

CANTERBURY GIRLS' HIGH SCHOOL

**Senior School
Handbook
2025
Year 10**



Canterbury Girls'
SECONDARY COLLEGE



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Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.



Year 10 Subject Selection: 2025

In Year 10, students will study the following core subjects;

- English
- LOTE: French or LOTE: French - Units 1 & 2 or LOTE: Japanese
- Mathematics
- Physical Education
- Science

Electives: 2025

- Students in Year 10 will be able to choose electives without restrictions.
- Students will study 4 elective units (2 units per semester).
- Elective units may be chosen from the following domains: the Arts, English, Humanities, Health and Physical Education, Science, Mathematics, Materials Technology, and Design, Creativity and Technology over the course of the year.
- Electives may include VCE units undertaken. VCE studies count as 2 elective units as Unit 1 is studied in Semester 1 and Unit 2 in Semester 2.

Plus 4 Supplementary Elective Choices in the event that

- some electives do not run because of insufficient numbers, or
- there are timetable clashes of electives, or
- approval is not given for you to study a VCE subject, or
- there are no places available in the VCE study of your choice.

Please note:

VCE Units 1 & 2 should be included in your elective choices on your subject selection sheet.

The following units may also be included

- Units 1 & 2 LOTE: French (in lieu of Year 10 French) – subject to approval by the Head of Senior School.
- The following VCE subjects are generally not offered to Year 10 students, without the approval of the relevant PLT leader and Head of Sub-School.
 - Physics
 - Chemistry
 - Any Mathematics
 - English

Year 10 (2025) Subject Selection Process

- Year 9 (2024) students must enter their subject selections choices for Year 10 (2025), including VCE Units 1 & 2, into the computer by 9.00am Monday 12th August 2024.

The Year 10 Subject Selection sheet, generated by the computer, plus the Application Form to Study VCE Units 1 & 2, must be signed by parents and returned to the Middle School Office by 9.00am Tuesday 13th August 2024.



Careers Advice and Preparation

At Canterbury Girls' Secondary College we place an emphasis on preparing students for their life after school and provide advice and support for the decisions they are making.

In Years 7 and 8, an introduction to careers and the world of work is taught in the Personal Development classes.

In Year 9, while one half of the year level is undertaking the city experience, the students who remain at school are taken through a number of tasks which help them to explore their options for the future, as well as considering VCE subject selection and an excursion. This includes the online Morrisby test which is followed in term 3 by an interview with an experienced adviser.

In Year 10 students will undertake one full day of further careers planning each term involving visits to tertiary institutions, VCE information and advice, and subject planning and selection. Students at all year levels are able to seek advice from the Careers Co-ordinator at any time and parents are encouraged to speak with him if they have any questions particularly in regard to VCE subject selection and tertiary requirements.

Individual counselling at Year 12 helps the students to understand their post school options as they prepare to apply for university and/or TAFE courses.



Early Start VCE – Unit 1 & 2 Subject Selection Process

Year 10 (2025) students may be given approval to complete **ONLY ONE** Unit 1 & 2 study as part of their Year 10 program. If approved, this study will take the place of 2 Year 10 electives.

NOTE:

Students in Year 10 are only permitted to undertake ONE Unit 1 & 2 Subject.

The one subject might be a subject offered at CGSC OR a subject offered through the Virtual School of Victoria OR a subject offered by an external provider (E.g.: VET, Language School, Dance School etc.)

It is expected that all students undertaking a Unit 1, 2, 3 or 4 subject will do so on site by selecting subjects offered by the school.

In exceptional circumstances, students in Years 10-12 may be given permission to undertake a subject through the Virtual School of Victoria.

Students may apply to the school to undertake a subject in the following circumstances:

- A timetable clash for a Unit 3 and 4 subject
- A subject is undertaken in Year 11 and it does not run in Year 12
- Where the subject does not run at the school but is a pre-requisite (as detailed in the VTAC Guide) for a tertiary course.

Students will not be approved on the grounds that the subject is not running at the school.

