



GEELONG GRAMMAR SCHOOL®  
EXCEPTIONAL EDUCATION



CURRICULUM GUIDE 2025

# YEAR 10

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# 01 Welcome to Year 10

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## Enabling student choice for future success

Offering an innovative and creative curriculum, the Year 10 programme builds on the skills and knowledge acquired at Timbertop and focuses on fostering the attitudes and attributes that will enable student success in the International Baccalaureate Diploma Programme (IBDP) and Victorian Certificate of Education (VCE).

The programme provides student choice, in both the core and elective components, ensuring strong learning foundations leading into Years 11 and 12, whilst allowing student exploration of new subjects and alignment with interest areas.

Students displaying the appropriate academic ability and maturity may have the option to complete VCE subjects in Year 10.



## Core subjects (compulsory)

In Year 10, students study the core subjects: English, Mathematics, Science and Pathways (wellbeing and growth programme).

All subjects are studied for the entire year.

All students participate in the Pathways programme which occurs in the timetable three times a week. This student Wellbeing and Progress programme is designed to support students as they navigate purposeful choices through the Senior School and beyond. Students will participate in a range of group learning experiences that focus on skills for learning, personal wellbeing, career and tertiary pathways and service.

## Elective subjects

A wide range of elective subjects is offered, providing a complete and balanced range of subjects from all of the major academic disciplines and offering something of interest and value to all students.

Students choose six semester units from the following:

**Elective Subjects that must be taken for both semesters:**

- Chinese, French, Japanese

**Elective Subjects that can be taken in one semester or both:**

- Geography (Environmental Change and Management, and Geographies of Human Wellbeing)
- History (Ancient Worlds, Big Ideas, Making the Modern World)
- Music

**Subjects taken for one semester only:**

- Agriculture and Horticulture
- Art - Photography & Film
- Art - Studio
- Art - Visual Communication Design
- Commerce - Markets, Justice and Money
- Design Technology - Textiles

- Design Technology - Resistant Materials
- Drama
- Literature - Giants of Literature (Semester One)
- Literature - Modern Literature (Semester Two)
- Music
- Music Technology
- PE - Sports Coaching
- PE - Sport Science
- Philosophy and Religious Studies - Being Human

Students are encouraged to maintain breadth in their elective subjects in order to develop a range of skills and a good foundation for Years 11 and 12.

## **VCE Units 1 & 2**

Students who display the academic ability and maturity in Year 9 have the option of completing VCE subjects in Art Making & Exhibiting, Visual Communication and Design, Physical Education, Environmental Science and Psychology.

## **Availability of Subjects**

At the completion of the subject selection process a subject may not proceed if there is an insufficient number of students choosing that subject. The students involved would be informed of the changes as soon as possible

# 02 Arts

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## Visual Arts Overview

In Year 10 Visual Arts, elective choices are in **Art Studio, Photography & Digital Media**, and **Visual Communication Design**.

For students considering art studies in VCE (Art Making and Exhibiting, Media, or Visual Communication Design) or IB (Visual Arts) at least one Year 10 Visual Arts elective is recommended for entry.

Students are also advised to enroll in at least one term of Life Drawing in the Activities programme.

## Art - Photography and Digital Media

Course Study Either Semester

### Prerequisites

There are no prerequisites for this course. Students will be able to borrow School's digital SLR cameras, video equipment, microphones and tripods, however, they may also use their own equipment.

### Course Description

In the practical component of this course students have explored a range of photographic and/or camera techniques and image production. They have developed, refined and implemented a range of camera techniques which they have used to create personal responses to the set tasks. Written tasks have enhanced their skills in visual analysis with emphasis on Photography and/or Film, focusing on the work of past and contemporary practitioners. They will gain an understanding of issues in relation to the production, distribution and consumption of media products. The study can be continued either through VCE Media (Units 1-4), or IB Visual Arts. It may also be used as a foundation for VCE Art Making and Exhibiting or VCE Visual



Communication Design.

## ASSESSMENT

1. Folio (70%)
2. Research and Analysis (20%)
3. Examination (10%)

## Art - Studio

Course Study Either Semester

Prerequisites Nil

### Course Description

This elective focuses on the realisation of creative ideas through the exploration of a broad range of processes. In the practical component, students explore personal responses to a variety of subject matter across two- and three- dimensional artforms. In addition, students are introduced to a variety of presentation techniques and are encouraged to develop imaginative and conceptual responses to selected topics. They are encouraged to develop, refine and confidently implement a range of techniques to enhance ideas and imagery using a broad range of media and materials. In the appreciation component, students investigate historical and contemporary artists from a range of cultural contexts, and further develop their skills in interpreting and analysing artworks. The study can be continued either through VCE Art Making and Exhibiting (Units 1-4), or IB Visual Arts.

