Year 10 Subject Selection Handbook
Should you require any assistance, the following people are able to assist you with your enquiries.

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Foreword

Dear Parents and Students

It gives me great pleasure to present to you the Marymede Catholic College Year 10 Handbook for 2015.

The following pages provide an outline of the information you will need to make informed choices about subjects for Year 10.

You will notice that there are a number of core subjects and a range of non-core subjects, all of which have been developed to ensure that basic skills continue to be nurtured and refined. The provision of a number of non-core subjects allows students the opportunity to undertake the study of subjects for interest but also with a view to future learning.

At Year 10, under AusVELS (National Curriculum in Victoria), students have begun to consider and explore future pathways into the Senior Years and beyond. Students are now considering the pathways they may choose to take in the future.

We have designed the Year 10 curriculum with this in mind and are therefore offering a breadth of subjects which we believe will cater for different personal interest and abilities and facilitate a learning pathway in each of the key learning areas.

Should you require further information about any of the subjects, you may contact the staff listed at the front of this booklet at any time during the school day.

Make a special note of the due date for submission of subject choices, Friday 25 July, 2014.

Regards

Paul D’Astoli
Principal
## Subject Selection Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 June, 2014</td>
<td>VCE Expo Night</td>
</tr>
<tr>
<td>17 July (10:00 – 11:00am)</td>
<td>Web preferences Assembly and Subject information</td>
</tr>
<tr>
<td>17 July, 2014</td>
<td>Web Preferences open for students to complete subject selection.</td>
</tr>
<tr>
<td>Late September</td>
<td>Re-counsel students with subject clashes</td>
</tr>
<tr>
<td>Early October</td>
<td>Students advised of their subjects for Year 10 2015</td>
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**NOTE:** Subject selection timeline is subject to changes.
The Structure of the Year 10 Curriculum 2015

In 2015, students in Year 10 will complete the following:

Period Allocation: 60 minutes

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PERIOD ALLOCATION</th>
<th>DETAILS</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>Compulsory</td>
</tr>
<tr>
<td>History &amp; Geography</td>
<td>6</td>
<td>Compulsory</td>
</tr>
<tr>
<td>RE</td>
<td>4</td>
<td>Compulsory</td>
</tr>
<tr>
<td>PE &amp; Health</td>
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<td>Compulsory</td>
</tr>
<tr>
<td>Choice of 4 in a broad range of electives in any domain</td>
<td>4 x 4</td>
<td>Student choice</td>
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<tr>
<td>Compulsory sport program</td>
<td>2</td>
<td>Compulsory</td>
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Non-core subject choices in 2015

<table>
<thead>
<tr>
<th>DOMAIN AREA</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Humanities</td>
<td>Issues in Running the Country</td>
</tr>
<tr>
<td></td>
<td>The World of Business and Finance</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE)</td>
<td>Italian</td>
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<tr>
<td></td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td>Indonesian</td>
</tr>
<tr>
<td>(Pre-requisite - students must have successfully completed the Year 9 LOTE subject to be eligible for this subject in Year 10)</td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Drama</td>
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<tr>
<td></td>
<td>Music</td>
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<tr>
<td>Design &amp; Technology</td>
<td>Product Design and Technology- Wood</td>
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<tr>
<td></td>
<td>Food Technology</td>
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<tr>
<td></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Product Design and Technology- Textiles</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Art</td>
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<tr>
<td></td>
<td>Visual Communications &amp; Design</td>
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<tr>
<td>Vocational Education and Training (VET)</td>
<td>Recreation and Sport</td>
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<tr>
<td></td>
<td>Media</td>
</tr>
</tbody>
</table>

Units 1 and 2 VCE

In 2015, some students will have an opportunity to study one Unit 1 and 2 subject: VCE Accounting, Legal Studies or Psychology, whilst in Year 10. Students will be invited to apply by the Head of Learning and Teaching in Term 3. They will
be required to submit an application to undertake Units 1 and 2 subjects and provide information about current results in all subjects. A final decision will be subject to end of Year Exam results and teacher recommendation. Strict criteria for selection will apply.
ENGLISH

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SUBJECT NAME:</td>
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<td>DOMAIN AREA:</td>
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<td>Core</td>
</tr>
<tr>
<td>LENGTH:</td>
<td>Year Long</td>
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Course Description

The transition to senior English is marked in the Year 10 course as it is a preparation for the more sophisticated demands to be made on students at the senior level. The course is designed to stimulate ideas, enhance critical thinking and improve verbal, visual and written communication skills. Reading, Writing, Visual, Speaking and Listening skills are developed using a range of resources including issues in the media and persuasive texts. There continues to be a critical approach to literature with the study of a Shakespearean play, modern Asian/Australian and classic literature, short stories and poetry. An emphasis on skills in the analysis of spoken and written texts is encouraged in order to explore challenging and complex issues in all of the three key areas. English is a year-long subject and successful completion will lead to VCE English, VCE Literature Unit 1 or VCAL Literacy.

Course Content

In Year 10 English, students undertake a wide range of work tasks to develop their skills in written and spoken English and to prepare for VCE.

Reading: Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to create their own texts. Students study a range of texts, including a close reading of Shakespeare and classic literature. Media texts are introduced to context studies through the analysis of a range of Asian and Australian texts in order to create a folio of text types.

Writing: Students will gain versatility and confidence as authors through writing in different styles and forms, as well as for different purposes and audiences. Students engage in a variety of writing forms in order to produce context responses in expository, persuasive and imaginative styles. Students also produce analyses of persuasive language used in the media.

Speaking and Listening: Students develop a range of strategies to listen to and present spoken texts. Students will use oral communication and produce a range of spoken texts comparing and contrasting the way language is used to present different perspectives on complex issues, ideas and themes.

