

GILMORE
COLLEGE for GIRLS



HARMONY & SUCCESS

Year 10 Handbook 2015

Looking Beyond Ourselves



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Welcome to Year 10 at Gilmore College for Girls



Year 10 is an exciting year.

In Year 10 at Gilmore College for Girls you have a chance to explore the world, a chance to investigate possible career futures, a chance to see more of the community and learn more about where you fit into the world. It is a year of exploration where we encourage you to look beyond yourself to see what else is out there in the world for you to discover.

In Year 10 you have the opportunity to experience programs outside the College so that will help inform your choices for VCE. This will assist you to identify your strengths and begin a senior school program that will take you through VCE or other senior school pathway. We offer subjects from across all of the Key Learning Areas, some which will be familiar to you from your Junior School studies and some subjects that will be new. Read the subject descriptions carefully, talk to your teachers and think about what interests you.

In Year 10 we run two highly successful programs that take you beyond the College - the **World of Work** and **Work Experience** programs. Details of both programs are in this Handbook.

We are proud of our Year 10 program here at Gilmore Girls College. We believe that it is challenging, engaging and offers you a taste of what you can expect in VCE and beyond.

We welcome you to Year 10 at Gilmore College for Girls in 2015
Together we can make it a year to remember

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Year 10 Curriculum Program

Year 10 has some elective choice, with each unit running for a semester. English is studied for the whole year. Managed Individual Pathways (MIPS) and either Advance or Personal Project are also year-long subjects.

The compulsory subjects that you must study are:

- English all year – core English or ESL
- Science
- Mathematics each semester
- Humanities
- Physical Education and Health



- All students will participate in the WOW (World of Work) Program, MIPS and Advance.
- You will have the opportunity to choose some electives

Electives:

Arts	LOTE	Technology
<ul style="list-style-type: none"> • 2D Art • Drama • Visual Communication • Photography 	<ul style="list-style-type: none"> • Italian 	<ul style="list-style-type: none"> • Food • Fashion • Applications

Please note: Some electives have a materials charge and students need to pay a deposit when enrolling in the subject and pay the full amount by the end of the first week of the first semester. If this materials charge has not been paid the student will be enrolled in an alternative class.

VCE Units 1 and 2

For 2015, Gilmore College for Girls is offering high performing students the opportunity to study a VCE Unit 1 and 2 subject in conjunction with studying Year 10.

Students who are interested in a particular area of study need to be recommended by a teacher and gain consistently high grades across all areas. Students undertaking VCE study will replace 2 of their Year 10 units with Unit 1 and Unit 2 of the VCE subject.

Students considering accelerating will need to:

- Discuss their plan with their Circles Teacher prior to course counselling.
- Look at the list of VCE Unit 1 and 2 subjects.
- Borrow a Senior School Course Handbook from the Library to read about the subjects.
- Confirm their interest through their subject selection sheet, which will indicate which subject you are interested in studying.
- Students will then need to seek individual recommendations from their Circles teacher, the learning area leader or the VCE subject teacher to state that you are able to complete an accelerated learning pathway.

Subject choices will then be considered with our whole school program, such as timetabling and subject selections of other students. Writing down your selection DOES NOT guarantee you a position within a VCE class. You will be notified of your success, or otherwise, in due course.

Criteria for students to meet for acceleration

Students who wish to accelerate into a VCE Unit must meet the following criteria:

1. Students should achieve a Very High in assessment tasks in their report for the domain learning area they are accelerating in.
2. Students should achieve at least a High in assessment tasks in the majority of their other subjects.
3. Students should demonstrate a positive attitude and commitment in all areas of their schooling (including attendance).

Special Year 10 Programs



MANAGED INDIVIDUAL PATHWAYS (MIPS)

This program runs for one period each week and focuses on ensuring that each student is on the appropriate pathway for their future. You complete a range of activities that help you to think about your strengths, weaknesses and options. You will also work with your MIPS teacher to monitor your attendance and your academic progress across the year. Students are required by the Department of Employment, Education and Child Development (DEECD) to complete a MIPS Plan.

