in passing characteristics down from parents to offspring, as well as the impact of gene technology and genetic engineering on society.

What we learn
(skills knowledge and understandings):
You will learn theories of evolution and how organisms have adapted to their environment. You will develop an understanding of the ethical implications of genetic engineering.

What you will be assessed on:
A research task, a presentation and an exam.

WHAT MAKES US SICK?

Are you interested in:
what pathogens can make us sick and how we can treat diseases and infections?

What we do:
You will investigate the different pathogens that can harm us, ranging from bacteria to prions and the challenges associated with treating them. You will also investigate genetic diseases and rare diseases.

What we learn
(skills knowledge and understandings):
You will learn about a range of different pathogens, such as bacteria, viruses and prions and how they attack us, the drugs we currently have to treat them and the challenges we are currently experiencing with super bugs. You will also learn about how we design drugs, how we run clinical trials, and the ethical debate associated with animal models/testing. Lastly, you will learn about a range of genetic diseases and what makes a disease 'rare' and the associated challenges with diagnosing and treating it.

What you will be assessed on:
Outbreak report, research project and a brochure.

6. HEALTH AND PHYSICAL EDUCATION

*WOMEN IN SPORT

Are you interested in:
Football and women in sport.

What we do:
This course is perfect if you are interested in football, playing any elite level sport or passionate about challenging the roles of women in sport and society. You will see elite teams train and recover and visit athletic high-performance centres.

What we learn
(skills knowledge and understandings):
You will participate in and learn about skill and technical development, football specific strength and conditioning, football specific game sense and the development of offensive and defensive concepts and strategies. As part of the theoretical component you will investigate the changing roles of women in sport and how sport influences the community as a whole.

What you will be assessed on:
A women in sport investigation, footy skill development and footy game sense assessment.

COACHING AND SPORTS LEADERSHIP

Are you interested in:
Leadership on the sports field.

What we do:
Through both theoretical and practical study you will develop an understanding of coaching skills, concepts and sports. In this course time is spent away from school coaching in small groups in your chosen sport.

What we learn
(skills knowledge and understandings):
Theoretical topics of study will include styles of leadership, designing coaching sessions, fair play, fundamental movement skills, skill acquisition and learning principles and sports injury prevention. In the practical component of this course you will gain an understanding of group management, coaching and learning styles and experience a range of coaching opportunities with fellow students, junior secondary and/or primary school students. You will also participate in a variety of team based sports and activities

What you will be assessed on:
Coaching planning and practical assessment, skill acquisition and learning principles research task and an injury prevention and rehabilitation test.

HEALTHY COMMUNITIES STEM

Are you interested in:
Community, National and International Health issues.

What we do:
This course will provide you with a fundamental understanding of local, national and international health while at the same time engaging your curiosity of human rights. You will learn to measure the health status of various communities and evaluate or design interventions for managing health concerns.

What we learn
(skills knowledge and understandings):
You will be exposed to local health organisations to evaluate and critically analyse their work. Through volunteer work you will draw conclusions about the impact of a program in promoting health of different communities. You will develop research skills and demonstrate self-regulation through an extended research project.

What you will be assessed on:
A human rights and health case study, volunteer work and extended research on a community of choice.

PERSONAL TRAINING

Are you interested in:
Physical education within the fitness industry.

What we do:
This course introduces you to the knowledge and skills required for personal training and maintaining your own health and fitness. You will participate in practical classes focusing on a variety of different training methods such as circuits, strength training and interval training. Sessions will also include boxing, pilates and functional fitness sessions. These will be conducted both at school and via excursions throughout the community.

What we learn
(skills knowledge and understandings):
You will learn fundamentals of the fitness industry including anatomy and physiology of the musculoskeletal system, fitness assessments, how to prescribe exercise, training principles and recovery strategies. You will gain an understanding of how to improve your own personal fitness as well as how to be a trainer for other people.

What you will be assessed on:
A musculoskeletal system test, Digital exercise library and a personal training practical assessment.