## ASSESSMENT

1. Folio (70%)
2. Research and Analysis (20%)
3. Examination (10%)

## Art - Visual Communication Design

Course Study Either semester

Prerequisites Nil

### Course Description

Visual Communication Design relates to design in the following areas: publishing, advertising, architecture, product design, package and multimedia design. It has practical applications in environmental, industrial and communication design, as well as engineering. Students explore manual and digital methods to develop and refine presentations. They are introduced to the basic vocabulary of visual communication through practical exercises in advertising, typography, layout, rendering and computer work. Freehand and instrumental drawing techniques are investigated in a series of practical exercises to produce a number of folios. In addition, students research and analyse an example of a commercial visual design, as well as look at various fields of practice within the design area. Creative, critical and reflective thinking supports students to progress through the design process. The study can be continued either through VCE Visual Communication Design (Units 1-4), or IB Visual Arts.

It may also be used as a foundation for VCE Media or VCE Art Making and Exhibiting.

## ASSESSMENT

1. Folios (70%)
2. Research and Analysis (20%)
3. Examination (10%)

## Drama

**Course Study:** Semester-Long Course (Students may complete one or both semesters)

**Prerequisites** Nil

### Course Description

Year 10 Drama invites students into the creative world of the theatre-maker. With a strong focus on professional practice, students explore what it means to be both an artist and a collaborator. Through script analysis, acting exercises, voice and movement training, and warm-up routines drawn from contemporary and classical acting methods, students will develop confidence in their own performance and creative expression.

In this course, students will take part in improvisation, ensemble games, rehearsals, and performance-based tasks that build their understanding of character, tension, atmosphere, and story. They will explore the actor's craft, discovering how to bring a role to life through experimentation, intention, and expressive choices.

Students are introduced to production elements such as lighting, set design, sound, costume, and make-up, with hands-on opportunities to integrate these into their creative process. They will study excerpts from influential plays, learn theatrical terminology, and explore how dramatic choices impact an audience.

Students will document their discoveries in a reflective performance journal, connecting theory to practice and tracking their own growth as theatre artists.

## Semester Options

### **Option One: Playscript Interpretation**

In this unit, students rehearse and perform a scene or full playscript, developing a clear vision for how it can be brought to life for a live audience. The focus is on interpreting the written text through acting choices and key areas of stagecraft. Students will learn rehearsal techniques and character development strategies, deepening their understanding of the acting process. Alongside their performance work, they will take responsibility for two production elements - such as lighting, sound, costume, or set - helping realise a cohesive and effective theatrical performance.

### **Option Two: Contemporary Collaborative Project**

In this unit, students work as an ensemble to interpret and stage a renowned contemporary theatre text, engaging with innovative and emerging theatrical practices. Rather than devising from scratch, students reimagine an existing work through forms such as immersive theatre, site-specific performance, multimedia integration, physical theatre, or performance art. They will explore how meaning is shaped through space, audience interaction, sound design, and non-traditional storytelling techniques. Each student will be responsible for at least two areas of production, applying their creative and analytical skills to transform a published script into an original and concept-driven performance. This unit encourages students to think as contemporary artists—bold, collaborative, and responsive to the world around them.

Students will also attend live theatre performances and analyse them as part of the course, using these experiences to inform and inspire their own creative and performance work.

## Assessment

Assessment is based on a combination of performance, process, and theory:

- **Performance Work (50%)**

Including class performances, monologues, scene work, and production outcomes.

- **Engagement & Application (40%)**

Including contribution to rehearsals, ensemble participation, design exploration, script annotation, and performance journals.

- **Examination (10%)**

A short written task responding to key ideas such as script interpretation, stagecraft, and theatrical analysis.

## Music

Course Study Either Semester

Prerequisites Nil

### Course Description

This course aims to introduce and develop the necessary skills and knowledge in pursuing music as a pathway in either VCE, VET or IB. Through an instrument/s of choice, students will engage with music practically in both a performance and composition context, developing a portfolio of work throughout the course of the semester. Through listening and analysis, students will develop their music language skills, acquiring and using terminology to describe and analyse music from a range of styles and genres. Whilst there is no written examination for this subject, there will be three separate portfolio submissions as well as a performance recital examination.

### ASSESSMENT

There are four Reportable Assessment Tasks for this course, one for each unit of study, as well as the Performance Recital Examination.

These are:

1. Written and Aural Music Language (25%)
2. Listening and Responding (25%)
3. Composition/Creation (25%)
4. Performance Recital (25%)

# Music Technology

Course Study Either Semester

Prerequisites Nil

## Course Description

This course aims to introduce and develop the necessary skills and knowledge in pursuing music as a pathway in either VCE, IB but particularly VCE/VET Sound Production. Using the Ableton Live Digital Audio Workstation software package and live sound reinforcement equipment, students will be guided through a range topics including digital audio editing, audio processors, effects units, equalisers and filters, mixing consoles, microphones and DI's, connectors and lead types and safe work practices. The production portfolio adopts and inquiry-based model, where students research, create and present/perform on a chosen topic/instrument. DJ decks are now supported as part of this portfolio. Hardware and software is provided in addition to materials for skill acquisition and development. Students are encouraged to enrol in private sound production or DJ lessons to consolidate their understanding and further their explorations. This course is a pathway to VCE/VET Music Industry as well as IB Music in the Standard or Higher level.

