



2016

Year 10 Subject Selection Handbook

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Subject Selection Timeline

Date	Event
15 June, 2015	Meet with Mr Adamson for an introduction to Subject Selection
25 June, 2015	Year 9 Meeting – overview of the Year 10 Curriculum
25 June, 2015	Parent Information Evening – Year 10 2016
14 July, 2015	Web Preferences Open/Student Information meeting on making web preferences
16 July, 2015	Year 11 2016 VCE Parent Information Evening also for Year 10 2016 students wishing to accelerate
31 July, 2015	Web Preferences close
September, 2015	Students advised about their subjects for 2016
Late September, 2015	Students with any clashes are re-counselled

NOTE: Subject selection timeline is subject to changes.

The Structure of the Year 10 Curriculum 2015

In 2016, students in Year 10 will complete the following:

Period Allocation: 8 x 60 minutes

Subjects	
Religious Education	Full Year – compulsory
English	Full Year - compulsory Core in Semester One and 1 elective in Semester Two
Maths	Full year - compulsory 3 courses offered: Advanced, Standard, Maths for Work
Electives	Choose 6 semester subjects 1 from Humanities 1 from Science 1 from HPE 3 of your choice
Humanities	There are 4 choices and you must select 1 – History, History of the American Revolution, Geography, World of Business and Finance, Issues in Running the Country
Science	Core Science for Living/Core Science for VCE (choose 1) Optional second unit of study from: Get VCE Ready - Biology/Chemistry Get VCE Ready - Biology/Psychology Get VCE Ready - Physics/Chemistry
HPE	There are 3 choices and you must select 1: Health in Australia, PE – Fitness Industry, PE- High Performance Optional second unit of study: Outdoor Ed – Surf and Hike Outdoor Ed – Ski and Hike
Other Elective Options	
LOTE	Italian Japanese
The Arts	Studio Art, Visual Communication and Design, Media
Technology	Food, Textiles, Wood, Computing
Performing Arts	Drama Music
VET	Sport & Recreation Media Carpentry Furniture making Engineering Cluster
Accelerated Unit 1 and 2	As allowed by the lines and with strict application requirements and recommendation from the teacher/HOD

➤ Please note that all subjects offered may not run based on numbers and classes available

Year 10 Career Advice

Career Advice Year 10

It is important to choose subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy;
- in which you have achieved good results;
- which reflect your interests and abilities;
- which help you reach your career and employment goals.

In selecting electives, students should take into account:

- Their interests and abilities.
- The need to maintain a broadly-based studies program.
- The need to keep options open for VCE and tertiary education.
- Do I do a VET course?
- Year 10 should be seen as a perfect opportunity to 'try' new and different subjects prior to specialising in VCE/VCAL.

Guidelines

- Check out each subject.
- Read subject descriptions and course outlines.
- Talk to Heads of Domains and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

Acceleration

Acceleration means completing a Unit 1 and 2 VCE subject in Year 10 and then completing the Year 12 component in Year 11. Acceleration gives students exposure to the demands of VCE and the ability to "get one subject out of the way". For some students this is a useful option, especially if they want to undertake several folio subjects, such as Studio Art, Visual Communication and Design, Music and Drama.

You don't need to accelerate to do well in VCE in Year 12. In fact, a Year 11 student might do better if they broaden and extend their knowledge in Year 10 before commencing VCE. If you are thinking of accelerating, consider selecting a subject that is not a favourite or essential subject. It probably should be a subject that is a number 5 or 6 on the list of possibilities. Remember that English or Literature are compulsory parts of the first four subjects that make up the bulk of your ATAR score and must be completed in Year 12.

In 2016, some students will have the opportunity to study one Unit 1 and 2 subject while in Year 10. While all subjects are available for selection, in Term 3 students will be invited to apply to accelerate. They will be required to submit an application to undertake a Units 1 and 2 subject and provide information about their current academic results. A final decision will be subject to end-of-year Exam results and teacher recommendation. Strict criteria for selection will apply.

Year 10 Religious Education

Length: 1 Year (Compulsory)

Learning Area: Religious Education

Description

The Year 10 Course continues using the Dimensions of Knowledge and Understanding; Personal and Communal Engagement, Reasoning and Responding; as well as the five Strands common to the CEO Framework. The Course provides 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 bullying as well as how young people can follow their own beliefs and values in order to deal with the difficult situations in which they can find themselves.