SPORTS SCIENCE STEM

Are you interested in:
Anatomy, biomechanics & physical conditioning. VCE Physical Education studies.

What we do:
This course provides you with an introduction to the key knowledge and skills of sports science. You will participate in a variety of practical sessions in both the field and the laboratory and theory classes. You will be exposed to the use of technology in sport and the latest recovery methods via theory classes and through visits to sports science labs and elite performance centres such as the Victorian Institute of Sport.

What we learn
(skills knowledge and understandings):
You will learn how the body produces energy for movement by developing an understanding of fuels and energy systems. You will also focus on how our different body systems respond and adapt to exercise and how we can enhance recovery. You will develop an understanding of and the biomechanical principles for human movement.

What you will be assessed on:
A cardiorespiratory system test, a biomechanical design brief and a fuel and energy systems report

TOTAL WELLBEING

Are you interested in:
The best ways for you & other people to be healthy and happy.

What we do:
You will participate in regular physical activity of a non-competitive nature. Group activities will include cardio-boxing, fitness circuits, yoga and team building challenges. Recreational activities will include golf, bush walking, craft activities, mindfulness and recreational games. Theory classes will focus on ways to stay safe, happy and healthy. You will participate in positive psychology lessons specifically designed to improve your own wellbeing. Theory topics are Youth Health Issues, Understanding Mental Health and Enhancing Mental Health.

What we learn
(skills knowledge and understandings):
You will gain a thorough understanding of physical, social, mental, emotional and spiritual health and use these components to develop tools to develop your own well-being. You will also gain an understanding of a number of mental health issues. You will gain an understanding of how sleep habits, exercise routines and food choices affect mood and mental health.

What you will be assessed on:
Youth health issues topic test, Mental health research task and Sleep Journal analysis.

ADVANCED SEPEP (SPORT EDUCATION)

Are you interested in:
Being physically active through Games and Sports

What we do:
You will participate in a variety of team sports and activities. Students will design skill building activities aimed at improvement of skills in game situations & game-sense. Students will be involved in planning and participating in selected competitive sporting scenarios. Students will be responsible for playing, coaching, refereeing, scoring, scheduling, managing media & marketing, reporting & collection of statistics (among other roles); required for effective, self-lead competition.

What we learn
(skills knowledge and understandings):
Students will learn about the various roles of local and elite sporting clubs and implement these through in class match play & fixtures. Students will plan for and implement a sporting carnival for a selected target group.

What you will be assessed on:
An investigative task into the dimensions of health, the benefits of physical activity, trends in physical activity and the role of media in sport. Competition Role activity journal, including active participation in set roles and within the competition.

VCE OUTDOOR EDUCATION UNITS 1 & 2

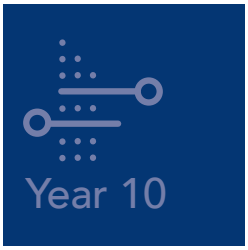
Are you interested in:
Human interactions with the outdoors.

What we do:
This course has a strong participation component where you should be prepared to be fully involved both in and outside the classroom. Practical activities which strongly support the theoretical knowledge may include (but are not limited to): bushwalking, water safety, canoeing, rock climbing & abseiling. You will learn about various Australian environments and strategies to enjoy natural places in a sustainable and responsible way. You will participate in two multi-day camps which will provide a unique wilderness experience; and where you will be required to apply the knowledge and skills of the course.

What we learn
(skills knowledge and understandings):
You will explore different users' understandings of the outdoors, including from economical, ecological, historical. cultural and social perspectives. There is a consistent link to First Australian education throughout this course. There is a strong experiential learning focus with practical sessions to enhance the study design; such as expedition skills, outdoor gear and technology, environmental issues and conservation, and different interpretations of our natural world in Australia over time.

What you will be assessed on:
A logbook of written reflections while in the field and practical experience journals in relation to camp experiences; data analysis of Case Studies and structured questions pertaining to the course outcomes.