## ASSESSMENT

There are three Reportable Assessment Tasks for this course, one for each unit of study. These are:

1. Re-mix task (40%)
2. PA set up task (20%)
3. Music production portfolio (40%)

# 03 English

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## English

Through a close study of prose fiction, Shakespearean drama, poetry, film and media texts, English students at GGS develop skills in analysing and evaluating how language features, images and vocabulary create meaning and contribute to the development of writers' and directors' individual styles.

In creating their own texts, students at GGS experiment with language features, stylistic devices, text structures and images for different purposes and audiences. When creating and editing their texts, students demonstrate their understanding of spelling, punctuation and grammar, and vary voice and vocabulary for intended effect.

The emphasis in the English classroom at GGS is on preparation for VCE and IB pathways through rigorous skill-building and authentic assessment. Students practise their speaking and listening skills by reflecting on, extending, endorsing or challenging their peers' interpretations of and responses to texts. They explain, in spoken form, different viewpoints, attitudes and perspectives, and plan, rehearse and deliver their own oral presentations.

The English curriculum opens with a unit focusing on the craft of creating written texts. A focus on the framework of 'Writing About Adventure' is informed by the study of a range of mentor texts sourced collaboratively between students and teachers. In Term 2, students study a novel and a film, refining their reading practices and analysis skills in preparation for VCE and IB course offerings. In Semester Two, students study Shakespeare's *Macbeth*, enabling them to critically examine the conventions of a drama text and to explore and justify interpretations. Students also engage with media texts and issues, through the lens of a unit of inquiry focused on 'Great Speeches'.

Students intending to progress to English as an Additional Language (EAL) are supported in their language acquisition and consolidation of communication competencies, enabling them to communicate effectively in spoken and written English for social and academic purposes.

## **ASSESSMENT – Semester 1**

1. Responding analytically (60%)
2. Crafting Texts (40%)

## **ASSESSMENT – Semester 2**

1. Responding analytically (40%)
2. Analysis of Argument and Language (30%)
3. Oral Presentation or Spoken Text (30%)

## **Literature: Timeless Texts**

**Prerequisites** Nil

**Course Study** Semester One only

### **Course Description**

Year 10 Literature electives are an expansive exploration of the literary canon and beyond. Students begin by exploring and questioning what makes a “classic” text, and how we assess and bestow literary merit. Students will be invited to question how we should ‘understand’ the literary canon and the voices that are amplified and celebrated.

Students participate in independent inquiry and exploration, providing a breadth of opportunities to engage with texts.

Literary Genres and Movements such as the Classical and Medieval Periods, the Renaissance, Romantic, Gothic and Victorian eras are studied, encompassing writers and texts through to the end of the 19th Century.

## **ASSESSMENT**

1. Oral Presentation on the Canon (25%)
2. Creative Response (25%)
3. Viva Voce Oral (25%)
4. Written Examination (25%)

## **Literature: Contemporary Creations**

## Course Study Semester Two only

### Prerequisites Nil

### Course Description

Students can study Contemporary Creations as a standalone elective or as a continuation of their learning from Timeless Texts in Semester One. Encountering texts from the 20th Century through to the present day, students engage with the vitality and vibrancy of literary texts in a variety of forms and genres.

Studying literary works across key movements and genres of the twentieth and twenty-first centuries, students will consider the works of iconic Modernist writers like F. Scott Fitzgerald and Virginia Woolf. They will study the features of genre fiction and delve into how contemporary readers find, enjoy and share their experiences using social media.

### ASSESSMENT

1. Oral Presentation on a Literary Movement (25%)
2. Creative Response (25%)
3. Viva Voce Oral (25%)
4. Written Examination (25%)



# 04 Health & Physical Education

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## PE - Sports Coaching

Course Study Either semester

Prerequisites Nil

### Course Description

The updated subject explores the concept of greater levels of *practical* application to the course structure. The nine lessons a cycle is managed to enhance the opportunity for all students in the *practical* setting.

Topics will enable students to prepare for VCE Unit 1 and 2 Physical Education as well a direct pathway to VCE/VET Sport and Recreation Certificate II.

In a *real world* setting the study examines skill acquisition to qualitatively analyse performance, with exposure to sport specific technology to create feedback and intervention for improvement.

Through the coach's lens; students will be exposed to knowledge in preparedness for gaining qualification in umpiring and coaching. The outline includes an enduring understanding of injury prevention, ethicality of performance enhancement, with an overarching embedment of positive sports psychology.