Assessment: In each semester students submit a range of speaking presentations, listening tasks and a collection of different writing forms including: Text Responses, Context, Language Analysis and presenting a point of view. Students sit a written English examination at the end of each semester.
HEALTH & PHYSICAL EDUCATION

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<tr>
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<tbody>
<tr>
<td>SUBJECT NAME:</td>
<td>Health Education</td>
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<tr>
<td>DOMAIN AREA:</td>
<td>Health &amp; Physical Education</td>
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<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Core</td>
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<tr>
<td>LENGTH:</td>
<td>Year Long</td>
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Course Description

In this study, students will explore and analyse the skeletal, muscular, circulatory and respiratory systems of the body while also examining the impact of nutrition on the health and wellbeing on Australia’s general and athletic populations. The health content has been designed specifically to lay foundation knowledge and understanding for students wishing to undertake a post-compulsory pathway in undertaking VCE Physical Education and/or VCE Health and Human Development.

Course Content

Through a range of practical and theoretical activities, students will explore the nature of independence in terms of adolescence including relationships and the rights and responsibilities associated with increased independence. In reviewing Australia’s health, students will identify major causes of injury, illness and death in Australia, whilst considering the range of health needs of young people. Students will explore personal behaviours and community actions that affect the health status positively and negatively and how health data informs service provision and health products.

Assessment

The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the teacher’s assessment of the student’s overall performance on a major assessment task and examination paper designated for each semester.

Senior Pathway

This compulsory study will benefit students going into year 11. Continuing non-compulsory studies, will enable the commencement in the Victorian Certificate of Education (VCE) or recognised vocational training through either Vocational Education Training (VET) or the Victorian Certificate of Applied Learning (VCAL). Particularly, students who will most greatly benefit may include those wishing to undertake the relevant VCE study of Health and Human Development and/or Physical Education or relevant industry approved VET program, including Certificate III in Community Services (Community Work), Certificate II in Hospitality (Operations), Certificate II in Fitness, Certificate II in Outdoor Recreation or Certificate II in Community Recreation.
YEAR: 10  
SUBJECT NAME: Physical Education  
DOMAIN AREA: Health and Physical Education  
CORE SUBJECT OR NON-CORE: Core  
LENGTH: Year Long  

Course Description

In this study, students will explore a range of traditional and non-traditional sports that will develop and refine their execution of a range of manipulative and movement skills during complex activities. Students will be encouraged to extend themselves physically by identifying skills and strategies to counter tactical challenges in game situations. Student will be required to become acutely aware of their physical fitness and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They will assume responsibility for the conduct of aspects of a sporting competition and training where roles are shared and there is a need for a display of appropriate sporting behaviour.

Course Content

Students will learn new sports that require the learning of new skills, or the adaptation of previously learnt skills in new contexts, and implement ways to improve the quality of their own performance. Students will be encouraged to develop proficiency in a range of high-level movement and manipulative skills, through involvement in a range of traditional and non-traditional sports. This may include Lacrosse, European Handball, Touch Football and Badminton. Students will be required to demonstrate increasing skills in planning, observation and analysis allow them to develop and evaluate ways of refining techniques and enhancing their own and others' performance. Students will be introduced to some of the biomechanical principles of human movement and engage in a range of activities that focus on a diversity of health and skill related fitness components. Students may participate and assume responsibility for the organisation of a sporting competition or aspects of training. This may involve peer teaching or coaching, with a focus on skill development and improvement and communication and organisation.

Assessment

The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the assessment of the student’s overall performance in each unit, based on the outcomes of both teachers and peer assessment.

Senior Pathway

This compulsory study will benefit students going into year 11. Continuing non-compulsory studies, will enable the commencement in the Victorian Certificate of Education (VCE) or recognised vocational training through either Vocational Education Training (VET) or the Victorian Certificate of Applied Learning (VCAL). Particularly, students who will most greatly benefit may include those wishing to undertake the relevant VCE study of Physical Education and/or Health and Human Development or relevant industry approved VET program, including Certificate III in Community Services (Community Work), Certificate II in Hospitality (Operations), Certificate II in Fitness, Certificate II in Outdoor Recreation or Certificate II in Community Recreation.
Course Description
Outdoor Education is a study of the ways humans interact with and relate to natural environments. Natural environments are understood to include environments that have minimum influence from humans, but they may also include environments that have been subject to human intervention. Ultimately, the study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Course Content
In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of natural environments. Such knowledge is then enhanced through theoretical study of natural environments from perspectives of environmental history, ecology and the social studies of human–nature relationships. As a consequence of the importance of the experiential components, Outdoor Education also provides students with the skills and knowledge to safely participate in activities in natural environments and to respect and value the environment. This is enabled through participation in a number of overnight camps in a natural environment. Furthermore, the practical component offers students empowering opportunities to display courage, strength, generosity, imagination, and resolution. Removing students from their contemporary lives and modern technologies allows space for self-reflection and development of a better understanding of themselves. The practicality of the study is extremely valuable for students for whom traditional learning is a challenge, allows the establishment of community building, a mode of discovering other cultures and a pathway to discover the world around them.

Assessment
The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the teacher’s assessment of the student’s overall performance on a major assessment tasks and examination paper designated for each semester.

Senior Pathway
At VCE, this subject leads to Unit 1 & 2 in VCE Outdoor Educational and Environmental studies. Or alternative students may wish to complete the Certificate III in Sport and Recreation through the VET Program.

- Please note that there is a $600 fee required to study this subject as several additional excursions and camps are a significant part of the course.
Course Description

The course will look at two broad areas, Economics and Law, both critical. Fundamental principles of both subjects will be taught, but students will then be allowed to pursue each subject in depth by looking at certain key issues.