ADVANCE

All students in Year 10 in 2015 will be enrolled in the Advance Program – Advance is a school based program that provides practical opportunities for young people to participate in the local community. During this time students will complete a fitness challenge, learn a skill and participate in volunteering activities as well as complete an individual Personal Project of their own choosing.

DUKE OF EDINBURGH AWARD:

Some students may elect to work towards the Duke of Edinburgh Award. This involves completing a range of activities throughout the year and recording progress in the Online Record Book (ORB). The activities also include a fitness goal, a skill and volunteering but there is also an extra compulsory camp called the Adventurous Journey. Students prepare for and go on a 4 night, 5 day bushwalking expedition and learn camping skills. On the bushwalking expedition they complete several short bushwalks and complete other activities depending on the location. The bushwalking expedition is a compulsory part of the program and the Duke of Edinburgh award cannot be received if this part of the award is not completed. To become part of the Duke of Edinburgh class you must fill out an application form stating why you want to complete the subject and describe attributes you will bring to the subject. **There is a cost of \$50 to join this program but because the Program is partly funded by the State Government there is no further cost to students for registration in the Duke of Edinburgh Award and for the Adventurous Journey.**

WORLD OF WORK 2015

In 2014 all students will participate in a community program based on the Melbourne Central Business District (CBD). Students will go into the city every day for a week. They will go on a number of visits to Melbourne's landmarks, hear guest speakers and do a range of activities to get to know the city better. In groups they will then choose a topic to investigate and carry out a research project based around the city. The following week, back at school, they will work with their group on their project and put together a presentation on their investigation. The Presentation will be a major assessment task for all Year 10 students in MIPS.

There is a cost of \$150 for this compulsory program and all girls are expected to participate in this important learning experience.

WORK EXPERIENCE

All Year 10 students do one week of work experience. They will get support with working out the type of work that will suit them but they need to find the placement themselves. Start thinking now; work experience dates are: Last week of Term (22 to 26 June). If students wish to do two weeks of work experience they can arrange it for the holiday period.

Work placement should not occur at place of part-time employment. Students wanting public service positions and workplaces such as the Zoo, Courts, Hospitals or the Police need to apply now. See Ms Goyne or Ms Mueller further details

EXAMS

As part of the transition from junior school to VCE all Year 10 subjects will have an exam as part of the assessment program. Exams will be held at the end of each semester.



So, how do I choose my course?

When you are choosing your subjects there are a variety of things you need to think about:

- What are your strengths?
- What do you enjoy?
- What challenges you?
- What are you not interested in?
- What pathway – university, TAFE, employment – might you want to take in the future?
- Have you left lots of options open and not cut off any possible pathway?
- Are you ready to accelerate into a VCE subject?

Then there are things that you need to do:

- Do talk to your parents and families to help you work out the best program for you
- Do borrow a Job Guide or a VTAC Guide (that details every TAFE and University course in Victoria)
- Do read your Year 10 reports as a guide for your future course
- Do talk to your teachers about possible courses and their recommendations and ideas

There are also a few things not to do:

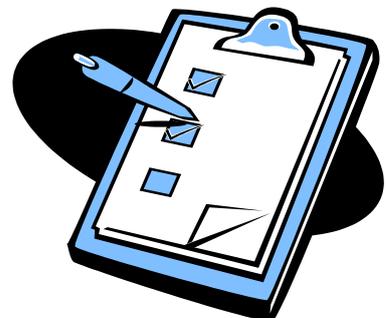
- Do not select subjects because your friends are doing them
- Do not rush the process and hand in a selection sheet without thinking about your choices
- Do not select subjects because you think you should

Once you have done the thinking, you will do the selecting:

Make sure that you attend the Information Night at the College and other opportunities to learn about future options. After you have read the information in this Handbook carefully you should ask questions, seek advice from teachers and ask for recommendations for VCE accelerations. You will then receive an interview time and you will meet with a teacher to discuss your options for 2015.