$ Please note: This course involves camps, practical experiences & activities and maintenance of gear – therefore additional costs apply (approx. $1,225 per student TBC).



7. DESIGN & TECHNOLOGIES, DIGITAL TECHNOLOGIES AND FOOD STUDIES

Digital Technology

*THE ROBOTS ARE COMING STEM

Are you interested in:
Robotics.

What we do:
You will research the dynamic and exciting world of robot development and then work towards generating a robotic concept of your own.

What we learn
(skills knowledge and understandings):
Through investigation and experimentation you will develop a deeper understanding of robotic technology and coding. Working as a product designer in a collaborative and creative environment you will be encouraged to be as innovative as possible.

What you will be assessed on:
The completion of the design process, practical skills and the finished product.

GAME DESIGN AND PRODUCTION

Are you interested in:
Creating your own computer games, including programming, level design, audio and visual elements whilst learning about the games industry and how it has become a nearly 600billion dollar market.

What we do:
In this course you will extend your learning into the world of game design and development. You will learn how complex connected systems and varied programming languages are required for game creation. You will create and manipulate 2D and 3D art and sound assets, use industry level tools and the design thinking methodology to iterate and develop games for multiple platforms.

What we learn:
You will transfer these skills and dive deeper into communication with the computer using C# in the Unity engine. As a class we will learn about the games industry and its roots in retro games. You'll research and share computer science topics and finish up with an extended personal portfolio – a fully developed game of your own design! With no expectation of prior knowledge, passion an understanding of basic programming concepts will benefit those undertaking this course.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course through the creation of gaming modules. Your assessment will culminate with the creation of a game portfolio, compiled over the space of a term.

INTRO TO ALGORITHMS & COMP SCI STEM

Are you interested in:
Learning about one of the oldest fields in Computer Science? Building your skills in mathematical problem solving? Learning how to leverage the power of computers to deal with numbers too big to count to?

What we do:
In this course you will develop fluency in the creation and analysis of algorithms. Through developing solutions to some complex mathematical concepts and questions you will build your understanding of both algorithmic design and programming. We will look and problems old and new to develop the skills to build smart and simple solutions to complex problems.

What we learn:
We learn the fundamentals of the C# language to help us build simple programs to execute our algorithms. We learn about the history of Computer Science, develop understanding of syntax, control flow and memory management, and delve into proof and pseudocode. While no history of programming is required to undertake this subject a passion for either programming or mathematics is recommended.

What you will be assessed on:
You will be assessed on your ability to apply the key knowledge and skills of the course through the creation and analysis of algorithms, ability to solve challenging problems and undertake an inquiry into an unsolved Computer Science or Algorithmic problem.

Design and Technology

*KICKSTART YOUR DESIGN CAREER

Are you interested in:
Designing, making and marketing new products.

What we do:
The ability to make and sell products is more accessible than it ever has been. With crowd-funding platforms now all over the internet, great ideas can become great products without the support of large companies. 120,000 projects have been successfully funded on Kickstarter alone, raising over US$2.5 billion. This change does not come without challenges. It requires designers in the 21st Century to have skills in entrepreneurship, self-direction, creativity, problem-solving and collaboration.

What we learn:
Working as Product Designer, you will design, make, and promote your product using digital media. You will work in a collaborative environment to develop and refine your concepts, and to make a functional, desirable product.

What you will be assessed on:
You will be assessed on a research presentation, the content of your design portfolio, your prototype and a marketing video.

*DIGITAL DESIGN

Are you interested in:
Using new technology to design and make new products.

What we do:
Many products and fashion accessories are now designed and made using digital tools. Increasingly Computer Aided Design (CAD) and tools such as 3D printers and laser cutters are replacing traditional manufacturing techniques.

What we learn:
You will perform research into the amazing world of digital design and manufacturing before learning the digital design skills you will need to create your own product or fashion accessory before finally prototyping your design using a 3D printer.