Students will be undertaking a significant level of *applied practical* experiences, within *live sporting environments*. These include coaching of younger students within a physical education class, along with umpiring and management of safety within a sporting event.

### Curriculum Structure

#### Key Knowledge

- Skill acquisition

- Qualitative analysis and feedback
- Coaching types and philosophy
- Coaching structure
- Injury prevention
- Sports Psychology

### Key Skills

- Technology in sports analysis
- Attainment or preparedness of certificates in:
  - Umpiring
  - Coaching
  - Sports Ethicality
  - Strapping
- Coaching of Year 5&6 students

## PE - Sport Science

Course Study Either semester

Prerequisites Nil

### Course Description

The updated subject explores the concept of greater levels of *practical* application to the course structure. The nine lessons a cycle is managed to enhance the opportunity for all students in the *practical* setting.

This unit introduces required content for *IB Sports, Exercise and Health Science and VET/VCE Sport and Recreation Certificate III*

Students learning of this course generates the enduring understanding of how sport science is used to enhance athlete performance from a variety of Sport Science fields, including the use of data in *sporting application*.

With the provision of biomechanical technology, *hands on* investigation enhances the understanding biomechanical principles enabling improved / more efficient performance via the manipulation of technique, clothing and / or equipment.

An integral aspect of the course is to investigate the characteristics of the 3 Energy Systems in *real world application*, using GPS tracking systems and technology. This along with exploring the multifactorial fatigue mechanisms that impair the resynthesis of energy during performance of sport.

Students apply theoretical knowledge into *practical* investigation to understand and identify the structure and function of the skeletal and muscular systems from both a health and performance perspective.

## Curriculum Structure

### Key Knowledge

- Physiology
- Biomechanics (movement of the human body)
- Anatomy

### Key Skills

- Technology in sports analysis
- GPS tracking and technology
  - Anatomical referencing and posture assessment

## VCE Physical Education

<https://vimeo.com/825716430>

This VCE subject is available in Year 10, subject to HOF approval.

### Prerequisites

Nil.

## Course Description

### Unit 1: Semester 1 - The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the

main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

## Unit 2: Semester 2 - Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

### **Unit 3: Semester 1 - Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **Unit 4: Semester 2 - Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

## ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

# 05 Humanities

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## Philosophy and Religious Studies - Being Human

*How humans understand, believe and act*

Prerequisites Nil

### Course Description

Have you ever stopped to think about thinking? Or had an ethical dilemma? Or wondered why 85% of people on the planet are religious; and what it is they believe? This elective is structured around three key units of study, each relating to specific philosophical and religious understandings of what it means to be human: “body” “mind” and “spirit”. We will investigate the question of “being human” through the lenses of (i) contemporary understandings of personhood (ii) philosophy of religion and ethics (iii) teachings and practices of two major world religions: Buddhism and Christianity. This elective provides pathways to IB Theory of Knowledge, as well as Year 11 History and English Literature courses.

### Assessment:

- Independent research project (20%)
- Essay (20%)
- Collaborative research presentation (20%)
- End of semester in-class test (40%)

## Commerce - Markets and Money

Course Study Either semester

Prerequisites Nil

### Course Description

The Year 10 Commerce course is a semester length subject that focuses on two essential areas:

Accounting and Economics. The curriculum emphasizes the application of command terms and a deep comprehension of mark structure, enabling students to effectively interpret and respond to various types of questions commonly encountered in VCE and IB commerce assessments.

In the Accounting component, students delve into the preparation and analysis of two key financial reports - income statements and balance sheets. Additionally, they use case study information to make recommendations to a business owner that reflects financial and ethical considerations. The Economics module provides students with a comprehensive introduction to microeconomics, delving into concepts such as opportunity cost, economic modelling, and the fundamental principles of supply and demand. Through interactive lessons and activities, students develop a solid understanding of economic theory and its practical application to real-world scenarios.

Through engaging lessons, self-paced activities and blended learning practices, students develop critical skills and gain practical knowledge essential for navigating the dynamic and evolving world of commerce with confidence. The Year 10 Commerce course offers a robust foundation for future studies in VCE and IB Economics, VCE Accounting and VCE Business Management, equipping students with the necessary tools for success in their academic and professional endeavours.

## Geography - Environmental Change & Management

**Prerequisites** Nil

### Course Description

If you want to better understand the factors that impact our environment, then this is a course for you. You will start by developing your Geography skills and then explore our local coastal environments. Students visit 13th Beach, Barwon Heads and Ocean Grove to learn about the natural and human impacts that effect the three beaches. Following this coastal study, you will undertake a brief overview of weather systems. You will then use your understanding of weather systems to explore climate change and how weather patterns have changed as a result. You will evaluate both the positive and negative impacts of climate change on our environment. An uplifting part of this course is the focus on responses to climate change on both global and local scales. In keeping with the course's theme of environmental challenges and the ocean you will study a unit on marine pollution, looking at the causes and



solutions to plastics in our oceans. By doing this course you will get a good taste of both IB and VCE Geography.