Students can only undertake on subject through The Virtual School of Victoria.

Students undertaking a language must enrol through the Victorian School of Languages and undertake the subject at one of their language centres.

Students in Year 11 are only permitted to undertake ONE Unit 3 & 4 subject.

The one subject might be a subject offered at CGSC OR a subject offered through Virtual School Victoria OR a subject offered by an external provider (E.g.: VET, Language School, Dance School etc.)

Year 9 (2024) students should consider this option carefully and discuss it with their parents and teachers before applying.

The following criteria are used to select applicants:

1. Overall academic performance
Students should have excellent academic results in all subjects, not just in the subject the student wishes to study at Unit 1 & 2 level.
2. Confidential recommendation of Year 9 teachers
Year 9 teachers will be asked to rate the students' work habits and study skills to determine whether they have demonstrated the potential to achieve success in their chosen VCE study.
3. Work habits
Students undertaking a Unit 1 & 2 sequence should have demonstrated the ability to:
 - work independently
 - concentrate fully in class
 - work productively in class
 - complete work on time
 - seek help as required
 - respond to feedback
 - persevere with a difficult task
4. Specific skills
Students undertaking a Unit 1 & 2 sequence should be able to:
 - synthesise information from various sources
 - analyse data
 - express ideas in a clear and concise manner
5. Attendance rate
Students intending to undertake a Unit 1 & 2 study must have an attendance rate above 90% in order to demonstrate that they will be able to cope with the VCE School Assessed Coursework and attendance requirements.
6. High motivation
7. Good time management and organizational skills to cope with the increased workload
8. The availability of places in the subject requested

Selection Procedure

- The Year 9 Co-ordinator, assisted by a panel of senior staff, will determine whether a student will be selected to undertake a Unit 1 & 2 study.
- Some students may be interviewed by the Year 9 and Middle School Coordinators in order to clarify their ability to successfully undertake a Unit 1 & 2 study.
- Students who are unsuccessful in their application have the right of appeal to the Principal. An interview with the Principal, the student and her parent, as well as the Year 9 and Middle School Co-ordinators, may be subsequently arranged to settle this appeal.



Elective Units For 2025

The Arts

Art

0AR1 Painting, Illustration and Printmaking

Media

0ME1 Media

Visual Communication

0VC2..... Design, Drawing and Development

English

0LI Literature

Humanities

Commerce

0CO1 Taking Care of Business

Geography

0GE3 There's No Planet B

History

0HI3 The 1960s

Health and Physical Education

Physical Education

0PE3 Sports Science and Fitness

Health

0HE1 Health

Design, Creativity and Technology

Food Technology

0FT1 Masterclass

0FT2 Advanced Cake Decorating

Materials Technology

Textiles

0TX1 Construction, Costumes and Fashion

Science

0SC3 Chemistry in Context

Mathematics

0MA3.....Mathemagics of Architecture and Engineering



Year 10

Unit Descriptions:

Core Subjects



OEN English

Course Description

Students improve and refine their skills in a range of writing styles, to enable them effectively and appropriately communicate opinions, ideas and feelings. They further develop a capacity to read, interpret, analyse and respond to a variety of fiction and non-fiction texts, including aspects of the mass media. In addition, to help prepare for a smooth transition to VCE, students are guided in developing their research and investigative skills; to focus their writing through the study of texts, and in taking responsibility and initiative in planning and carrying through individual and group tasks.

Assessment Tasks

Semester 1

1. *Analytical Text Response (Macbeth)*
2. *Persuasive Task: Oral Presentation*
3. *Examination – Argument and Persuasive Language*

Semester 2

1. *Film Analysis – Personal Text Response*
2. *Frameworks: Creative Response*
3. *Examination – Poetry Analysis*

OFR Languages Other Than English: FRENCH

Course Description

It is compulsory for all Year 10 students to study a language. The Year 10 French course provides students with opportunities to understand and use French within the world of teenage experience on topics related to friends and family, past events, Paris, future plans, travel, accommodation, the regions of France and Impressionist artists. Students will exchange information and opinions and will elaborate on a variety of topics.