What you will be assessed on:
You will be assessed on a research presentation, the content of your design portfolio and your 3D printed prototype.

*UPCYCLED FASHION STEM

Are you interested in:
Fashion and sustainability

What we do:
You will create something new from something old. Working as a fashion designer you will follow the design process to create an up-cycled product using an existing garment.

What we learn
(skills knowledge and understandings):
Through investigation and experimentation you will identify opportunities for the reuse and re-purposing of clothing. You will use sewing machines and overlockers to create your design.

What you will be assessed on:
The completion of the design process, practical skills and the finished products.

*QUIRKY COUTURE (FASHION)

Are you interested in:
Sustainable fashion design.

What we do:
You will work as part of a design team making a high-impact original garment created using a combination of materials that are not traditionally used for clothing. All garments will feature on the NHS Art Design Show catwalk.

What we learn
(skills knowledge and understandings):
You will explore the design process, the fundamentals of machine sewing and a selection of other construction techniques that will help you create your garment's structure. You will engage with the reasons we wear clothes and the ways in which we can make what we wear more sustainable by having a deeper understanding of materials sourcing.

What you will be assessed on:
The completion of the design process, practical skills and a finished product.

Design and Technology

PRECIOUS PLASTICS STEM

Are you interested in:
Product design, sustainability, making and community organising.

What we do:
You will research the impact that plastic waste has on the environment and society. You will then manage the collection, sorting and processing of plastic waste and reuse the recycled material to create new products.

What we learn
(skills knowledge and understandings):
You will learn about the impact that plastic waste has on the environment and society and how to present this information. You will organise the collection and processing of plastic waste at Northcote High School or through partner schools and community links. You will then use the design process to create new products using the recycled plastic using appropriate tools, machinery and technology.

What you will be assessed on:
A research presentation and the completion of the design process, practical skills and the finished product.

Food Studies

CAFE CULTURE

Are you interested in:
The hospitality industry

What we do:
This course will give you an insight into how the hospitality industry fits plays a major role in Australia's food system. You will be introduced to a range of cooking techniques while gaining an understanding of factors that influence the production of food in a small commercial setting. This will include food safety practices, ethical and sustainability issues and marketing issues. You will also explore the ever-growing café culture by applying the design process to practical activities.

What we learn
(skills knowledge and understandings):
You will learn to design solutions to commercial cooking scenarios such as special dietary requirements, catering for specific types of functions and the design of new products.

What you will be assessed on:
To design solutions to commercial cooking scenarios such as special dietary requirements, catering for specific types of functions and the design of new products.

FOOD FOR HEALTHY EATING

Are you interested in:
Food's role in a healthy human body.

What we do:
To ensure we experience optimal health throughout our life we must make the right lifestyle decisions. You will investigate a variety of foods and evaluate their impact on short and longterm health. You will learn about the food requirements needed to meet the demands for everyday living across the human lifespan and how the human body uses food to fuel everyday activities. You will also investigate current food trends and how they influence our food selection.

What we learn
(skills knowledge and understandings):
You will develop skills in preparing food to meet the changing nutritional needs across a lifespan. You will learn how to critically analyse food information and make healthy food choices. You will learn skills for healthy food preparation through various cooking techniques.

What you will be assessed on:
Practical reports that provide reflection and evaluation of classroom activities, the analyses of a current food/health issue for use in a class debate and the planning, preparation and evaluation of a meal for a stage of the human lifespan.

8. PERFORMING ARTS

Drama

*COMEDY

Are you interested in:
Comic writing and acting.

What we do:
This course looks at what makes us laugh, who makes us laugh, why we laugh and why we should laugh. You will look at humour over the past 100 years and develop characters and scenes using the core elements of comedy.

What we learn
(skills knowledge and understandings):
You will develop characters and scenes using the central elements of comedy. You will look at the things that make characters funny whether in solo, pair, trios or troupe form. You will investigate comic performances, both verbal and physical, and critique what it is that makes each of these funny. You will view specific scenes in comic theatre and conduct a series of workshops to mimic and create our own scenes. All will come to a climax with a live performance completed either individually or in small groups to a live audience.