Course Content

The course will take a depth study approach. Students will gain the required tools in the subject to investigate the depth study and then look carefully at that issue. In this way students will gain an insight into the subject area and what it means to pursue that subject at VCE and beyond.

While each depth study will be based in either Economics or Law the links between the two subjects will also highlighted.

Depth Studies may include:
- Mining resources boom – Causes and consequences for Australia.
- The economics of global warming and policies to tackle it.
- The global financial crisis - Causes in brief, consequences and policy response.
- Changing the law: Aboriginal rights; the impact of new technology.
- Human rights, social justice and the law
- Topics will be chosen to reflect current events.

Senior Pathway

This subject leads into the following units:
- Economics
- Legal Studies
- International Studies/International Politics
Course Description

The course will focus on practical issues of how businesses work successfully, introduce management accounting and focus on how the financial markets work. It will not include bookkeeping but will talk about cash flow, and make use of published accounts.

Course Content

The course will take a depth study approach. Students will gain the required tools in the subject to investigate the depth study and then look carefully at that issue. In this way students will gain an insight into the subject area and what it means to pursue that subject at VCE and beyond.

While each depth study will be based in either Business Management or Accounting the links between the two subjects will be highlighted.

Depth Studies will include:

- An investigation of an Australian entrepreneur of the student’s choice.
- Production of a business plan for their own small business.
- Analysis of accounts: Using case studies to show how accounts illustrate the success of fictional firms and working up to real firms and major scandals such as Enron.
- The workings of the financial markets. This will be taught via the management of a self-managed superannuation fund.

Senior Pathway

This subject leads into the following units:
- Accounting
- Business Management
- Economics
Course Description

The course comprises one Semester of History and one Semester of Geography.

In their study of history, students become aware of the importance of historiography and that there are competing views in history. They learn how evidence and values produce different interpretations of events, people and institutions.

In their study of Geography students focus on the environment and the natural systems which influence it. They also consider the human impact on our world and consider policies and strategies to manage this.

Course Content

History
The course starts with the Peace settlement of 1919 and looks at the major events up to the end of the Cold War. There are three Depth Studies in the course:

*The Second World War*
*The changing Rights and Freedoms of people post WW2*
*Popular culture*

Geography

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment and the major challenges to their sustainability. Students apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Senior Pathway
This subject leads into the following units:
- Geography
- History
INFORMATION & COMMUNICATION TECHNOLOGY

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<th>YEAR:</th>
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<tbody>
<tr>
<td>SUBJECT NAME:</td>
<td>Information &amp; Communications Technology (ICT)</td>
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<tr>
<td>DOMAIN AREA:</td>
<td>Information &amp; Communications Technology</td>
</tr>
<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Non-core</td>
</tr>
<tr>
<td>LENGTH:</td>
<td>Year Long</td>
</tr>
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</table>

Course Description

ICT focuses on the development of skills and knowledge of digital data, computer operating systems, data retrieval and back up, office software use and advanced Office application use. Students will develop skills in word processing, mail merging, spreadsheets, databases, web development, programming and information system development. Students will develop knowledge of data types, linked information systems, programming languages and web development design criteria.

Course Content

Students will complete the following units: Advanced Word Processing, Advanced Spreadsheets, Databases, Advanced Web Development, Programming, Information System Development.

Senior Pathway

Students have the following VCE options:
- Information Technology - Applications
Course Description
In Year 10 Italian, students continue to use and develop more sophisticated forms of listening, speaking, reading and writing Italian. The course is designed to build on students’ understanding of contemporary Italian culture and language introduced in Year 9. The main focus of the course is to reflect on the importance of studying a language for future career prospects, highlighting skills in areas of The Arts, Hospitality and so on. Students will be expected to complete two semesters of Italian in Year 10.

Course Content

**Topic A-La Muscia Italiana-Italian Music**
Students will study Italian songs both contemporary and historical.

**Topic B- L'Immigrazione in Italia- Migration in Italy.**
Students will study immigration in Italy. Students will learn about the many people migrating to Italy and the reasons why. The study will also include a look at Italian politics.

**Topic C- Migration from the Gold Rush to Present Day.**
Students will trace Italian migration to Australia starting from the Gold Rush era to present day migration to Victoria. Students will visit Daylesford. Students will also be given the opportunity to trace Italian migration in this area at first hand, meet descendants from the migrant families and also view the movie “Love’s Brother” which was filmed in the “Macaroni Factory” in Daylesford.

**Topic D-Il Mondo del Lavoro/ Careers Pathways.**
Students will study the many careers and pathways that will be opened to them in studying Italian. They will also learn about working in Italy. Students will have visits from guest speakers from different fields who will talk to students about the benefits of studying Italian in and beyond secondary school.

**Topic E- Gemallagio- Italian sister school experience.**
Students will be offered the opportunity to travel and study in Italy on a school based trip and / or host an Italian student from an Italian high school. They will then be given various tasks focusing on communicating with Italian students.

**Topic F- Dante Alighieri Poetry Competition**
Students will be expected to compete in the prestigious – “Dante Alighieri Poetry Competition”.

**Senior Pathway**

VCE Italian Units 1 & 2 in Year 11 and VCE Italian Units 3 & 4 in Year 12

**Recommended Prerequisites**
As with the study of any foreign language, continuity is vital. Therefore, it is a recommended prerequisite that students have successfully completed Year 9 Italian prior to undertaking this course.
Course Description

Students continue to use and develop their skills in listening to, speaking, reading and writing Japanese. Students will be introduced to a wider range of Kanji symbols and increase their familiarity with the Japanese script.

The course is designed to build on students’ understanding of traditional and contemporary Japanese culture and language introduced in Year 9.

The main focus of the course is to develop students’ abilities to communicate information about themselves with an emphasis on future aspirations. The students will be expected to complete two semesters of Japanese in Year 10.