Assessment Tasks

1. *Listening*. Students demonstrate comprehension of information. They may be required to organise information into other text types.
2. *Speaking*. Students engage in role plays and conversations, often expressing a personal point of view.
3. *Reading*. Students identify the main concepts of a text and present information in responses.
4. *Writing*. Students write in a range of text types such as letters, emails, diary entries and blogs.
5. *Examinations*. Students are assessed on reading comprehension, grammar and writing proficiency each semester.



OJP Languages Other Than English: JAPANESE

Course Description

It is compulsory for all Year 10 students to study a language. The Year 10 course covers a broad range of topics and themes providing students with opportunities to understand and use language relating to directions, school trips, part-time work, careers and future aspirations, as well as examining and comparing the daily life of Australian and Japanese people.

Assessment Tasks

Semester 1

1. *Dialogue*: In pairs students create an original text related to city and country living in Japan. Students memorize and recite the conversation in front of the teacher.
2. *Essay*: Using *genkouyoushi* students write about a school trip they have been on.
3. *Mid-year exam*: Students are examined on listening, reading comprehension and writing proficiency. The content of the exam relates to the topics covered throughout the semester.

Semester 2

1. *Interview*: In pairs, students create an interview script based on their interests, skills and future aspirations, then record their conversation.
2. *End-of-year exam*: Students are examined on listening, reading comprehension and writing proficiency. The content of the exam relates to the topics covered throughout the semester.



OMA Mathematics

Course Description

Students are engaged in activities from the areas of: Number and Algebra, Measurement and Geometry and Statistics and Probability. These activities promote the development of mathematical skills and knowledge, and the ability to communicate using precise mathematical language. Students learn to systematically tackle non-routine problems, analysis tasks, develop logical reasoning and to integrate the sensible use of technology.

In each unit, students are required to maintain an up-to-date workbook containing neatly arranged notes, worked examples, and completed classwork. They are also required to complete all set homework to a satisfactory standard.

Assessment Tasks

Semester 1

1. *Surds and Indices*
2. *Linear Algebra and Graphs*
3. *Trigonometry*
4. *Quadratic Expressions and Equations*
5. *Area and Volume*
6. *Examination*

Semester 2

1. *Financial Maths*
2. *Functions*
3. *Deductive Geometry*
4. *Algebra Revisited*
5. *Probability & Statistics*
6. *Examination*



OPE Physical Education

Course Description

Students participate in a range of physical activities to improve their personal fitness and further develop their understanding of fitness components and training methods. They participate in Self-defence classes and a range of sports and activities including modern dance, ball sports and a number of racquet sports. They also have the chance to learn the rules and officiate in these games. Students examine the responsibilities, attitudes and behaviours related to driving in the Driver Education unit and have the opportunity to attend a practical driving session at METEC driving school. Students learn basic First Aid treatments and are assessed in DRSABCD and other first aid procedures, e.g. sprains, fractures, bleeding. They have the opportunity to participate in a range of recreational activities to explore a variety of community facilities.

Assessment Tasks

Semester 1

1. *First Aid Assessment*. Students complete a written task on the diagnosis and treatment of various injuries.
2. *Overall Practical Participation (Term 1)*. Students are assessed on their ability to participate in practical activities throughout the term.

Semester 2

1. *Overall Practical Participation (Term 3)*. Students are assessed on their ability to participate in practical activities throughout the term.
2. *Skill Development*. Students are assessed on their development of sport-specific skills.

OSC Science

Course Description

This unit provides a foundation for the VCE Sciences - Biology, Chemistry and Physics. There is opportunity for students to design and carry out extended investigations. Students sit for an examination each semester. The topics investigated allow students to further develop their chemical, physical and biological science skills and knowledge.