What you will be assessed on:
An assignment on comedy, acting comic characters and writing for comedy.

*LIGHTS CAMERA ACTION!

Are you interested in:
Learning how to act for screen and theatre.

What we do:
We will delve into the performance style of realism. You will act in and produce your very own on-screen performance. You will complete a mini story telling solo and act in groups to present a performance. You will be able to use the language of drama to speak about acting

What we learn
(skills knowledge and understandings):
You will participate in acting and improvisation exercises to develop your creative expression and problem solving skills with others. You will learn and apply acting techniques for recorded and live performances. You will practice acting-to-camera techniques and discover the difference between the craft of a live and recorded performance. This will allow you to develop a characters that you portray in your major ensemble. You will learn some of the language of drama.

What you will be assessed on:
Knowing the language of drama and the completion of two live performances to a small group.

Drama

*PAGE TO STAGE

Are you interested in:
Writing, creating and performing your own musical theatre?

What we do:
Create, improvise, develop and perform our own piece of musical theatre. We also build confidence in our use of voice, facial expression, movement and space as we imagine and develop characters and situations.

What we learn (skills knowledge and understandings):
Learn to compose theatrical music and tell a story through movement and performance. Develop team work skills as you create scenes and songs that deliver a message.

What you will be assessed on:
Independent dramatic movement and storytelling, a musical composition and your participation in the final performance of the class musical.

*THEATRE IN A TROLLEY

Are you interested in:
Creating characters, writing scripts, performing for an audience.

What we do:
Making a work of theatre from scratch might sound tricky enough but what if all of your sets, props, costumes and technical equipment needed to fit inside a shopping trolley? In this course, you will work in groups to explore and create performances.

What we learn (skills knowledge and understandings):
You will learn acting, play writing, design and directing skills. You will be required to find innovative and highly creative ways to develop and express your ideas and expand your sense of what theatre can be.

What you will be assessed on:
You will learn skills relevant to working professionally as an actor. You will run a brief workshop with the class on a particular area of dramatic theory and create a devised piece and perform it and you will write a report, reflecting upon and analysing the work that you made and the work of others. There will be a group performance and a professional play analysis.

*PHYSICAL THEATRE

Are you interested in:
Expressing yourself creatively through movement?

What we do:
Create, improvise, develop and perform physical theatre. We also build confidence in our use of body movement, facial expression, gesture and space as we imagine and develop characters and stories.

What we learn
(skills knowledge and understandings):
Learn to create physical theatre and tell a story through movement and performance. Develop team work skills as you create scenes and dances that express emotion.

What you will be assessed on:
Independent dramatic movement and storytelling, a choreographed creation and your participation in a final performance.

Music

*COMPOSITION AND ARRANGING

Are you interested in:
Writing and creating your own music.

What we do:
Create, improvise and arrange our own music.

What we learn
(skills knowledge and understandings):
You will explore the skills of composing and arranging, from the very spark of an idea to the inaugural performance of your creation. You will explore the principles involved in the development of music and learn the skills needed to complete your masterpiece.

What you will be assessed on:
A folio of composition and arrangement exercises, an investigation of the skills, stylistic characteristics and expressive interpretation appropriate to the style of music you choose to explore and a final performance of an original work.

*IT'S A GIG

Are you interested in:
Performing music and booking your own gigs.

What we do:
Whatever your instrument, here is an opportunity for you to develop your skills as a performer and experience performing both in groups and as a soloist. You will rehearse and perform in a group, participate in a series of master classes, develop your artist image and develop a final concert for an audience.

What we learn
(skills knowledge and understandings):
You will explore the skills of performance practice and technique from developing effective practise methods and routines to performance preparation and presentation. You will explore how to book a gig and create an electronic press kit.