Course Content

Topic One: Dekakemashyooka (Let’s go out!)
Students will use familiar and new language to suggest and negotiate plans. They will perform in a role play about making plans to go out somewhere. Students will begin to learn about the Stem-Forms of verbs and apply these grammar structures in written and spoken tasks.

Topic Two: Watashi no ichinichi (My Daily Routines)
Students will expand their knowledge of “Time” vocabulary and grammar structures including learning how to express time more specifically. They will read diary entries about the daily routines of Japanese people and extract information. Students will also create their own diary entries about a day in their life.

Topic Three: Purezento no koukan (Exchanging Presents)
Students will learn the vocabulary and grammar structures for talking about exchanging presents in Japanese. They will learn about significant celebrations in Japanese culture by reading texts written in Japanese. They will also produce their own text, a letter, about a significant celebration in Australia during which presents are exchanged.

Topic Four: Gakko Seikatsu (School Life)
Students will learn about School Life in Japan including vocabulary and grammatical structures for talking about school subjects, activities, rules and uniforms. They will produce a piece of writing in Japanese about their “dream school”. Students will also be introduced to the “Te-Form” of verbs and apply this new grammar in written and spoken tasks.

Topic Five: Kaimono to Nihon no Ryokou (Shopping and Traveling in Japan)
Students expand their knowledge of the Japanese Number System and learn about large numbers, money and expressing quantities. They will apply this vocabulary in a role play about making travel plans or discussing potential purchases.

Topic Six: Kazoku to Uchi (Family and the home)
Students will learn vocabulary and grammar structures for describing their family and their home. They will read texts about Japanese people’s homes and present their understanding in written and visual forms. They will also listen to texts about Japanese families. Students will learn about the changing nature of Japanese families and housing, including comparing the traditional/contemporary and rural/city notions of family and the home.

VCE Pathway
VCE unit 1 and 2 in year 11 and unit 3 and 4 in year 12.

Compulsory Prerequisites
Year 9 Japanese Semester 1 and 2.
Course Description

In Year 10 Indonesian, students continue to use and develop more sophisticated forms of listening, speaking, reading and writing Indonesian. The course is designed to build on students’ understanding of contemporary Indonesian culture and language introduced in Year 9. The main focus of the course is to develop students’ language and equip them with the skills to converse in Indonesian about themselves, their world and life in Indonesia. The course incorporates skills in areas of The Arts, Hospitality, Geography, History and Health. Students will be expected to complete two semesters of Indonesian in Year 10.

Course Content

**Topic A- Pertukaran siswa- Exchange student**
Students will study cultural similarities and differences between Australia and Indonesia, including religious traditions, cultural practice and teen culture. Students will learn about student exchange and living in Indonesia. They will also look at letter writing and speech making.

**Topic B- Desa dan kota – The Village and the City**
Students will explore the lifestyle city verse village living in Indonesia. Focusing on the island of Sulawesi and Java, students will explore traditional family life and the desire of many young Indonesians to move into the bit cities to find work. Students will learn how to give directions and will also study poetry and literature in Indonesia.

**Topic C- Semoga cepat sembuh- Get well soon**
Students will study health services in Indonesian including modern and traditional medicine. Continuing on from their village and city unit students will explore the disparity in provision of services between to who and draw comparisons with Australian cities and remote areas.

**Topic D- Dari dulu sampai sekarang- Then and now**
Students will explore the rich history of Indonesia, beginning with the colonial past and moving on to the movement for Independence and Australia’s involvement. Students will explore Australian and Indonesian relationship now and links in trade, education and immigration. In this topic students will explore a variety of historical perspectives and learn the language to give and justify their opinions in Indonesian.

**Senior Pathway**

Units 1 & 2 VCE Indonesian (Normally undertaken in Year 11)
Units 3 & 4 VCE Indonesian (Normally undertaken in Year 12)

**Compulsory Prerequisites** Year 9 Indonesian Semester 1 and 2.
Course Description

Year 10 Mathematics Advanced course is designed to enhance and accelerate the learning of our highest achieving Mathematics students. It is based on AusVELS – Level 10A of the National Curriculum. The Dimensions taught include Number and Algebra, Measurement and Geometry, Statistics and Probability and Working Mathematically. It is the most advanced Year 10 Mathematics course and it keeps all future VCE Mathematics options open. Entry into this subject will be dependent upon results in Year 9 Maths. The course is designed for students with an aptitude for Mathematics.

Course Content

Topics covered will include: Surds and Exponentials; Expanding and Factorising; Measurement; Linear and Quadratic Functions; Geometry; Trigonometry; Relationships and Variation; Statistics and Probability. Students will be assessed in a variety of ways including technology free testing; technology assisted testing, analysis tasks, AusVELS assessment tasks and an end of semester examination.

Senior Pathway

Students will have access to all levels of Mathematics in VCE including General Mathematics, Maths Methods and Specialist Maths.
Core Mathematics is based on level 10 of AusVELS. The Dimensions taught include Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. These students will be prepared to undertake General Mathematics Further in Year 11 and Further Mathematics in Year 12 or VCAL Numeracy. Students with excellent results may be able to attempt Mathematical Methods in VCE, if identified during Semester 1, such that extension work in pre-requisite topics can occur during Semester 2.

Course Content

Topics covered will include: Business Mathematics; Algebra; Measurement; Linear Functions; Geometry; Trigonometry and Statistics. Students will be assessed in a variety of ways including topic tests, AusVELS assessment tasks and an end of semester examination.