Assessment Tasks

Semester 1

1. *Periodic Task*.
2. *Physics*. Practical Investigation and report, Test
3. *Genetics*. Media analysis task, Test
4. *Semester Examination*
5. *Global Systems*. Test

Semester 2

1. *Chemistry*. Practical investigation and report, Test
2. *Astronomy*. Data analysis task, Test
3. *Evolution*. Field excursion (Zoo) and report, Test
4. *Semester Examination*



Year 10

Unit Descriptions:

Elective Subjects



ART

0AR1 Painting, Illustration and Printmaking

Course Description

This subject enables students to be creative and experimental in developing personal and individual ways of working. Students discover ways to observe, stylize and/or distort reality in a variety of two-dimensional art making and media. This subject aims to consolidate previous art experiences and to introduce new and more sophisticated concepts, techniques and styles. The development of a personal aesthetic and style is established in the design process that students undertake. In addition to folio work, students critically evaluate their own work and that of others in different historical and/or cultural contexts. They also experience traditional and contemporary methods in their folio production.

Assessment Tasks

1. *Folio*. Students present a folio of completed two-dimensional drawings, printmaking and painting.
2. *Visual Diary*. Students present a journal of visual and written research, inspiration, exploration and evaluation to support the design process and the making of final designs and drawings.
3. *Responding and exploring artworks*. Students undertake research and writing tasks that analyse traditional and contemporary art.

ENGLISH

0LI English – Literature

Course Description

The study of literature offers students the opportunity to develop skills in discussion and writing around the close analysis of texts. Students are exposed to a range of texts and genres which explore the nature of human experience.

This subject focuses on examining the ideas found in texts, their social and historical context, and the means by which authors use language to make meaning. Students undertaking this unit should have a high level of interest in the area, a willingness to read widely and engage in class discussion and be prepared to work independently and in small groups.

Outcomes

On completion of the subject, students should be able to demonstrate the achievement of the following outcomes. Students will be able to:

- Use metalanguage appropriately
- Engage in close textual analysis
- Use evidence to justify responses to text
- Understand that texts may be multilayered and open to multiple readings
- Develop a range of writing skills
- Use language and vocabulary effectively

Assessment Tasks

1. A close passage analysis of a text
2. An analytical text response on the poetry of a chosen poet
3. A creative response



FOOD TECHNOLOGY

OFT1 Food Technology – Masterclass

Course Description

Students explore what considerations are necessary when selecting foods to be purchased, what new foods and ingredients are available in the marketplace and how these impact and are incorporated into menu choices and food production. They learn and expand on basic skills and techniques of food preparation and meal planning while having the opportunity to use new and advanced technology and discover in trend foods. Dishes from across the menu will be prepared, e.g. appetizers, soups, main courses and desserts.

Assessment Tasks

1. *Herbs and Spices Research*. Students explore the origins, uses and characterization of culinary herbs and spices and their ability to influence the flavour and ethnicity of the end product.
2. *Pasta Investigation*. Students investigate one of the most popular foods in the Australian diet. They research types of pasta, ergonomics and sauces. They also make their own pasta and design an accompanying sauce.
3. *Creative Challenge*. Students are presented with a selection of ingredients to design and prepare their own product.
4. *Folio*. Students maintain a record of each design process as well as any research notes.

OFT2 Food Technology – Advanced Cake Decorating

Course Description

Students learn and implement a range of advanced cake decorating techniques. The focus is on investigating, designing, producing and evaluating. They build on existing skills and learn to use a greater variety of equipment. Students also become aware of the importance of a modern approach to their culinary creations. Other activities include the making of a mini croquembouche and cupcakes and demonstrations by guest presenters.

Assessment Tasks

1. *Spray of Flowers*. Modelling paste is used by students to mould their flowers and leaves which are then dusted, coloured and wired to make an arrangement.
2. *Nude Cake*. Students prepare mud cakes, produce buttercream, and ice and decorate their tiered cake using a range of icing techniques based on their specified researched design.
3. *Advanced Chocolate Work*. Students design and decorate a chocolate cake using a range of chocolate work and skills. They use ganache, curls, cut-outs, templates and other decorations to finish off their product.