What you will be assessed on:
Group performance, booking your own gig that includes publicity and promotion. You will also be assessment on the planning, development and performance at the final concert.

*MUSIC INDUSTRY AND PRODUCTION

Are you interested in:
The music industry, event management and live performance.

What we do:
You will develop an event from conception to completion. In small teams, you will book artists, manage a budget, develop and implement a marketing strategy, manage security and logistics as well as set up and pack down sound and staging for a real event.

What we learn
(skills knowledge and understandings):
You will learn the skills required to run a music event, plus how to safely set up and take down audio equipment to industry standard, and how to work independently to meet deadlines that are unique to your role.

What you will be assessed on:
Your development and presentation of a proposal for the event (presentation), contribution and real-time management of a live music event (written reflection and practical assessment), safe set up and pack-down of audio equipment (written and practical assessment).

9. VISUAL ARTS

Art

ARCHITECTURAL DESIGN STEM

Are you interested in:
Architecture and design.

What we do:
Students will use a range of drawing and research techniques to respond to given briefs, developing designs for a local Cafe and Meditation Centre. Students undertake primary research in the local area to gather inspiration for their designs.

What we learn
(skills knowledge and understandings):
You will gain an insight into the fundamentals of the design programs and layout requirements required to develop your response to the brief. You will also develop knowledge of orthogonal drawing, perspective drawing and rendering techniques to best convey your ideas.

What you will be assessed on:
A design developmental folio, a final folio presentation and a written investigation.

ART INDUSTRY

Are you interested in:
Art and the staging of exhibitions.

What we do:
You will work in groups to set up your own art exhibition. You will explore how professional artists work and the processes they follow to create, curate and stage exhibitions. As part of this process you will also visit galleries and artist studios.

What we learn
(skills knowledge and understandings):
You will work together to identify a common theme, produce works independently based on the theme, curate an exhibition, plan the layout, frame and organise displays, produce an invitation and organise an opening. You will digitally document the process and produce an individual evaluation report.

What you will be assessed on:
An inspiration folio, theme based artworks and exhibition and a report on gallery visits.

ART: THE ART OF REVOLUTION

Are you interested in:
Art, stencils, portrait painting, historical revolutionaries, multimedia and politics.

What we do:
Students will explore how artists use their work as a voice for current issues by looking at stencil and graffiti art.

What we learn
(skills knowledge and understandings):
Students will examine historical, political, social or environmental issues of interest and produce artworks in various art forms to express their views. Students will develop their reserach skills in exploring artists and figures of revolution, to gain fundamental skills in stencil making, drawing and painting.

What you will be assessed on:
An Inspiration Folio, Final Artwork and Art Analysis in Historical/Cultural framework

Art

VCD: ILLUSTRATION

Are you interested in:
Book Illustration, Graphic design, Product/Fashion illustration.

What we do:
You will use a range of drawing and painting techniques and media (both manual and digital) in developing a folio of illustrations that will provide a grounding in illustration and rendering for VCE subjects including Visual Communication and Design, Art Making and Exhibiting and Product Design.

What we learn
(skills knowledge and understandings):
You will gain an insight into the various styles of illustration and their purpose and design context. You will develop knowledge and skills in the use of techniques associated with various media such a copic markers, watercolour, gouache, pencil, fineliner and Adobe Illustrator and Photoshop.

What you will be assessed on:
Design folio, final presentations and written investigation

*DIGITAL PHOTOGRAPHY AND THE STORYTELLER

Are you interested in:
Art, Reading, Photography, telling a story through visual imagery.

What we do:
You will look at the use of digital photography in the Arts, exploring how it is used to create new stories and interesting perspectives on the world we live in. You will learn how to create a dialogue by using digital DSLR photography techniques; the art of telling a story and visual documentation. You will use the work of Tracey Moffatt, David Hockney and Cindy Sherman as influence. You will use these artists to help understand the art of visual manipulation, disguise and scene creation.