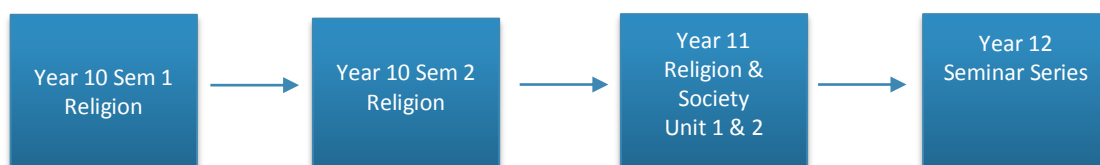
Areas of Study

Students will experience the 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 short unit looks at the meanings and ritual of the Eucharistic celebration. The unit on Personal Moral Responsibility involves each of the three Dimensions in authentic ways by delving into moral decision-making and exposing students to ethical dilemmas both real and hypothetical. A study of the various components in Ancient and Indigenous Religions will link with the unit on Working for Justice in Australia. There will also be an investigation into the beliefs/practices of eastern and orthodox churches with the unit on Major Christian Denominations. A key focus area will also be The Reformation and Catholic Church Reform.

Assessment

- Mark's Gospel Assessment
- Essay, Comprehension Questions, Multimedia Presentation, Oral Presentation
- Film response, Topic Test

Pathways



Year 10 English

Length: Semester 1 (Compulsory)

Learning Area: English

Description

In Year 10, students will complete a common English Core subject in Semester 1. This subject will establish the necessary literacy skills to follow any chosen pathway, be it English and/or Literature in VCE, or VCAL. In Semester 1 you will develop the ability to analyse, create and present information in both written and verbal formats. These skills will be extended in Semester 2, when there is an opportunity to take an English elective option.

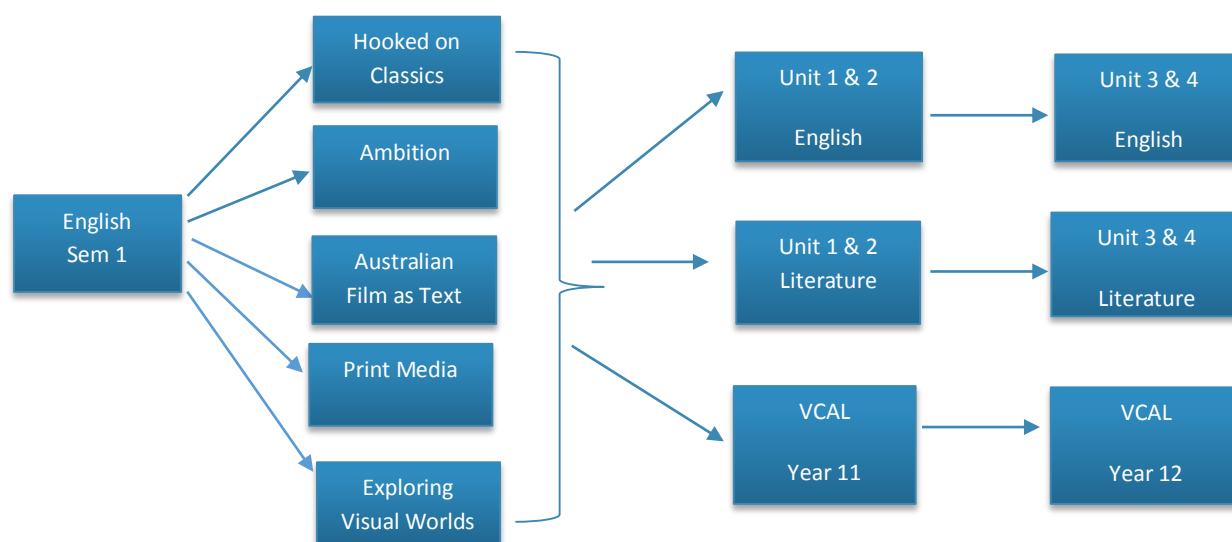
Area of Study

- Reading and Creating Texts
- Analysing Texts
- Presenting Argument

Assessment Tasks

- Text Response Essay
- Creative Response
- Language Analysis Essay
- Persuasive Oral Presentation

Pathways



Year 10 English: Ambition- Good or Bad?

Length: 1 Semester (Elective)

Learning Area: English

Description

"Gotta find me a future, move out of my way / I want it all, I want it all, I want it all... and I want it now!"