HEALTH

OHE1 Health

Course Description

The focus of the unit is the health and well-being of individuals and it considers both the positive and negative factors that affect an individual's wellbeing and life expectancy. Some of the topics covered include the role of nutrition and exercise, well-being, pregnancy, birth, parenting and early childhood development. This unit endeavours to promote the development of skills of evaluation, analysis and decision-making.

Assessment Tasks

1. *Nutrition*. Students choose a day to implement an individual, planned eating schedule that is appropriate for healthy teenagers. They research their material through handouts, class interactive activities and videos as well as on line. In a 24-hour period, they prepare and consume their selected foods and drinks. This allows them to shop, cook and share their meal with their family. Finally, they evaluate the success of their plan.
2. *Women's Health Issue*. Students work as a group to research and then present to their peer their findings on a negotiated health topic.
3. *Pregnancy and Birth*. Students investigate the topics of birth and pregnancy and, if possible, have the opportunity to interview new 'mums' and observe their babies. They are then tested on their knowledge and understanding of these areas.



HUMANITIES: Commerce, Geography, and History

OCO1 Commerce – Taking Care of Business

Course Description

The unit empowers students to improve their financial and business acumen in order to prepare students in such a manner that they will be able to make smart financial decisions in their profession and personal lives.

In Taking Care of Business students will learn about the fundamental principles of Economics, Business Management and the Global Consumer. This will be supplemented by brief look at the legal system. Students will then have the opportunity to apply the theory that they have learnt in a series of assessment tasks where they will be presented with real life issues that they must remedy using their newfound knowledge. By the end of the unit students will have a deep understanding of how the housing market operates, they will also understand the importance of obtaining a tax file number and what is used for. Students will also be able to pitch a business idea to a perspective business angel.

The unit will be divided into four segments:

Economics:

In this section of the syllabus students will learn about the forces of supply and demand through the concept of the market/price mechanism. Students will learn how prices change (increase/decrease) and the market clears a shortage or glut. The students will then broaden their horizon and apply their knowledge of market fundamentals to the housing market. Students will analyse the market trends and determine the underlying causes of these trends. Students will then have to evaluate whether high/low house prices are good for the economy and society justifying their position with sound economic rationale.

Business Management:

In this section of the syllabus students will learn about the characteristics required to run a successful business in addition to determining sources of a business opportunity. The course will examine disruptive business and how broader trends in society impact the way businesses and markets operate. The students will then be required to come up with their own business idea and 'pitch' that idea to their peers supporting their idea with research into supply chain management, financing, customer demographics and other variables that could potentially affect the success of the business.

The Global Consumer:

This section of the course will teach students their role as global consumers and how active participation in civic life can influence political economic policies.

Legal Studies:

In this section of the syllabus students will learn about the structure of state and federal Parliament in order to understand how bills become law. Furthermore, students will engage in a class election using the preferential voting system to examine how Members of Parliament are elected.



0GE3 Geography – There's No Planet B

Course Description

Unit 1 Environmental Science

Students will develop knowledge and understanding through investigating current global issues caused by human and natural processes. Topics will be explored through case studies, the use of spatial technologies, and Virtual Reality.

Topics covered will be.

- Climate change - Causes and impacts, responses, policy and international agreements.
- Pollution - Land, Water and Air – Global, national and local
- Biodiversity loss – extinction of species and introduced species
- Land degradation – deforestation, desertification and ocean acidification
- Human induced disasters
- Sustainable Development

Unit 2 Poverty vs Power

Students will explore poverty from a range of perspectives, focusing on the causes and impacts of the global inequality within the modern world. The use of case studies, statistical data and development of empathetic understating will be used to explore the following topics.