#### **ASSESSMENT:**

1. Classwork (20%)
2. Assignment (20%)
3. Field Report (20%)
4. Examination (40%)

## **Geography - Geographies of Human Wellbeing**

Prerequisites Nil

#### **Course Description**

If you ever wondered if Australia is the lucky country or which country or region of the world you should live in when you get older, then this is the course for you. This course focuses on investigating global, national and local differences in human wellbeing. There are many factors that impact wellbeing and while income is an important one there are many others. Wellbeing is also impacted by an individual's perceptions and feelings about how well they are doing in life, contentment with material possessions and having relationships that enable them to achieve their goals. This unit examines these different concepts and measures of human wellbeing, and the causes of global differences in these measures. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. You will explore programmes designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world. By doing this course you will get a good taste of both IB and VCEG Geography.

#### **ASSESSMENT:**

1. Classwork (20%)
2. Assignment (20%)
3. Field Report (20%)
4. Examination (40%)

## **History - Ancient Worlds**

Course Study Either semester

Prerequisites Nil

### Course Description

Ancient civilisations have had a significant influence on our modern world: our perceptions, systems, values, and culture. This semester-length course will explore a number of ancient societies: from Ancient Greece and Rome to Ancient China. If you are interested in different cultures and civilisations, if you like the idea of reading into the hidden meaning of historical artefacts and artworks, this course will suit you. You will have the opportunity to study the people, places, leaders, beliefs, and cultures of these ancient worlds through the artefacts that have been left behind and the work of archaeologists. You will learn how to interpret ancient cultures from a modern perspective, and how to trace fascinating links between ancient worlds and the world we live in now. During the semester, you will engage in a historical project of your own design which will encourage your own exploration and enhance the development of your research, communication and presentation skills.

This course is an excellent preparation for those students who wish to: study Ancient History VCE in Year 11; develop their historical and critical thinking skills relevant to further study of History and Global Politics in the VCE and IB; begin their journeys to tertiary study and future careers.

### ASSESSMENT

1. Source Tasks 20%
2. Collaborative project 20%
3. Independent research project 20%
4. Examination 40%

## History - Big Ideas

Course Study Either semester

Prerequisites Nil

### Course Description

The period 1300 to 1700 AD witnessed the development of several major movements which

brought about a shift in people's perceptions of their place in the world and which went on to shape modern society. Ideas from the Scientific Revolution, the Renaissance and Humanism, the Reformation and the Enlightenment led people to depend less on faith and more on reason. New ideas based on observation and experimentation emerged about anatomy, astronomy, art and architecture as well as notions about how society should be organized and the nature of the universe. This semester-long course will chart a path through the period investigating the key ideas and discoveries of the time to identify turning points in human thought and progress. Students will have an opportunity to consider the origins of these big ideas and the impact they had at the time and on our lives today.

This course provides students with the opportunity to build and develop historical and critical thinking skills crucial to the study of VCE and IB History and the Global Politics VCE course. Many of the themes studied in the elective will also provide excellent contextual knowledge for Senior studies in the Humanities, English Literature, the Arts and IB Theory of Knowledge.

## **ASSESSMENT**

1. Research Assignments 40%
2. Class tests 30%
3. Examination 30%

# **History - The Modern World**

**Course Study** Either semester

**Prerequisites** Nil

## **Course Description**

The twentieth century was a critical period of social, cultural, economic and political development around the world. In this elective students will build on their knowledge from their studies in Year 9 and delve into this exciting period of change, from the end of WWI through to the modern world. There will be an opportunity to investigate two key themes: Conflict and Protest. The conflict unit initially explores the causes and nature of WWII before progressing to investigate a more recent conflict to compare to WWII. Students subsequently study the Civil Rights campaigns in Australia and the USA, before considering other protest movements in the modern world. Throughout the course students will deepen their capacity to

critically analyse historical evidence and form coherent arguments. They will also strengthen their understanding of the key historical concepts of change and continuity, cause and consequence and significance. There are opportunities for students to enhance their self-directed learning skills through research projects which incorporate collaboration, creativity, research, and presentation skills. This course has further applications for study of History (IB and VCE) and Global Politics (VCE) and provides valuable context for Year 10 English.

## ASSESSMENT

1. Research Assignments 40%
2. Class tests 30%
3. Examination 30%

## Humanities - Politics and Law

Prerequisites Nil

### Course Description

The "Introduction to Laws and Politics" elective offers Year 10 students an engaging introduction to the foundational concepts of Australian law and political systems. Students will be introduced to the complexity of political decisions, both in Australia and on the international stage. This course aims to develop students' understanding of how laws are made, interpreted, and enforced, as well as how political systems operate and impact society. It further aims to introduce students to the political interests and perspectives of our major political parties, and the power of citizens in a democratic society. Through a blend of theoretical knowledge and contemporary case studies, students will explore the dynamic relationship between laws, political institutions, and the citizens they serve.