Ever wondered what drives people towards success? Why obsession with power, glory and money compels someone to madness? What corrupts and propels individuals to betray their values and lose their moral compass? We call this *ambition*.

But what about when ambition is a force for good? Inspires change? Where names and actions of people are immortalised?

This course of study aims to unpack the idea of ambition and how it can result in self-annihilation or revolutionary change. The positive and negative aspects of ambition will be examined, and you will determine if ambition is a flaw in human nature or an asset to be admired. We will explore these ideas through film, texts and music.

Areas of Study

- Ambition prompted by greed for power, money and control
- The corruption and self-destruction which results from this greed
- Ambition prompted by a desire for change and a voice for the defenseless

Assessment

- Text response
- Comparative analysis of two texts
- Creative writing

Year 10 Films that put Australia on the Map

Length: 1 Semester (Elective)

Learning Area: English

Description

Iconic Australian films, including AFI winners from a range of genres including classic Australian comedies will be studied. Through the cinematic lens themes of mateship and courage, Australian values and identity will be the focus of this unit. Lessons will include viewings of films and close study of film techniques employed by directors to create meaning. Film reviews will also be studied and analysed for language use and theoretical perspective. Skills acquired during study of this elective will prepare students for VCE English and Literature.

Areas of Study

- Film and Film techniques
- Role of cinema in Australian history and culture
- Film reviews and language for film analysis

Assessment

- Review a film
- Creative response to a film(s)
- A comparative response to two films

Year 10 English: Journalism and Writing for the Media

Length: 1 Semester (Elective)

Learning Area: English

Description

Can writing change the course of history? The media has become a powerful force in our society with the potential to make or break political careers, promote products, expose flaws, create celebrities and establish notoriety. Writers and journalists have interpreted these events, the times, the people, the actions and influences that mould our society. Journalists help shape our world and the way we see it. This unit aims to examine journalism and photojournalism as a force that can produce change. It will explore a range of media texts including feature articles, opinion pieces, news photographs, blogs and broadcasts as well as investigate their key features and perspectives. Students will create their own texts which present stories and ideas from multiple viewpoints.

Areas of Study

- Background to journalism and its significance in modern society
- Structures and features of texts common in journalism
- Journalism - constructing newsworthy stories

Assessment

- Persuasive task
- Analysis of two journalists' texts from different perspectives on one event
- Creation of own piece of journalism

Year 10 English: Hooked on the Classics **Length: 1 Semester (Elective)**

Learning Area: English

Description

Are you curious to know what makes the classics fascinating? This course of study aims to walk you through some of the hallowed halls of famous Literature exposing you to the ancients, the medieval, the Elizabethans as well as the Victorians, with names such as Homer, Beowulf, Shakespeare and the Brontës. Exploration of these writers will be through poetry, short stories, plays, novels and some film adaptations of these great works. This is the perfect choice for any aspiring VCE Literature student.

Areas of Study

- Excerpts of texts learning the essential skill of passage analysis
- Opportunities to explore different eras through a personal reading journal.
- Comparison of two eras of text through film adaptations

Assessment

- Passage analysis
- Creative response
- Comparison of film and text

Year 10: Exploring Visual Worlds

Length: 1 Semester (Elective)

Learning Area: English

Description

Ever heard of the old adage a picture speaks 1000 words? Words are not the only way to tell a story or to establish meaning. In an increasingly visual world signs, symbols, pictures and images are becoming a significant tool for telling stories or presenting ideas. This unit aims to explore visual language in texts such as images, cartoons, manga, comics, graphic novels and anime. It will investigate the features, structures and views of these texts as well as the ways in which they impact on or influence an audience.

Areas of Study

- Interpreting and evaluating the structure and organisation of visual texts through analysis
- Creation and presentation of themes and ideas through application of visual language
- Exploring point-of-view

Assessment

- Analysis and comparison of two visual texts
- Creative response
- Persuasive task



Year 10 MATHEMATICS

Length: 1 Year (Compulsory)