Topic covered will include:

- Indicators of human wellbeing
- The disparities of global wealth and health
- Improving wellbeing – organisations, Government strategies and personal choices

0HI3 History – The 1960s

Course Description

The 1960s was a time of tremendous change where old ideas came to be challenged by a new generation who fought against prejudice and discrimination in the hope that they could create a better tomorrow. This subject will look at the way in which segregation and racism was challenged by the Civil Rights Movement in the US. We also explore how the counter culture or “hippies” rejected the traditional roles of society and attempted to establish a new way of living. As a backdrop to these events this subject will also focus on the major political events of the 60s with a focus on the war in Vietnam. Along the way we will check out the fashion, movies and groove along with the music of one of the most iconic decades in our history.

Assessment Tasks

1. *Historical Artefact*. Gender roles and expectations in the 1950's & 1960's.
2. *Research Project*. Civil Rights.
3. *Investigative Essay*. The Vietnam War.



MATHEMATICS

OMA3 Mathemagics of Architecture and Engineering

Course Description

Mathematics is everywhere around us. In this fun and hands-on course, you will explore the mathematics of architectural design and hopefully answer the question: What is maths useful for?

You will:

- Explore how number patterns appear in the design of ancient and modern buildings.
- Design, build and destroy models.
- Discover how algebra can be used to design rollercoasters and other rides that are both safe and fun.
- Learn how graphs can be used to help us make decisions about water usage and the environmental impact of our buildings.
- Learn tips and tricks to help you become experts in using your CAS calculator.

This course is designed with an investigative approach and is suitable for students of all mathematical abilities. It is up to individual students to decide how far they wish to extend themselves with the mathematics.

Assessment Tasks

1. *Thinking Outside of the Box: Architectural Curves*. Investigation of how polynomials and other curves inspire creativity in architectural designs.
2. *Algebra of the Fun Park*. Use technology to help design your own rollercoaster and assess its safety using algebra and graphs.
3. *Staying Above Water: Water Sensitive Urban Design*. Investigate how engineers use probability to plan for rainfall events and how we make decisions on managing storm water to avoid floods by using data from tables and graphs.

MEDIA

OME1 Media

Course Description

Media forms explore how stories, life and culture are perceived and how they shape the world around us. You will be introduced to a range of different Media forms that construct and convey stories. Examples of media forms to be explored may include moving image, audio, and print media.

In this subject you will work within selected media forms, and you will apply your creative story-telling skills to present narratives, shape perceptions and analyse the use of codes and conventions to appeal to different audiences.

Assessment Tasks

1. Narratives and Audience in Media analysis
2. Representation in the Media by producing a Mockumentary Film
3. Folio Documentation of Pre-production and Production work



PHYSICAL EDUCATION

OPE3 Physical Education – Sports Science and Fitness

Course Description

The Year 10 Physical Education Elective 'Sports Science and Fitness' course provides an understanding of the relationship between physiology, training and performance whilst providing an excellent link to the VCE curriculum. The theory component is related to practical activities to further explore the concepts studied.

The following units will be included in the program:

- Body systems – the effects of exercise on the muscular, skeletal, respiratory and cardiovascular systems and how these respond to training.
- Fitness testing – students will assess their own levels of fitness.
- Training program – students will develop a training program for a specific purpose linked to their fitness results. Training sessions will be instructed at both school and Goodlife Health club.
- Legal and illegal performance enhancing substances and methods – students learn about the different methods that elite athletes have undertaken to be the best.

Assessment Tasks

1. *Body Systems Test.*
2. *Training Program Assignment.* Students demonstrate an understanding of the principles and methods in order to create a training program aimed at improving their chosen fitness goals.
3. *Training Program Evaluation.* Students complete a training session and evaluate whether or not they reached their fitness goals.

SCIENCE

OSC3 Chemistry in Context

Course Description

Do you have an interest in Chemistry and how it applies to your everyday life? This elective is designed to allow students who are interested in pursuing Chemistry into VCE, an introduction to the real life applications and developments of Chemistry in our society and the theory behind it.

'Chemistry in Context' will explore the chemistry behind atomic structure & the periodic table, bonding (ionic, metallic, covalent), ionic compounds, chemical equations, the mole theory, acid and bases, titrations and nanotechnology.