This subject is an excellent precursor to the VCE Unit 1-4 Legal Studies and VCE Unit 1-4 Australian and Global Politics courses. It is also extremely valuable for students seeking to pursue an IB pathway through the development of critical thinking, source analysis and academic referencing skills which are required in group three subjects.

# 06 Languages

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## Chinese

Course Study Both Semesters

Prerequisites Year 9 Chinese

### Course Description

Note: This course is **not suitable** to any student who has attended any school where Chinese is the medium of instruction. It is not suitable for first language learners. It is generally expected that a student has a minimum of 120-150 hours pre-course class learning. Assessments prior to the course will take place at the beginning of the year for class allocation purposes.

### CHINESE Continuing

This course is designed for second language students who have limited background and are continuing with their learning after Year 9 Chinese. The aim of this course is to provide students with the foundation for their future study of IB Chinese B. By the end of the course students will be able to understand and exchange information on the following topics: relatives, extended family and appearance, places of living and the weather, illness and injuries and seeking medical advice, describing simple ailments, studying subject and school facility, hobby and occupation, food and drink, eating out and shopping, asking and giving directions.

### ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

### CHINESE Advanced

This course is designed for second language students who have some background and require

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further development of their skills in order to undertake the study of IB Chinese B. Note: This course is **not suitable** for first language learners. In Semester 1, students will work to consolidate and extend vocabulary on a range of familiar topics relating to personal and family profiles, school and daily life, food and eating habits in a cultural context. In Semester 2, students are expected to participate in spoken and written exchanges with a degree of sophistication and to respond to spoken and written texts in relation to a broad range of topics including, weather report, health and sports, locations and directions, holiday arrangement and experiences. Traditional forms of writing may be used, but students must be able to read simplified characters.

## ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

## French

Course Study Both semesters

Prerequisites Year 9 French

### Course Description

The course continues to develop the four macro skills of listening, speaking, reading and writing. Students communicate appropriately in a variety of contexts and use language in familiar situations to influence the listener and negotiate. They read with understanding a variety of short text types, use communication strategies to cope with occasional unfamiliar words and use information from a variety of sources to write four or five paragraphs, adapting their writing to reflect context, purpose and audience.

**In Semester 1**, content areas include: past and future holidays, camping, ailments, food.

**In Semester 2**, content areas include: transport, shopping, talking about the past.

## ASSESSMENT

1. Listening Skills (25%)
2. Speaking Skills (25%)

3. Reading Skills (25%)

4. Writing Skills (25%)

## Japanese

Course Study Both semesters

Prerequisites Year 9 Japanese

### Course Description

In order to study Japanese at Year 10 it is expected that students will have completed two to three years of study of the language between Years 7 and 9. This course requires students to have prior knowledge (at least 150 hours) of Japanese and a good grasp of script.

In Semester 1 students learn to exchange personal information with greater detail and sophistication. They are able to extract relevant information from written and oral sources despite the presence of unfamiliar elements. Students are expected to create pieces of work using various discourse forms and styles. The number of Kanji introduced is increased and students consolidate their ability to use all three scripts. Content areas include the personal world, shopping and eating out.

In Semester 2, students participate in a number of oral activities, being able to both give and receive information and communicate orally in the style appropriate to the occasion. More Kanji are introduced and students continue to consolidate their knowledge of the three scripts. Content areas include; life in Japan, sports and activities and directions.

At the end of each unit of work, students are tested on the topic they have studied. The focus of these assessments is on listening and reading. Throughout the units of work students are assessed on their written and oral skills. Assessment tasks, where appropriate, are modelled on the style of assessment used in senior years.

### ASSESSMENT

1. Listening Skills (25%)

2. Speaking Skills (25%)

3. Reading Skills (25%)

4. Writing Skills (25%)

# 07 Mathematics

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**Course Study** Both semesters, compulsory

## **Course Description**

The Year 10 Mathematics course follows the Australian Mathematics Curriculum and is organised into six strands:

**Number** – Indices, exponentials, logarithms, and surds

**Algebra** – Algebra, equations, linear relationships, quadratic expressions and equations, parabolas, and rates of change

**Measurement** – Geometry and trigonometry

**Space** – Graph theory and networks

**Statistics** – Data representation and interpretation

**Probability** – Probability and counting techniques

Across these six strands students:

- investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change
- apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables
- generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions
- use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic, and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- solve measurement problems involving the surface area and volume of common objects,



composite objects, and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools

- apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts
- investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent
- compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation, and limitations.