Then you will submit your subject selection sheet.

Once these have been collected and processed students will be advised of their Year 10 courses.



Senior School Expectations

Gilmore College for Girls expects that all students will follow the regulations of the school. The Senior School seeks to promote a culture in which students take responsibility for their own learning and discipline. Therefore, students are urged to familiarise themselves with the rules and procedures below. Consistent refusal to comply with these will result in exclusion from the school.

Uniform

Uniform is compulsory at Gilmore College for Girls. The School Uniform Guide may be obtained from the school. School shirts, jumpers, navy pants and black shoes are the minimum requirement. Failure to comply with this rule will result in detention and students being sent home to return in uniform. Students with financial problems can apply to the Student Welfare Coordinator for help.



Attendance

It is expected that all students will attend all timetabled classes. Absences from class will have a serious consequence for the satisfactory completion of VCE and Year 10 units. Less than 80% attendance without a medical certificate or other legal document could result in a fail in that subject. Students must bring a note from their guardian or parent when absent. In cases where students live independently, they must discuss the situation with their Coordinator. Students who become ill at school may get permission to go home from their Coordinator or the Student Welfare Coordinator. No student should leave the school without permission at any time during the school hours.

Smoking, drinking and other drugs of addiction

These are prohibited for all students at school and in the immediate neighbourhood of the school. Students found using or in possession of these will be severely dealt with by a range of consequences from suspension to police involvement.

Teacher Absences

Year 10 classes are allocated another teacher if the class teacher is absent.

Late arrivals

Students are expected to arrive at school by 8.40am. Repeated lateness to class will result in detention, and in VCE, may lead to exclusion from the class. This may jeopardise a pass in that subject. If a student continues to be late, a suspension will occur.



Mobile Phones, Music Players and Valuables

The school requests that students do not bring these to school. The school takes no responsibility for their security. Mobile phones, MP3 players, iPods etc. are not to be used at school. The actions to be taken are set out in the school's Mobile Phone Policy. Students may receive urgent messages from family via the general office.

Senior School Services

Being in Year 10 at Gilmore College for Girls means that you have access to a wide range of services.

Orientation Programs

Orientation programs are conducted at the end of each year for the following year for all senior students. These programs enable students to gain some familiarity with the requirements of the year ahead and to enhance study skills. Guest speakers and staff presenters assist with this process. There will be an Orientation program at the end of Year 9. It is a compulsory activity for students enrolled in 2015.



Career and Course Advice

Students in Years 9, 10, 11 and 12 are counselled individually about subject selections. Guest speakers and tertiary campus visits are arranged to provide information to students throughout the year. An information night for parents of prospective VCE students is held in August, and one for parents of Year 9 students going into year 10 is held later in the year.

SRC (Students Representative Council)

The SRC is the student representative body for the College. It has representatives at each year level elected by each home group. SRC meets regularly to present student concerns, raise money for causes, hold events for the whole school and generally give feedback and represent student interests in the school community. Senior School students play a leading role in this forum and is a great leadership opportunity for Year 10 students.

Student Services

Additional support for senior students comes from the well set up and comfortable Student Services Centre. This centre operates at recess and lunchtimes. The Student Welfare Coordinator and the Chaplain provide counselling and help with personal health problems.

Students in Senior School are encouraged to speak with their MIPS teacher, their subject teachers, the Welfare Team or the Senior School

Coordinator if they are experiencing any difficulty or are in need of support.

Resource Centre

The Resource Centre provides Internet Access, CD ROM multimedia, databases and indexes, Microsoft options, printing and scanning facilities. It also has a wide range of books and reference materials, including current newspapers and magazines.

Assemblies

Regular Senior School assemblies are held to recognise student success in leadership, academic achievement and citizenship.