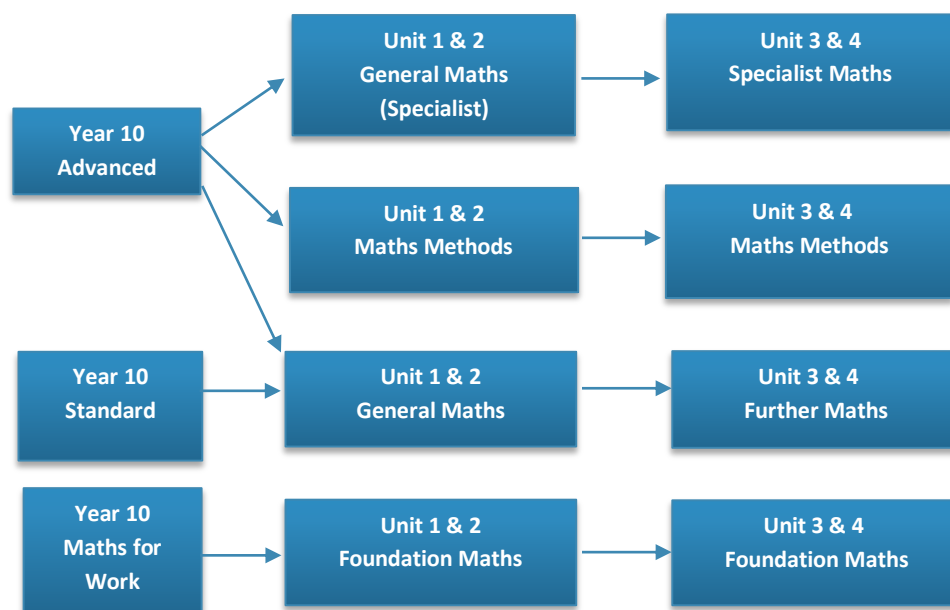
The study of Mathematics is very important for many future pathways into tertiary education and employment. Along with English, Mathematics is often a basic prerequisite for access into specific areas of tertiary studies. Students must be aware of any prerequisites that apply to their future choices.

Areas of Study

Year 10 Mathematics consists of three streams:

- Year 10 Mathematics Advanced is for students who have consistently displayed 'at standard' Mathematics skills and knowledge as well as 'advanced' skills in some or all areas. These students would typically have aspirations to complete VCE Methods & Specialist Mathematics units leading to tertiary studies and teachers can verify consistent 'above standard' achievements.
- Year 10 Mathematics Standard is for students who have (or are working towards) 'at standard' Mathematics skills and knowledge and have aspirations to complete VCE Mathematics unit.
- Year 10 Mathematics for Work is for students who have found Mathematics challenging and are working towards 'at standard' Mathematics skills and knowledge.

Pathways



Year 10 Mathematics: Advanced

Length: 1 Year

Learning Area: Mathematics

Description

Year 10 Mathematics Advanced course is designed to enhance and accelerate the learning of the 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.

Areas of Study

Topics covered will include:

Surds and Exponentials; Expanding and Factorising; Measurement; Linear and Quadratic Functions; Geometry; Trigonometry; Relationships and Variation; Statistics and Probability.

Assessment

Students will be assessed in a variety of ways including topic tests, assessment tasks and end of semester examinations. Students will be assessed in a variety of ways including technology-free testing; technology-assisted testing and analysis tasks.

Pathways

Students will have access to all levels of Mathematics in VCE including General Mathematics, Maths Methods and Specialist Maths

Year 10 Mathematics: Standard

Length: 1 Year

Learning Area: Mathematics

Description

Standard 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. Students with excellent results may be able to attempt Maths Methods in VCE, if identified during Semester 1, such that extension work in pre-requisite topics can occur during Semester 2.

Areas of Study

Topics covered will include:

Business Mathematics; Algebra; Measurement; Linear Functions; Geometry; Trigonometry and Statistics.

Assessment

Students will be assessed in a variety of ways including topic tests, assessment tasks and end of semester examinations.

Pathways

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.

Year 10 Mathematics for Work

Length: 1 Year

Learning Area: Mathematics

Description

Mathematics for Work is based on some level 10 AusVELS dimensions including Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. The courses also address topics that form part of the national certificated courses that lead to apprenticeships and TAFE courses.

Areas of Study

Topics covered will include: Number; Measurement; Geometry; Business & Banking; Household Upkeep and Statistics.

Assessment

Students will be assessed in a variety of ways including topic tests, assessment tasks and end of semester examinations.

Pathways

Students will be prepared to undertake VET Certificates and Apprenticeship Courses or VCAL Numeracy.



Year 10 - History

Length: 1 Semester (Elective)

Learning Area: Humanities

Description

This course covers the 'core' History component of the Australian National Curriculum. The course builds from where the Year 9 curriculum ended and looks at the period from the end of World War 1, concludes with the late Twentieth Century. This was an exciting time in Australia's history and shaped the modern world that we live in today.