There is also scope for students to be extended:

- in number to investigate the structure and properties of number systems, with further analysis of order relations and inequalities
- in algebra to include polynomials, functions, and graphs
- in the study of indices and exponential functions to include logarithms and logarithmic functions
- in the study of trigonometry to include an introduction to circular functions and equations
- in measurement and geometry towards proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles or solving three dimensional problems involving surface area and volume of cones, spheres and composite shapes
- in probability to explore the concepts of conditionality, dependence, and independence in depth
- and, in statistics to consider how various measures of location and spread can be used to describe the distribution of a data set and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error

Students will be placed in one of three possible courses dependent on their mathematical ability as determined by standardised testing and results from their previous years of study. There is opportunity for movement between courses if students feel they have not been placed appropriately. The Standard Level course follows Level 10 of the Australian curriculum, permitting access to resource materials and technology for all assessments, to improve

accessibility for students who find mathematics challenging. The Algebra Level course follows Level 10 of the Australian Curriculum, with a strong focus on algebraic techniques, and the Higher Level Course includes a variety of extension material for the strongest mathematicians. A small number of students may be identified as candidates for acceleration and may be invited to study VCE Mathematical Methods Units 1 & 2 in Year 10.

**Standard Level** – Provides opportunities for students to complete the Year 10 course, without an emphasis on algebraic skills. This course is focused on preparing students to study the VCE Foundation and General Mathematics courses in Year 11 and 12. There is no pathway to the IB for students studying this course.

**Algebra Level** – Provides opportunities for students to enhance and extend their algebraic skills. This course is focused on preparing students to study VCE Mathematical Methods or IB Standard Level courses in Year 11 and 12.

**Higher Level** – Provides opportunities for students to continue to study extension materials. This course is focused on preparing students to study VCE Specialist Mathematics in addition to Mathematical Methods, or IB Higher Level in Year 11 and 12.

In each of the Mathematics courses, students are required to: learn, practise and apply mathematical routines and techniques and use them to find solutions to standard problems; creatively solve problems in unfamiliar situations; and communicate mathematics and mathematical findings in an effective manner.

## ASSESSMENT

1. Course Tests (50%)
2. Examination (50%)

# 08 Pathways Wellbeing and Growth Programme

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**Course Study** Both semesters, compulsory

## **Course Description**

The Pathways programme supports students as they navigate purposeful choices through the Senior School and beyond. Students will participate in a range of group learning experiences that focus on skills for learning, personal wellbeing, career and tertiary pathways and service. In Year 10, there is an emphasis on connecting to Corio and exploring that which is personally meaningful. Students are supported by a Learning Coach who facilitates the identification and pursuit of targets relating to wellbeing, growth and performance. Each term, students will complete Student Action Plans outlining these targets and the steps towards achieving them.

# 09 Science

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**Course Study** Both semesters, compulsory

## Course Description

The Year 10 Science Course follows the Australian Science Curriculum that is organised into three interrelated strands:

- Science as a human endeavour – which focuses on the nature and influence of science
- Science inquiry skills – which focuses on skills essential for working scientifically
- Science understanding – which focuses on the important science concepts from across different areas of science, as outlined below.

**Biological sciences:** The transmission of heritable characteristics from one generation to the next involves DNA and genes. Students describe the role of DNA as the blueprint for controlling the characteristics of organisms and explore the relationship between DNA, genes, and chromosomes. Students use appropriate methods to represent patterns of heredity and predict simple ratios involving Mendelian genetics. The theory of evolution by natural

selection explains the diversity of living things and is supported by a range of scientific evidence. Students outline the processes involved in natural selection and interpret evidence for evolution.

**Chemical sciences:** The atomic structure and properties of elements are used to understand the formation of the Periodic Table. Students investigate the effect of a range of factors on the rate of chemical reactions through experimental design. They develop their skills in predicting the products of different types of chemical reactions and use word and symbol equations to represent these reactions. Self-designed exploration allows students to investigate reactions whilst developing their skills in testing hypotheses, recording and representing data, and analysing results and processes.

**Earth and space sciences:** The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. Students identify the evidence supporting the Big Bang theory and describe how the evolution of the universe, including the formation of stars and galaxies, has continued since the Big Bang. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Students investigate how human activity affects global systems, with particular focus on the causes and effects of the greenhouse effect and climate change.

**Physical sciences:** By investigating the motion of objects students learn to describe and predict motion using Newton's laws of physics. Data collection allows the analysis of everyday motions produced by forces and students use these to understand the links between force, mass and acceleration. Mathematical representations are utilised to provide quantitative data in order for students to test and compare the relationships between moving objects.

A major focus across the year is inquiry skills, including experimental design, data analysis and evaluation, and research. Students work collaboratively and independently to investigate concepts associated with the various areas of Science detailed above, and apply their knowledge and understanding in a variety of formats.

## ASSESSMENT

Assessment is comprised of coursework (assignments and practical work), common tests and examination.

# VCE Environmental Science

This VCE subject is available in Year 10, subject to HOF approval.