Overview of Senior School Subjects offered at Gilmore College for Girls

	UNITS 1 & 2	UNITS 3 & 4
ARTS	<ul style="list-style-type: none"> • Studio Art • Visual Communication & Design 	<ul style="list-style-type: none"> • Studio Art • Visual Communication & Design
ENGLISH	<ul style="list-style-type: none"> • English • EAL 	<ul style="list-style-type: none"> • English • English EAL
HEALTH & PE	<ul style="list-style-type: none"> • Health and Human Development • Physical Education 	<ul style="list-style-type: none"> • Health and Human Development • Physical Education
HUMANITIES	<ul style="list-style-type: none"> • Business Management • History (20th Century) • Legal Studies 	<ul style="list-style-type: none"> • Business Management • History • Global Politics • Legal Studies
LOTE	LOTE <ul style="list-style-type: none"> • Italian 	LOTE <ul style="list-style-type: none"> • Italian
MATHS	<ul style="list-style-type: none"> • General Maths • Maths Methods 	<ul style="list-style-type: none"> • Further Maths • Maths Methods • Specialist Maths
SCIENCE	<ul style="list-style-type: none"> • Biology • Chemistry • Psychology • Physics 	<ul style="list-style-type: none"> • Biology • Chemistry • Psychology • Physics
TECHNOLOGY	<ul style="list-style-type: none"> • Design and Technology (Fashion/Textiles) • Food and Technology • Information Technology 	<ul style="list-style-type: none"> • Design and Technology (Fashion/Textiles) • Food and Technology • Information Processing and Management

The Arts

VISUAL ART – The World through your Eyes

Do you enjoy making and creating things and exploring hands on media? If the answer is yes then Art is for you!

Explore art techniques while you develop your skills, ability and knowledge of all things artistic. Activities include painting, drawing, printmaking, sculpture and ceramics which will be used in exciting and interesting ways.

Visual Art is exciting, challenging, rewarding but most of all it is fun!

P.S. You do not have to be good at drawing to create fabulous artworks

DRAMA – Re-presenting the World Onstage



If you enjoy acting, movement, improvisation or making sets and costumes then this is the unit for you. Drama includes comedy, tragedy, working with scripts and creating both solo and ensemble performances. Areas of study include 20th Century theatre, the Australian identity and performance styles from around the world. Students keep a journal of their in-class activities and their planning for performance as well as reflecting on and reviewing performances from a variety of genres. There are opportunities to work individually as well as part of a group, and participation in practical activities is a part of the assessment

VISUAL COMMUNICATION - The World through your Eyes

Do you like communicating your ideas and information visually? In this subject, students solve communication and design problems through visual presentations. Students develop drawing skills, investigate and employ design elements and principles and use graphics techniques and systems to produce a folio of work that includes both practical and theoretical aspects of the subject. Skills and techniques include freehand drawing, rendering, lettering, layout design, packaging, architectural drawing, paraline drawing and perspective drawing.

PHOTOGRAPHY - The World through your Eyes

Come on a visual journey and explore how the camera works, how to take high quality photos and use a variety of software programs to enhance these.

English



All Year 10 students must complete 2 semesters of English.

Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

ENGLISH

In English, *texts* and *language* form the basis of study. Texts are created and analysed and students learn to understand and interpret different forms of texts in written, visual and oral form. They then move beyond interpretation to reflection and critical analysis.

Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. Contemporary media as well as traditional texts are used as a focus for study.

The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of texts.

Reading and the study of text: Students study a range of texts, including literary, media, advertising and vocational. Students read and reflect on texts, responding critically, creatively and orally.

Writing in Context: Students will explore a theme in depth, using their own ideas and creativity, and using texts to extend their understanding and underpin their writing. Students write in a variety of forms, for different audiences and purposes. Styles of writing may include personal, imaginative, persuasive or informative. Students practice and develop writing and reading skills. They use models, personal observation and discussion to study and implement strategies for effective writing for a wide range of audiences.

Language Analysis and Point of View: Students learn to analyse how language is used to persuade and recognise persuasive devices. They can then begin to use these devices, themselves, to express their own points of view in a written or oral piece.