Areas of Study

The course concentrates on two depth studies from following periods:

- **The Second World War:** The lead-up to WWII, with particular emphasis on the rise of Nazi Germany and Hitler; political and military milestones of the war; and the bombing of Hiroshima and Nagasaki.
- **Popular Culture:** The way people live their lives has been transformed by modern media, changing attitudes and a higher standard of living. How and why this change came about is examined in the context of television, music, sport, advertising and fashion.

Assessment

- Document and Image Analysis
- Persuasive Speech
- Essay

History: The American Revolution

Length: 1 Semester (Elective)

Learning Area: Humanities

Description

This course is designed to prepare students for the study of History at VCE level and beyond. It specifically aims to assist students to gain the skills required for VCE History – Revolutions in Year 12. Students study the causes and outcome of the American Revolution of 1776. The period studied spans from 1754 to 1789.

Area of Study

- The events that contributed to the outbreak of revolution, such as British policy in America and other colonies.
- The First and Second Inter-continental Congress
- The Enlightenment and how it allowed the growth of new ideas.
- 'No taxation without representation'
- The role of individuals, such as King George III, Benjamin Franklin and Thomas Paine.
- The role of groups such as 'The Patriots', 'The Sons of Liberty' and the Provisional Congresses.
- The challenges posed to various groups such as Native Americans, Patriots, the Continental Army, Women and African Americans.

Assessment

- The causes of the revolution
- The events of the war period
- The consequences of the revolution

Year 10 Geography

Length: 1 Semester (Elective)

Learning Area: Humanities

Description

Want to learn how to save the world using happiness and the environment; have opportunities to compete against students from all over Victoria and Australia in competitions and go on a fieldtrip? Then Geography is the class for you!

Areas of Study

- How to save the world, one environment at a time. Environmental change and management focuses on investigating environmental geography through an in-depth study of the Melbourne Central Business District and the major challenges to their sustainability. Students apply human-environment systems thinking to understand the causes and consequences of environmental change, and geographical concepts and methods to evaluate and select strategies to manage the change.
- How to save the world with happiness. Geographies of human wellbeing focus on investigating global, national and local differences in human wellbeing between places including whether 'happiness' is an effective indicator of wellbeing. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Assessment

- Environmental Change and Management Sustainability Fieldwork Assessment.
- Human Wellbeing Comparisons Assessment.
- Human Wellbeing Conflicts Assessment.

World of Business and Finance

Length: 1 Semester (Elective)

Learning Area: Humanities

Description

The course will focus on practical issues of how businesses work successfully, introduce management accounting and focus on how the financial markets work. The focus will be on evaluation of reports and the use of ratios in financial decision making.

Areas of Study

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.

Business Management

Depth studies will include:

- An investigation into an Australian entrepreneur of the student's choice.
- Production of a business plan for their own small business.

Accounting

Depth Studies will include:

- 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 participating in the Australian Share Market game.

Assessment

Students will be assessed on:

- Research tasks
- Exams
- Preparation of a business plan
- Report on the Australian Share Market

Year 10 Issues in Running the Country

Length: 1 Semester (Elective)

Learning Area: Humanities

Description

The course looks at two related areas of current affairs in Australia:

How the Australian economy works and current economic issues.

The Australian Legal system and aspects of the way the law is changing.

Areas of Study

Economics

This section of the course builds from Year 9 Humanities **How markets work** and applies economic ideas to everyday life. This knowledge is then applied to a range of current issues that are chosen by the students for more thorough investigation. Possible topics include:

- The Economics of Sport
- The Economics of War
- The Economics of Fashion
- The Mining Boom in Australia
- The Future of Manufacturing in Australia

Law

This section of the course builds from Year 8 Humanities **Law and Civics**. The Australian legal system is examined along with a current challenge to Australian law making. The topics include:

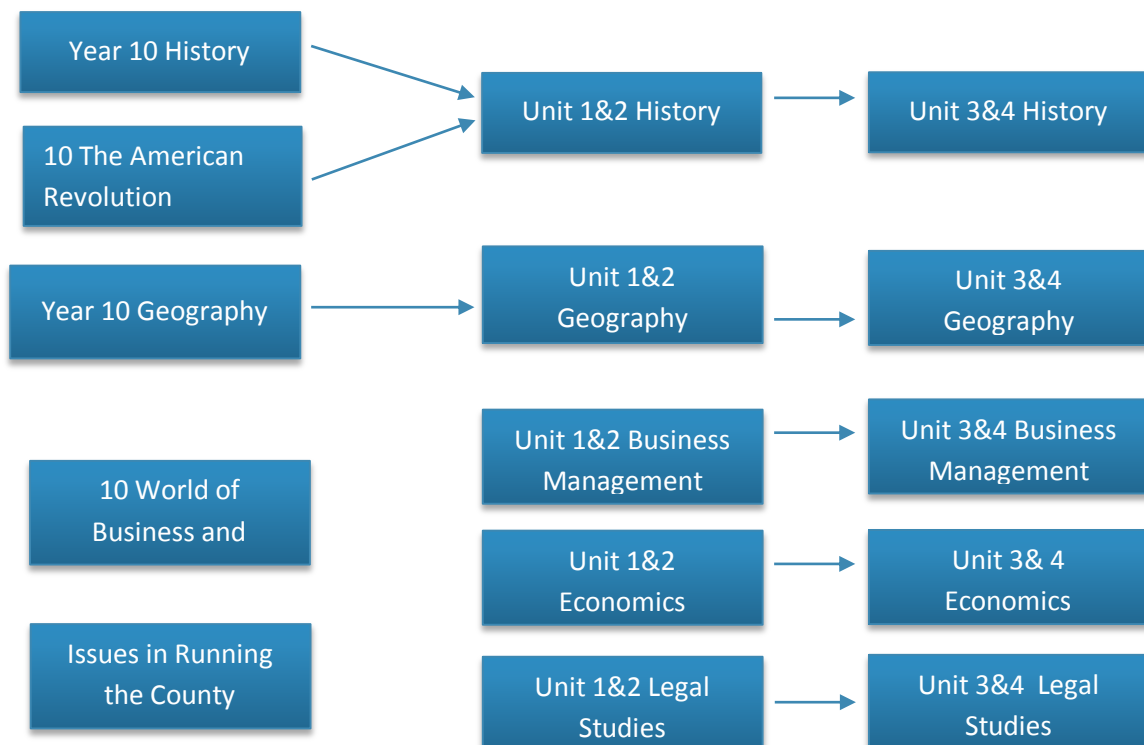
- The process of Australian law making
- A specific area of law is studied from civil law, criminal law or consumer law.
- Challenges to law from modern life, such as the problem of downloading and copyright law.

Assessment

Students complete two assessments in economics.

- Students apply economic principles to commodity markets and in the second they produce an investigation based on the current issue that has been studied.
- Students also complete two assessments in law. The first is based on the operation on one area of law and the second is an inquiry into the implications of changes in modern life on existing law.

Pathways



Year 10 Core Science for Life

Length: 1 Semester

*Students must choose **one** of these courses*

Learning Area: Science

Description

AusVELS Level 10 Science has been used to develop the course work for the Core Science for Life curriculum. The curriculum is arranged around a series of independent units covering four disciplines of Science – Biology, Chemistry, Physics and Psychology. The Core Science for Life Unit is the recommended option for those students who do not wish to further their Science pathway beyond Year 10.

Areas of Study

Biology (Evolution):

- Students will look at the theories of evolution with a focus on where we came from and how we evolved.

Chemistry (Chemistry Basics):

- The nature of chemicals and the interactions between different substances will be the focus of this unit. Students will learn how to read and use the Periodic Table to explain some basic reactions.

Physics (Motion):

- The principles of speed and acceleration will be explored using models, and the notion of car safety features will be investigated through practical activities.

Psychology (Introduction to Psychology):

- An introduction to Psychology as a Science. Students will explore some interesting theories on thoughts, feelings and behaviour of organisms.

Year 10 Core Science for VCE

Length: 1 Semester

Learning Area: Science

Description

AusVELS Level 10 and VCE guidelines have been used to develop the curriculum that is arranged around a series of independent units covering the four disciplines of Science offered at VCE level - Biology, Chemistry, Physics and Psychology. This course is the recommended option for those students who are considering completing any of the four VCE Sciences in the future. After choosing Core Science for VCE students intending to study Unit 1 and 2 Chemistry, Physics, Biology or Psychology are strongly encouraged to select one of the options in the Get Ready for VCE series of semester based Sciences.