Assessment Tasks

1. *Summative test* on ionic compounds, bonding and the mole theory.
2. *An extended experimental investigation:* e.g. titrations to determine the concentration of a sample of vinegar.
3. *Research investigation* – a major research task on an aspect of chemistry.



TEXTILES

OTX1 Textiles: Construction, Costumes and Fashion

Course Description

This Textiles unit offers students opportunities to extend their sewing techniques and develop their creative and design skills. Students will use more advanced construction skills such as using a commercial pattern and understanding the symbols and technical language used on them.

Students will become more familiar with a range of textile materials and/or fabrics and learn a range of processes to construct a garment of their choice. Students also develop design sketches for a folio of work.

Assessment Tasks

1. *Design folio*
2. *Mood board*
3. *Garment production*

VISUAL COMMUNICATION

OVC2 Visual Communication – Design, Drawing and Development

Course Description

In this Visual Communication Design elective, students improve their creativity and drawing skills, across various fields of practice to design messages, objects and environments.

In the first unit, students explore Object design through a promotional product.

In the second unit, Message and Interactive design refers to themed tasks based on typography, illustration, printmaking, advertising, brand strategy, social media campaigns and creative marketing.

The third unit, Environment design refers to designing built spaces, from architecture, interior design and commercial buildings.

Students also practise using the conventions of technical drawing and expand their skills in using media and materials and ICT to generate mood boards, designs, plans and elevations.

This course develops students' abilities to create across a range of design forms and in a style appropriate for the audience. There is an opportunity for students to explore their preferences and to express creative ideas in the development of design solutions, across different creative fields.

Assessment Tasks

1. *Visual diary* and written research, inspiration and development for supporting the design process and the making of final designs and drawings.
2. *Folio* of major designs, drawings and/or products.
3. *Research and writing* tasks that analyse traditional and contemporary architecture, interior design and/or communication design.



INSTRUMENTAL MUSIC

OIM Instrumental Music

This course is co-curricular and not part of the elective program. It is available to all students in the school.

Course Description

This course provides students with the opportunity to gain skills on a musical instrument in order to perform both as a soloist and as a member of an ensemble. The course is performance based and all students are required to participate in at least one major ensemble. Students will study a range of musical styles and work towards establishing a good reading and aural skills set on which to further develop. External examinations may be offered where it is considered appropriate to students' musical development.

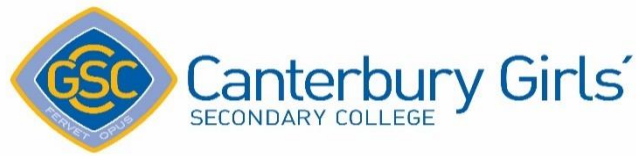
Assessment Tasks

1. *Technical Work*: A range of appropriate technical work designed to enhance a student's ability to play with flexibility and fluency will be determined by the instrumental teacher.
2. *Solo Performance*. Students are required to prepare and present a program of solo works. Soirees, lunchtime concerts and in-class performances are available to students regularly throughout the year.
3. *Sight Reading*. Students will develop skills in unprepared performance which will support them in being able to perform more efficiently and at first sight with accuracy and fluency
4. *Aural Perception and Improvisation*: Students will regularly work through a range of aural skills which may include improvisation and 'playing by ear' to support ear training.
5. *General Knowledge*. Students will develop an understanding and working knowledge of musical language as it applies to preparing for performance.
6. *Ensemble Performance*: All Instrumental Music students are required to participate in at least one Major ensemble.

Ensembles include: Wind Symphony, Concert Band, Training Band (beginners), Symphony Orchestra, Encore Strings, Cantabile Strings, Vivace Strings, Cantabella of Canterbury, SuperNovas and Guitar Ensemble.

Each of these groups rehearses weekly throughout the year and performs both at the College and at outside events.

Participation includes preparation of individual parts and regular attendance at all rehearsals and performances.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

<https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources>



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