## Prerequisites:

There are no prerequisites for this course.

## Course Description:

### Environmental Science Units 1/2

Environmental Science is an exciting and relevant subject that explores the complex interactions between humans and the natural world. Through Units 1 and 2, students will develop an understanding of key environmental concepts, including ecosystems, biodiversity, and sustainability, and investigate the impacts of human activities on the environment.

In Unit 1, students will explore the biotic and abiotic components of ecosystems, including energy flow and nutrient cycles, and investigate the importance of biodiversity and the role of conservation in maintaining ecosystem health. They will also examine the impact of human activities, such as land use change and pollution, on ecosystems.

In Unit 2, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 1 and 2, students will engage in a range of activities, including fieldwork, data analysis, and research, to develop their scientific skills and deepen their understanding of environmental issues. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to

contribute to a sustainable future.

## Environmental Science Units 3/4

Through Units 3 and 4, students will deepen their understanding of key environmental concepts and investigate the impacts of human activities on the environment, with a focus on sustainability.

In Unit 3, students will explore the impact of climate change on the environment, including the causes and consequences of global warming, strategies for mitigating its effects, and its impact on biodiversity. They will also investigate the role of human activities, such as agriculture and transportation, in contributing to climate change.

In Unit 4, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 3 and 4, students will engage in a range of activities, including data analysis, research, and fieldwork, to deepen their understanding of environmental issues and develop their scientific skills. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

### ASSESSMENT

Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

## VCE Psychology

<https://vimeo.com/825748733>

This VCE subject is available in Year 10, subject to HOF approval.

## **Prerequisites**

Psychology Units 1 & 2 are strongly recommended before Units 3 & 4.

## **Overview:**

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered to develop an understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

## **Course Description**

### **Psychology Units 1/2**

#### **Semester 1 – How are behaviour and mental processes shaped – through the lens of Criminal Psychology?**

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models



and theories used to predict and explain the development of thoughts, emotions and behaviours.

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

This semester culminates in students considering the question are criminals born or made?

## **Semester 2 – How do internal and external factors influence behaviour and mental processes?**

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning

A student-adapted or student-designed scientific investigation is undertaken in Semester 2. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from across the course.

## **Psychology Units 3/4**

### **Unit 3: Semester 1 – How does experience affect behaviour and mental processes?**

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the

relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

#### **Unit 4: Semester 2 - How is wellbeing developed and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

#### **Scientific Investigation**

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format

#### **ASSESSMENT**

Assessment is comprised of coursework and examination.

# 10 Technology

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## Agriculture and Horticulture

Course Study Either Semester

Prerequisites Nil

### Course Description

The Corio campus is set on approximately 202 hectares of semi-rural land, approximately 23 of which is used as farming land. It is well suited to provide students with an ongoing opportunity to continue with a broad range of agricultural and horticultural studies. Students develop their knowledge and practical skills by their involvement with sheep for wool production, intensive vegetable growing and poultry for egg production.

Students are offered one semester to study these subsystems. Semester 1 is offered during summer and autumn and Semester 2 is offered during winter and spring. Therefore the fieldwork will vary, depending on the operations occurring during that season.

The intention of the subject is to develop and continue to use a sustainable approach when conducting practical work by improving the natural resources of the farm.

Students will have the opportunity to acquire beneficial skills and experiences within a semi-rural environment, to develop decision-making strategies and to be involved in the ethics of farming practices. Knowledge gained will be of great benefit to students for current and future studies.

### ASSESSMENT

1. Coursework (70%)
3. Examination (30%)

## Design and Technology - Resistant Materials

Course Study Either semester

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**Prerequisites** Nil

### **Course Description**

In this course, students learn how to design and manufacture a number of products by working with various materials, components, tools and equipment. They learn about technological development and the design principles involved in traditional and modern manufacturing industry. They acquire skills in the application of a variety of techniques and processes while working with CAD, wood, metal, plastics and computer controlled laser and 3D printers. Learning how to design sustainably and present their findings in a range of mediums.

Students examine how specific systems are designed and applied to achieve particular outcomes through the use of tools, and CNC equipment. They record their progress in a folio of design and development work.

### **ASSESSMENT**

1. Coursework & Practical 70%
2. Examination 30%

## **Design and Technology - Textiles**

**Course Study** Either semester

**Prerequisites** Nil

### **Course Description**

In this course, students are encouraged to develop their skills in the design and manufacture of textile articles and garments using a variety of decorative surface techniques and a combination of hand and machine processes. The surface techniques include printing and painting on fabrics and embroidery and decorative stitching.

Through a range of activity-based projects students develop their skills in design and manufacture using domestic and computerised sewing machines. They record their progress in a folio of design and development work. In addition students are required to complete research assignments based on cultural, historic and technological aspects of costume and clothing.

## ASSESSMENT

1. Coursework & Practical 70%
2. Examination 30%

# 11 Contact

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