Effective oral communication: Students develop skills in speaking and listening, including presenting ideas and opinions clearly and logically. Students may engage in formal and informal speeches, debates, presentations, discussions and interviews.

ENGLISH AS A SECOND LANGUAGE

Students who have been in Australia for less than seven years are eligible for ESL. ESL students are required to do ESL in both semesters instead of English. The ESL course is based on the English course, with an emphasis on language development increasing fluency and literacy in the English language.

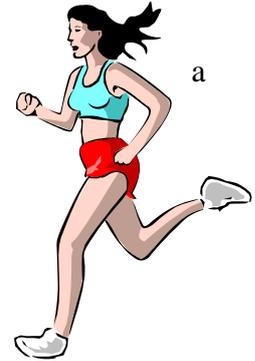


Students will be expected to purchase a small number of texts.

Health and Physical Education

Health and Physical Education provides students with the knowledge, skills and behaviours to develop and maintain their physical, mental, social and emotional health. This area focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups. It is essential for the physical, social, emotional and mental health of students. It promotes lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to sense of community and social connectedness. These are vital components of improved wellbeing.



The Humanities

HISTORY

All students will complete a semester of History in line with the new Australian Curriculum guidelines.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.



GLOBAL CITIZEN

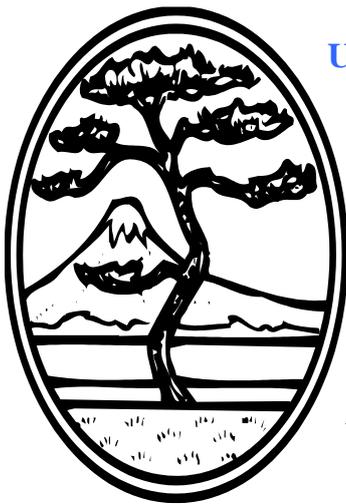
This subject combines key aspects from Law, Commerce and Geography to develop active and informed citizens. Students will focus on a variety of current and contemporary issues that develop understanding of our system of government, the rules and regulations we live by, financial literacy skills and an opportunity to explore ecologically sustainable development. Students will undertake inquiry based learning activities to consolidate and enhance their research and communication skills.



Languages Other Than English

Italian

Students can continue the same language that they studied in Years 7 - 9. Each of the units provides students with experience in language use for social, personal and informational purposes in a cultural and communicative context. Listening, speaking, reading and writing skills are emphasised, with the focus being on the interactive use of the language.



Unit A – Travel in Italy

This unit encompasses such topics as travellers' tales, exploration, a famous traveller or explorer, tourism, going overseas, holiday activities, using and designing travel brochures, timetables, maps, magazine articles and technology to plan a trip. Assessment is based on both oral and written work requirements. Students will attend one excursion per unit to an appropriate venue and relevant guest speakers are invited to talk to students. A bilingual dictionary in the relevant language will be required.

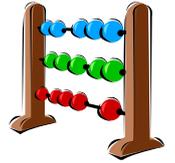
Unit B – Media Communication and Commerce in Italy

Part 1: This unit focuses on the means of communication and the media. Students look at the vocabulary and language use related to the post office, the radio, television programs, newspapers and magazines. Assessment is based on both oral and written work requirements e.g. radio announcement or advertisements.

Part 2: The students study vocabulary and language use related to banking and its services e.g. opening an account, depositing and withdrawing money, exchange rates etc. Depending on the language they are studying, students compare Italian business culture to the Australian business culture. They study various forms of businesses (e.g. department stores, markets, boutiques, etc.) and their functions in society. Assessment is based on the oral and written work requirements e.g. role play or filling out a form.