Senior Pathway

Students are able to access General Mathematics (Further) or Maths Methods (dependent on results) at Year 11 and then Further Mathematics or Maths Methods in Year 12 or VCAL Numeracy.
PERFORMING ARTS

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<tbody>
<tr>
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<tr>
<td>DOMAIN AREA:</td>
<td>Performing Arts</td>
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<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Non-core</td>
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<td>LENGTH:</td>
<td>Year Long</td>
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Course Description

Year 10 Drama incorporates both a theoretical study of Drama along with practical workshops and performances. This course focuses on using stagecraft to enhance performance. Students will create Ensemble and Solo Performances and complement these with costume, make-up, props, sets and other production elements.

Students will learn about conventions of both naturalistic and non-naturalistic performance styles, and how to use drama language when analysing their own and others’ performances. The course is an ideal introduction into the skills and knowledge required for VCE Drama.

Course Content

Students will study plays from different eras and learn to interpret scripts. They will devise their own work. They will also learn about different types of theatres and stages and learn all about the production side of theatre. In addition, students will have many opportunities to perform different types of Drama. There are opportunities for full scale public productions in the school theatre.

Senior Pathway

This subject leads into VCE Drama.

Students can use the knowledge gained in Drama to continue further studies at University. Students can use their dramatic ability to perform in or manage professional and amateur theatre companies. Students could reach industry level and gain employment as professional actors or arts administrators for film, stage and television. Drama also complements studies in English and Humanities, as it develops oral communication and analytical skills.
Course Description

In Music Performance, students gain solo and group performance skills to an advanced level with a strong focus on development as a music performer as a vocalist and/or an instrumentalist. Students will explore a wide range of musical styles and genres and perform to the class initially, broadening to wider audiences and preparing for concert performances as the year progresses. Students will also develop in their vocal and/or instrumental technique and technical work to optimise the fluency and their confidence level in performing their chosen works. Musicianship, essential music theory exercises, aural training and composition activities are used to develop each student's music creativity. In particular, as musicians in a digital age, students are taught to create music using ICT and emerging technologies. Listening and analysis activities will also inform practice. Students will develop a range of interpretations and options for performing a particular piece reinforced by their research and observation of a range of performers. This course will specifically prepare students with the skills to undertake VCE Music Performance in Years 11 and 12 for both solo and/or group performance. Students undertaking elective music should be prepared to participate in extra-curricular groups such as choirs or bands.

Course Content:

- Development of solo and group musical performance skills (50%)
- Progressive theory, aural and musicianship training (15%)
- Music composition and arranging using both conventional method and digital technology (15%)
- Analytical and creative responses through listening, research and/or investigation (20%)

Senior Pathway:

Students can use the knowledge and skills developed through Year 10 Music Performance to move into VCE Music Performance. This can lead to further studies at either TAFE or university in Music as a performer, teacher, composer or arranger of Music.
Course Description

Product Design and Technology - Wood at year 10 level focuses on learning about the design process and product design. Students learn to create their own designs and construct their ideas using various machines and tools in the workshop. They focus on viewing, discussing and writing about industrial designers and cabinet making traditions. Students respond to these various studies both individually and as a group. Students learn about safe practice in current industry and how to use risk assessment within their own work environment. Students complete a folio of wood pieces including construction, product design, technical drawing and evaluation criteria. All practical work is based on theory and appreciation that is developed throughout the course. This is reflected in their visual diaries and research projects.

Course Content

Areas of study will be drawn from:
- Product design: Following the design process
- Wood joins
- Technical Drawing
- Investigation into the work of cabinet makers and industrial designers
- Risk Assessment

Learning Tasks:
- Investigating and designing - through the production of a design folio
- Producing
- Analysing and Evaluating – throughout the design folio and research assignments
- Developing skills and techniques
- Safety – Regular risk assessment

Senior Pathway

The Product Design and Technology – Wood program prepares students with skills, knowledge and techniques for progression into VCE Product Design and Technology – Wood. This subject can also lead to VET and VCAL subjects.
Course Description

Design and Technology - Textiles at year 10 level focuses on learning about the design process and product design. Students learn to create their own patterns and construct their ideas using a sewing machine. They focus on viewing, discussing and writing about fashion designers, textile traditions and cultures. Students respond to these various studies both individually and as a group. Students learn about safe practise in the textiles industry and how to use risk assessment within their own work environment. Students complete a folio of textile pieces including sewing, screen-printing, product design and construction. All practical work is based on theory and appreciation that is developed throughout the course. This is reflected in their visual diaries and research projects.

Course Content

Areas of study will be drawn from:
- Product design: Following the design process
- Fabric surfaces: Screen printing
- Investigation into the work of textile artists and fashion designers
- Risk Assessment

Learning Tasks:
- Investigating and designing - through the production of a design folio
- Producing- Textiles pieces
- Analysing and Evaluating – throughout the design folio and research assignments
- Developing skills and techniques – through the creation of mock-ups
- Safety – Regular risk assessment

Senior Pathway

The product design and Technology – Textiles program prepares students with skills, knowledge and techniques for progression into VCE product Design and Technology – Textiles. It is recommended that students who want to complete VCE product Design and Technology or Studio Arts with a textiles focus have completed product Design and Technology – Textiles in Year 10.
Course Description

Students explore a range of factors that affect product design and technological innovation, including function, aesthetics, and social, environmental and economic factors. Students will learn how to perform many complex processes in cookery including those which are used to create pastries, chocolate and dairy desserts. When investigating, students become more aware of emerging trends. When they design, students develop a series of detailed designs in which they show the materials and processes to be used. In their design, they consider a range of factors, such as function, aesthetics, society and the environment, economics, and quality control. They justify their preferred options with reference to how the options provide a solution to the problem. They devise a procedural plan in which they detail the materials to be used and the tools and processes to be adopted. They develop evaluation criteria that are specifically related to the problem. To produce, students create products to specifications and standards. They use a range of techniques and pieces of equipment. Students evaluate the effectiveness of products, and find ways of improving or modifying the designs and production processes. They prepare an evaluation report in which they consider a variety of factors, such as function, aesthetics, social and environmental impact, and how the product meets the relevant standards.