Areas of Study

Biology (Evolution):

- Students will look at the theories of evolution with a focus on how natural selection explains the diversity of living things.

Chemistry (Chemical Patterns):

- Students will learn how atomic structure and properties of elements are used to organise them in the Periodic Table. Through practical investigations, students will gain an understanding of the differences between metal families and explore the different ways metals and non-metals combine.

Physics (Energy and Motion):

- Through practical investigations and manipulating simple formulae, students will investigate the measurement of speed, velocity and acceleration.

Psychology (Introduction to Psychology):

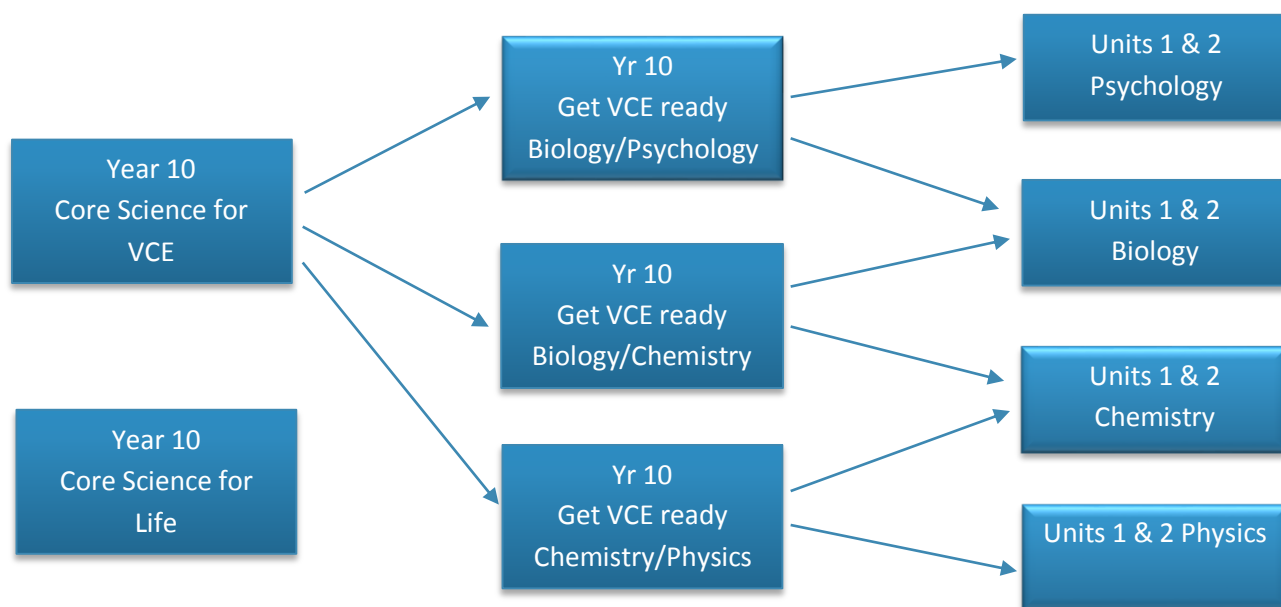
- An introduction to Psychology as a Science. Students will explore some interesting theories on thoughts, feelings and behaviour of organisms.

Assessment

Tasks that will form part of the assessment for this unit may be selected from:

- Reports of practical activities
- Research investigations
- A logbook of practical activities
- Analyses of data/results
- Tests comprising multiple choice and/or short answer
- Reports of an investigation that may be presented in a choice of formats, for example digital presentation, oral presentation, scientific poster or written report
- Tests comprising multiple choice and/or short answer
- Construction of models

Science Pathways



Year 10 Get VCE Ready
Biology/Chemistry (optional)
Length: 1 Semester

Learning Area: Science

Description

Get VCE Ready Biology/Chemistry builds on the concepts taught in Core Science VCE. It provides excellent preparation for studies in VCE Biology and Chemistry and is highly recommended for those students considering these subjects as part of their VCE studies.

Areas of Study

Biology (Genetics): Students will explore the transmission of heritable characteristics from one generation to the next and the role of DNA and genes.

They will:

- Describe the role of DNA as the blueprint for controlling the characteristics of organisms.
- Use models and diagrams to represent the relationship between DNA, genes and chromosomes
- Recognise that genetic information is passed on to offspring from both parents
- Represent patterns of inheritance through generations of a family
- Predict simple ratios of offspring in crosses that involve one characteristic.