Mathematics



MATHEMATICS

Semester 1

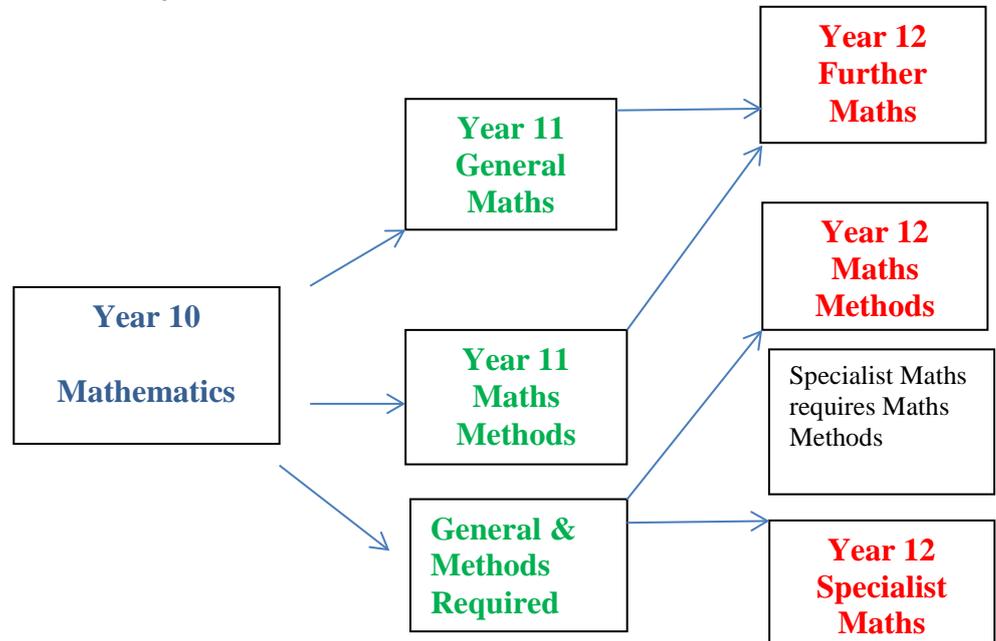
This unit is designed to provide students with skills in mathematics used in everyday situations. It will cover the following topics: *Number*: business maths, including percentages and interest calculations; *Chance and data*: statistics, including summarizing data, drawing graphs, calculating measures of centre; *Algebra*: linear functions, including sketching straight line graphs; *Measurement*: Pythagoras' theorem, length, area and volume; *Geometry*: trigonometry. *Reasoning and strategies*: problem solving and modelling activities and investigative projects. These will involve the use of technology such as Mathematica and CAS calculators. Students will require a CAS (TI-Nspire) calculator.

Semester 2

This unit is designed to extend and further develop student's skills in mathematics to better prepare them for VCE. The following topics are covered: *Algebra*- solving linear equations using graphical and non-graphical methods, quadratic functions including sketching parabolas and solving equations, *Number* - surds, exponential notation, index laws and matrices, *Chance and Data* - probability, *Geometry*: angles and advanced trigonometry, *Reasoning and strategies* - problem solving and modelling activities and investigative projects. These will involve the use of technology such as Mathematica the CAS calculators.

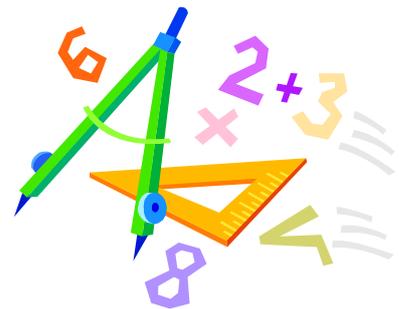
Refer to flowchart on following page for Maths Pathways and Prerequisites.

Mathematics Pathways



Note:

1. For Year 12 Maths Methods both Year 11 Maths Methods and Year 11 General Maths are recommended.
2. For Year 12 Specialist Maths both Year 11 Maths Methods and Year 11 General are prerequisites.