Course Content

Students will be using the design process as they work through a wide variety of activities and processes during this subject. Students will be required to design various food items such as pies, cakes, jams and ice-creams, using their knowledge and skills of these complex processes attained in the theory component of the course. At AusVels Level 6, students implement a range of production processes accurately, consistently, safely, hygienically and responsibly, and select and use personal protective clothing and equipment when necessary.

Senior Pathway

- Food and Technology
- Health and Human Development.
The Year 10 Course continues using the Dimensions of Knowledge and Understanding; Reasoning and Responding and Personal Engagement as well as the five Strands common to the CEO Framework referred to in previous handbooks. The Course allows students' exposure not only to the continuous story of Jesus from one of the four Evangelists, but also to an answer to a common question: “Why are there many Christian Denominations?” In addition, as a pre-cursor to their Year 11 study, they will consider ancient and other religions. A second theme of Decision-making comes under the Strand “Morality and Justice” in which students will consider the best ways to make difficult and moral decisions. This will lead to an investigation of topical issues such as binge-drinking, abuse of illegal drugs and speeding and how young people can follow their own beliefs and values in order to deal with the difficult situations in which they can find themselves.

Course Content
Students will experience reading and coming to an understanding of the whole of a Synoptic Gospel, that of St. Mark, a task which is both challenging and engaging. A study of the various components in Ancient and Indigenous Religions will lead on, in Term Two, to research on one of the Major World Religions for each student. An investigation into the beliefs/practices of eastern and orthodox churches will be the basis for a self-guided homework Task. A short unit looking at the meanings and ritual of the Eucharistic celebration will conclude Semester One. The focus of Unit Four is The Reformation and Catholic Church Reform. This will include a viewing and written response to the film “Luther” and a paired project which covers one of the main figures or movements of the period, for example Indulgences, Saint Thomas Moore or the Council Of Trent. The final unit for study involves each of the three Dimensions in most authentic ways by delving into moral decision-making and exposing students to ethical dilemmas both real and hypothetical. In addition to unit assessment, there will be an Examination in Religious Education in each semester.

Students will study;
- The Gospel of Mark
- Ancient, Indigenous and other Religions
- Eastern and Orthodox Faiths (Homework Exercise only)
- The Eucharist
- The Reformation and Catholic Reform
- Conscience, Decision-making and Moral Issues for Young People.

Senior Pathway
Religious Education as a core subject throughout the Catholic school provides students with the key background knowledge and skills to undertake VCE Religious Education studies in either ‘Religion and Society’ or ‘Texts and Traditions’ at Year 11 and 12 as part of the compulsory RE program. These VCE units complement skills in a wide range of other VCE subjects, particularly English and Humanities group studies.
Course Description

AusVELS Level 10 in conjunction with the VCE guidelines has been used to develop the coursework for the General Science curriculum. The curriculum is predominantly arranged as a series of independent units covering the areas of Biology, Chemistry, and Physics and Psychology.

Course Content

Units of work may include:
- Biology: Natural Selection and Evolution; Genetics
- Psychology: Introduction to Psychology; Introduction to Empirical Research methodology; The brain; Intelligence
- Chemistry: Ionic and covalent bonding; Organic chemistry - plastics and polymers; Metals; Writing equations
- Physics: Electricity; Forces and Motion; Energy

Senior Pathway

The General Science Course is preparatory for the undertaking of Sciences in the Victorian Certificate of Education (VCE). It provides students with the resources and skills to access Units 1 and 2 in Biology, Chemistry, Physics or Psychology.

Recommended Prerequisites

As Year 10 General Science is a core subject, all students must complete the Year 9 General Science Course.
VISUAL ARTS

<table>
<thead>
<tr>
<th>YEAR:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT NAME:</td>
<td>Visual Art</td>
</tr>
<tr>
<td>DOMAIN AREA:</td>
<td>The Arts</td>
</tr>
<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Non-core</td>
</tr>
<tr>
<td>LENGTH:</td>
<td>Year Long</td>
</tr>
</tbody>
</table>

Course Description

Students studying Visual Art at this level will continue to explore, develop and resolve concepts in their practical work. The development of their work is assisted by their experience of the art making process and techniques, both traditional and contemporary. Students will become more independent in their work ethic and explore, develop and refine both abstract and concrete concepts. The course will incorporate the areas of two and three dimensional forms and it allows the students to develop competence in specific studio areas in their practical work. The inclusion of Art appreciation encourages students to analyse and interpret the content, structure and aesthetic qualities of artworks.

Course Content

Areas of study will be drawn from:

- Art appreciation and aesthetics
- Drawing
- Painting
- Printmaking
- Three dimensional art

Learning tasks and assessment:

- Creating, making and presenting artworks
- Exploring and developing ideas
- Development of skills, techniques and processes
- Art appreciation and analysis

Senior Pathway

The Art program in Year 10 prepares students with the skills, knowledge and techniques for progression into VCE Visual Art and Studio Arts studies. It is recommended that students who wish to undertake VCE studies in the Visual Arts have completed art studies in Year 10.
Course Description

Visual Communication Design in Year 10 examines the way visual language can be used to convey ideas in communication, environmental or industrial design. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students develop a body of work that is displayed in their portfolio and presented as final pieces.

Course Content

Visual Communication Design at Year 9 focuses on learning about the role of the designer, the design process and developing new design skills. Students learn to create their own Visual Communications based on design briefs and following the design process. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics, functionality and an awareness of the needs of a client and how to reach their target audience. The course also includes viewing, discussing and writing about design and designers from different times and cultures. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods through the analysis of existing products. Students complete a folio of communication, environmental or industrial designs that include freehand and instrumental drawing techniques. Students will also explore and investigate techniques such as computer aided design to present and refine their solutions.