What we learn
(skills knowledge and understandings):
You will develop your understanding of digital photography by exploring the role of storytelling in recorded images. You will learn about photographic conventions, depth of field, using light and creating the appearance of movement. You will explore the aesthetic qualities, the ideas and meaning and techniques of your work and edit your images using various software programs.

What you will be assessed on:
Investigation of an artist and their work; Developmental Folio; My Story Presentation

Media

ANIMATION AND MULTIMEDIA

Are you interested in:
Film making using animation.

What we do:
You will learn to create animation using a range of digital animation techniques. You will work collaboratively/ independently in your own production by planning the plot, developing characters, writing the script and drawing the storyboard.

What we learn
(skills knowledge and understandings):
You will learn how to use digital program to create different movements in animation and explore various modes of presentation and publishing. You will examine the theoretical and technical aspects of animation production and examine your chosen popular animations such as *Attack on Titan*, *Demon Slayer* and *Rick and Morty* to gain inspirations and ideas for your own works.

What you will be assessed on:
Animation skills exercises, animation development folio and analysis, final animation.

FILM AND TV NARRATIVES

Are you interested in:
Film making.

What we do:
You will develop and refine your media production skills across a range of media forms. You will examine the genres of film/tv and how cinema codes such as camera, acting and sound are used to engage audiences and push a message that reflects issues within society. You will work collaboratively by creating media productions such as a title sequence for a television show and a short film.

What we learn
(skills knowledge and understandings):
You will gain hands-on experience of the tools required throughout the entire production process. You will develop your skills in storyboarding, scripting, filming and editing with your final productions presented to an audience at the end of semester.

What you will be assessed on:
A short form video, a longer form film and an analysis of tv or film.

VET/
VCE
Year 10

VET AND VCE OPTIONS AT YEAR 10

Students in Year 10 may apply to undertake Vocational Education and Training (VET) courses and/or Victorian Certificate of Education (VCE) courses whilst in Year 10. Both of these options expand the range of possible pathways available to students. They each require an additional application process – please read the information below carefully.

VET Studies – a pathway from Year 10 into VCE and Victorian Certificate of Education (Vocational Education)

V.E.T. is an acronym for Vocational Education and Training: a series of vocational, hands-on subjects which involve authentic industry exposure and the development of industry-specific skills.

Most VET programs run for two years and culminate in either a Certificate II or Certificate III qualification. Students who complete the second year of a two-year program can then add this additional qualification to their resume. It is worth noting that a two-year VET program can NOT be entered into once the course is underway, so students who think they may want to explore VET options are encouraged to do so **from the beginning of Year 10 or Year 11**. Please seek advice on this issue if unsure what is best for you.

VET subjects can form part of a VCE program, and are a required component of a Victorian Certificate of Education (Vocational Education) program. Students considering a Victorian Certificate of Education (Vocational Education) pathway in Year 11 are strongly advised to undertake VET studies in Year 10.

Enrolling in a VET subject requires a few additional steps.

1. Online Subject Selection.
2. Separate VET application form to Martin Ramsay.
3. Online application for USI number (before submitting application). You can easily obtain a USI from the government website.
4. Attend course confirmation and confirm.
5. Term 4 – Attendance at VET enrolment nights at Host Schools (compulsory).
6. First (of two) payments (materials charges) is due before end of year.
7. Second payment is due in March 2020.

VCE Subjects

VCE subjects are an advancement option and students need to apply using the Advancement Application form for these. Students in Year 10 would ordinarily undertake both Units 1 and 2 as a sequence. They may then go on to study Units 3 and 4 whilst in Year 11, giving them an **additional** subject to count towards their final ATAR score. Students who undertake a Unit 3/4 subject in Year 11 still ordinarily complete the required number of subjects at Year 12 (not less subjects). The range of VCE studies on offer can be found in the Senior Years Subject Handbook. Please note that places in VCE subjects for Year 10 students are subject to availability.


NORTHCOTE
MELIORA SEQUAMUR