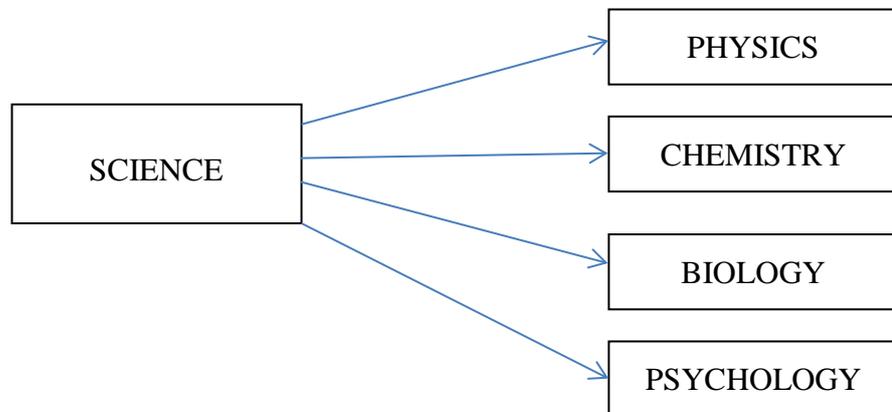
Science

SCIENCE



Students will explore the big science issues in science that are all around us. They focus on how the world has been shaped by evolution. They will look at the beginning of the universe and how stars are formed. Students will investigate cycles, particularly the carbon cycle. They also consider the causes of global warming and how it is impacting on life on earth.

Year 10 Science Pathways



It is **strongly recommended** that students wishing to study Physics or Chemistry in VCE should achieve very high results throughout the year in this subject.

Technology

A. Design, Creativity and Technology

FOOD TECHNOLOGY



This unit provides an excellent grounding and pathway for students considering studying Health and Human Development or Food Technology at the VCE level. Students will be involved in developing their knowledge about nutrition, global food trends and issues, cafe foods, meal planning, and properties of food. Practical lessons will be designed to reflect content and further develop students' food preparation skills. A levy to cover the cost of ingredients is compulsory.



DESIGN - FASHION AND TEXTILES

Do you love fashion? Explore the world of designers, fabrics and creativity. Develop your design and technical skills while you explore ideas and create your own finished article.

B. Information and Communication Technology

IT Applications

ICT is now nearly integrated into all careers and its fundamentals are essential towards student's employability into the future. This unit focuses on students using ICT tools for creating ICT solutions to real world problems.

Application software such as Microsoft Access, Excel and advanced Word are taught. The fundamentals and theory of computers are taught to give students a strong foundation for later years and administration jobs.



Course Selection Sheet 2015

Students should seek career advice from Ms Mueller and discuss selections with parents/guardians. Read the unit descriptions to ensure you are aware of what each unit involves.

Name:

Year Level:

Possible career options you would like to pursue:

- 1. 2.
- 3.

Please fill out your subject choices below:

Please note: If you choose Italian circle only 2 subjects from 2 of the remaining blocks.

If you do not choose Italian choose 2 subjects from each of the remaining 3 blocks.

Compulsory				MIPs and Advance	2 periods	2 periods	2 periods LOTE	2 periods ART 1 each semester = choose 2	2 periods TECH 1 each semester = choose 2
3 periods	3 periods	3 periods	3 periods						
English	Maths	History	Science						
English	Maths	Humanities	Science	PE and H		Photography Vis Com	Food IT Applications		

Please note that depending on student choice and teacher availability not all subjects may run. There may also be clashes within your own timetable

Student Name:.....

Student Signature:.....

Parent Signature:.....

EXPRESSION OF INTEREST FOR VCE - UNIT 1 & 2 - 2015

Prerequisites:

1. Student must achieve a very high result across all subject areas both mid-semester and at end of year. (*Students with very low, low, medium and 'N' results will not be considered*)
2. Interview with the Principal of the College - Ms. Prange

Name of Student: _____

I am interested in enrolling in a VCE Unit 1 and 2 subject in 2015.
My area of interest is:

Why I wanted to do this subject:

Please note:

The offer of a VCE Unit 1 and 2 subject is available if it fits the subject grid for 2015 and there are places available.

Student's Signature: _____

Parent/Guardian's Signature: _____

Please submit to Mr Reilly by Friday 24th October 2014