Areas of study focus on:

- The Design Elements and Principles
- The Design Process
- Freehand and Technical Drawing
- Communication, Environmental and Industrial Design
- Computer-aided Design

Learning Tasks include:

- Working from a Design Brief to develop designs
- Drawing using different Systems
- Model making
- Annotating using analytical and evaluative statements

Senior Pathway

The Year 10 Visual Communication Design program prepares students with skills, knowledge and techniques for progression into VCE Visual Communication Design. It is recommended that students who wish to undertake VCE Visual Communication Design should have completed studies in Year 10.
Course Description

Students learn about the history and evolution of technology and how media technologies have greatly affected the film, music, and publishing industries. Students analyse story and production elements in a diverse range of films, and at the end of the course, the Year 10s design and create a short film or a mini television pilot.

Sequence Analysis

Students develop the ability to observe, research and critically discuss sequences from selected films. They also analyse technical aesthetic features of films.

Pre-Production

Students gain an understanding of the specifications required in the film making process. They develop ideas and personal style in creating their own short film.

Production and Post-Production

Students learn to work collaboratively in the film-making process. Students develop technical competence in video production and non-linear editing.

Learning Tasks include:

- History of Media
- The Media Industry
- Narrative and Audience
- Cinema Studies
- Genres in Film and TV

Senior Pathway

This course leads to VCE Media in Year 11
Vocational Education and Training (VET) at Marymede Catholic College

**Introduction**

Vocational Education & Training (VET) programs qualify as Units towards successful completion of the VCE and VCAL as well as providing a qualification in nationally accredited training certificates. VET subjects can provide pathways both to tertiary education as a part of the VCE load as well as pathways into TAFE programs as credit is given for any of the training modules which have been completed.

The VET courses aim to train students to meet the standards and skills required in industry. They replicate the work environment as far as possible, giving students access to the most modern equipment. All teachers are highly qualified with relevant industry assessment qualifications.

Students wishing to undertake the VCE VET stream need to be aware of the following:

- Students undertaking the VET stream will need to pay the costs of any uniform, texts and materials (less College subsidy). The amount of the College Subsidy will be determined when the number of students involved in VET studies and the level of fees for each of the courses is known.

**ATAR Contribution**

VCE VET programs are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status to other VCE studies assuming that all relevant assessment by coursework and examination is completed.

**VCE VET Subjects available**

- Certificate 3 in Sport and Recreation
- Interactive Digital Media
- Northern Melbourne VET Cluster
**VET: Certificate III in Sport and Recreation**

**Course description:**
The aim of the program is to provide specific skills and knowledge to work in the areas of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions. This program is offered over two years, and all units must be studied so as to obtain the certificate. This course can contribute toward an ATAR score as a 5th or 6th subject as part of a VCE student program.

<table>
<thead>
<tr>
<th>Recommended studies:</th>
<th>Possible pathways in future:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None required</td>
<td>• Sport coaching</td>
</tr>
<tr>
<td></td>
<td>• Gym instructor</td>
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<tr>
<td></td>
<td>• Personal trainer</td>
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<tr>
<td></td>
<td>• Life Guards</td>
</tr>
<tr>
<td></td>
<td>• Physical education and outdoor recreation teacher</td>
</tr>
</tbody>
</table>

**Unit One and Two**

Students need to complete a series of compulsory units, these include:

- Organise personal work priorities and development
- Develop and extend critical and creative thinking skills
- Provide first aid
- Use social media tools for collaboration and management
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies
- Elective

**Unit Three and Four**

Students need to complete a series of compulsory units, these include:

- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflict
- Conduct basic warm-up and cool-down programs
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Elective

**Assessment:**
Students must complete a range of competency based assessment for each of the four units and an examination at the end of Unit 4.
**VCE VET Interactive Digital Media**  
(Incorporating CUF30107 Certificate III in Media)

**Course description:**
In 2015, this course is designed for students who are commencing their VCE VET Interactive Digital Media studies. If successfully completed, over two years, students will be eligible to receive a Certificate III in Media at the conclusion of their studies. Units 1 and 2 include participating in work health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 offer scored assessment and incorporate units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

**Prerequisites:**
Students cannot enter Unit 2 without first having completed Unit 1 as OHS and the development of practical skills are core elements of the course in that unit. The Units 3 and 4 sequence is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

**Possible pathways in future:**
camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, production assistant, web designer, games designer, animator or special effects producer.

<table>
<thead>
<tr>
<th>Unit One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Focus:</strong></td>
</tr>
<tr>
<td>In this unit students will be introduced to a range of industry skills and practices related to working in the multimedia industry in a creative and productive manner. Students will learn about OHS, how to set up and work in a safe multimedia production environment, and they will also undertake creative thinking to generate designs and methods of communication.</td>
</tr>
</tbody>
</table>

| Unit of Competency 1: BSBCRT301A Develop and extend critical and creative thinking skills |
| Creative thinking involves looking at things differently, musing, testing, experimenting and challenging existing thought patterns. |

| Unit of Competency 2: CUFIND301A Work effectively in the screen and media industries |
| Production teams vary in size from a few people to hundreds, depending on the scale of productions. All team members need a basic understanding of stages in the production process, as well as the roles and responsibilities of personnel involved in the production chain. |

| Unit of Competency 3: CUSOHS301A Follow OHS procedures |
| Compliance with OHS policies and procedures is essential in all work contexts, along with an understanding of the consequences of non-compliance. |

<table>
<thead>
<tr>
<th>Unit Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Focus:</strong></td>
</tr>
<tr>
<td>In this unit students will develop an understanding of some of the most important and developing skills required by the multimedia industry. Students will also create digital media products whilst acting in specialist roles.</td>
</tr>
</tbody>
</table>

| Unit of Competency 4: CUFDIG303A Produce and prepare photo images |
| Photography ranges from digital still composition to panoramas for the production of virtual worlds. Photo images can include landscapes, objects and portraits. |

**Assessment:**
Students must undertake a number of practical tasks during each semester. The goal is to show their growing competence in knowledge and skills for each unit. There are different outcomes for each unit. Many tasks are used for assessing competence. These include planning and design briefs, on-line learning, practical production, self-paced practical tutorials, Internet research and written reports. All work undertaken during lessons is directed towards outcome completion.
## OFFERED IN 2016

### Unit Three

**Unit Focus:**
In Unit 3, students will design and create a promotional video and develop a website.

<table>
<thead>
<tr>
<th>Unit of Competency 1:</th>
<th>Task 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFDIG301A Prepare video assets</td>
<td>Students develop a folio presentation and digital video promoting an aspect of the Arts and Culture in Melbourne.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Competency 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFDIG304A Create visual design components</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Competency 3:</th>
<th>Task 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFWRT301A Write content for a range of media</td>
<td>Students develop a folio presentation and working website promoting an original television series.</td>
</tr>
</tbody>
</table>

### Unit Four

**Unit Focus:**
In Unit 4, students will design and create a 2D animated television commercial.

<table>
<thead>
<tr>
<th>Unit of Competency 4:</th>
<th>Task 2 (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFDIG302A Author interactive sequences</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Competency 5:</th>
<th>Task 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBDES302A Explore and apply the creative design process to 2D forms</td>
<td>Students develop an animated television commercial for a marketable commodity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Competency 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFANM301A Create 2D digital animations</td>
</tr>
</tbody>
</table>

**Assessment:**
This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. Scored assessment is based on the Units 3 and 4 sequence of CUF30107 Certificate III in Media.

**VCAA Examination** 34%
Vocational Education and Training courses offered through the Northern Melbourne VET Cluster.

- Certificate 111 in Aged Care
- Certificate 111 in Allied Health Assistance
- Certificate 11 in Applied Fashion and Design Technology
- Certificate 11 in Automotive Studies (Pre-Vocational)
- Certificate 11 in Building & Construction (Bricklaying)
- Certificate 11 in Building & Construction (Carpentry)
- Certificate 11 in Building & Construction (Wall & Floor Tiling)
- Certificate 11 in Business
- Certificate 111 in Children’s Services
- Certificate 11 in Community Services Work
- Certificate 11 in Creative Industries (Media)
- Certificate 11 in Dance
- Certificate 111 in Dental Assisting
- Certificate 11 in Electrotechnology (Career Start)
- Certificate 11 in Engineering Studies
- Certificate 11 in Equine Industry
- Certificate 111 in Fitness
- Certificate 11 in Furniture Making
- Certificate 11 and 111 in Hairdressing
- Certificate 111 in Horticulture
- Certificate 11 and 111 in Hospitality
- Certificate 11 in Information Technology
- Certificate 11 in Integrated Technology
- Certificate 11 in Joinery, Shop Fitting, Stair Building
- Certificate 11 in Live Production, Theatre and Events
- Certificate 1V in Screen and Media
- Certificate 111 in Media
- Certificate 11 and 111 in Music
- Certificate 111 in Technical Production
- Certificate 111 in Musical Instrument Making and Repair
- Certificate 1V in Photo Imaging
- Certificate 11 in Plumbing (Pre-Apprenticeship)
- Certificate 111 in Retail
- Certificate 11 in Retail Make Up and Skin Care
- Certificate 11 and 111 in Sport and Recreation
- Certificate 11 in Telecommunications Cabling
- Certificate 11 in Visual Arts

These certificates are offered through a cluster arrangement so students undertaking any of the courses will study off campus at a number of nearby schools. All VET programs offered through the NMVC attract fees and program costs will vary according to the materials required by students to complete the program including uniforms, trade materials, transport, books and equipment. Most programs are conducted over a two year period but some specific programs are offered as a one year course. It is important to note that the programs can contribute to VCAL and VCE studies and further information about the contribution levels are listed in the NMVC handbook. Programs may vary from year to year and all programs are dependent on student interest. The programs involve Structured Workplace Learning and all students are expected to complete a minimum of 10 day work placement in a related industry. Structured Workplace Learning can be conducted over holiday periods to meet the requirement. For further information about the courses consult the VET Coordinator.
VCE Unit 1 Subjects Offered at Year 10 in 2015

Students wanting to undertake a VCE subject in 2014 will be expected to have an 85% average across all subjects. Students will be invited to apply to undertake a VCE subject at Year 10 and upon consideration will engage in an interview with the Deputy Principal, Principal and their parents. The VCE subjects offered to Year 10 students are:

- Unit 1 and 2 Accounting
- &
- Unit 1 and 2 Psychology
- &
- Unit 1 and 2 Legal Studies

PATHWAYS BEYOND YEAR 10

<table>
<thead>
<tr>
<th>Domain Area</th>
<th>2015</th>
<th>2016 Units 1 &amp; 2 VCE</th>
<th>2017 VCE Units 3 &amp; 4, unless otherwise specified</th>
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<tbody>
<tr>
<td>Product Design and Technology</td>
<td>Food Technology</td>
<td>Food Technology</td>
<td>Food Technology</td>
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<tr>
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<td>Textiles</td>
<td>Health &amp; Human Development</td>
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<td>Wood</td>
<td>Product Design &amp; Technology – Textiles</td>
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<td>Outdoor and Environmental Education</td>
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<td>History - Revolutions</td>
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<td>Languages Other Than English</td>
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<td>VET and VCAL</td>
<td>VET subjects</td>
<td>VCAL, or VCE VET subjects</td>
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