Chemistry (Chemical Reactions): Students will further investigate atomic structure and that different types of chemical reactions are used to produce a range of products and can occur at different rates.

They will:

- Investigate how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals.
- Predict the products of different types of simple chemical reactions.
- Use words or symbols equations to represent chemical reactions.

- Investigate the effect of range of factors, such as temperature and catalysts, on the rate of chemical reactions.

Assessment

Tasks that will form part of the assessment for this unit may be selected from:

- Reports of practical activities
- Research investigations
- A logbook of practical activities
- Analyses of data/results
- Tests comprising multiple choice and/or short answer
- Reports of an investigation that may be presented in a range of formats, for example digital presentation, oral presentation, scientific poster or written report

Year 10 Get VCE Ready
Biology/Psychology (optional)
Length: 1 Semester

Learning Area: Science

Description

Get VCE Ready Biology/Psychology builds on the concepts taught in Core Science VCE. It provides excellent preparation for studies in VCE Biology and Psychology and is highly recommended for those students considering these subjects as part of their VCE studies.

Areas of Study

Biology (Genetics): Students will explore the transmission of heritable characteristics from one generation to the next and the role of DNA and genes.

They will:

- describe the role of DNA as the blueprint for controlling the characteristics of organisms.
- Use models and diagrams to represent the relationship between DNA, genes and chromosomes
- Recognise that genetic information is passed on to offspring from both parents
- Represent patterns of inheritance through generations of a family
- Predict simple ratios of offspring in crosses that involve one characteristic.

Psychology (Intelligence): Students will investigate scientific ways of describing, measuring and classifying intelligence.

They will:

- Explore the concept of intelligence and factors that influence intelligence, including the interaction of genetic and environmental factors.
- Research the classic and contemporary approaches to describing intelligence, including Howard Gardner's theory of multiple intelligences.
- Investigate the strengths and limitations of scientific methodologies used to measure

- intelligence including Intelligence Quotient (IQ).
- Look at the research methods and ethics associated with investigations into intelligence.

Assessment

Tasks that will form part of the assessment for this unit may be selected from:

- Reports of practical activities
- Research investigations
- A logbook of practical activities
- Analyses of data/results
- Tests comprising multiple choice and/or short answer
- Reports of an investigation that may be presented in a range of formats, for example digital presentation, oral presentation, scientific poster or written report

Year 10 Get VCE Ready
Chemistry/Physics (optional)
Length: 1 Semester

Learning Area: Science

Description

Get VCE Ready Chemistry/Physics builds on the concepts taught in Core Science VCE. It provides excellent preparation for studies in VCE Chemistry and Physics and is highly recommended for those students considering these subjects as part of their VCE studies.

Areas of Study

Chemistry (Chemical Reactions): Students will further investigate atomic structure and that different types of chemical reactions are used to produce a range of products and can occur at different rates.

Students will:

- Investigate how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals.
- Predict the products of different types of simple chemical reactions.
- Use words or symbols equations to represent chemical reactions.
- Investigate the effect of range of factors, such as temperature and catalysts, on the rate of chemical reactions.

Physics (Forces, Energy and Motion): Students will describe and predict the motion of objects using laws of physics. Energy conservation in a system will be explained by describing energy transfers and transformations.

Students will:

- Recognise that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation
- Compare energy changes in interactions such as car crashes and pendulums
- Use models to describe how energy is transferred and transformed within systems

- Gather data to analyse everyday motions produced by forces, such as measurements of distance, time, speed, force, mass and acceleration.
- Recognise that a stationary object, or a moving object with constant motion, has balanced forces acting on it
- Use Newton's Second Law to predict how a force affects the movement of an object
- Recognise and apply Newton's Third Law to describe the effect of interactions between two objects.

Assessment

Tasks that will form part of the assessment for this unit may be selected from:

- Reports of practical activities
- Research investigations
- A logbook of practical activities
- Analyses of data/results
- Tests comprising multiple choice and/or short answer
- Reports of an investigation that may be presented in a range of formats, for example digital presentation, oral presentation, scientific poster or written report

**Year 10 Physical Education: Fitness
Industry
Length: 1 Semester (Elective)**

**Learning Area: Health and PE
Description**

This unit provides the opportunity for students to acquire the fundamental skills and knowledge required by a Fitness Leader or Instructor. The theory and practical aspects of the course complement the theoretical components applied to the practical and vice-versa. This course is a pathway towards VET Sport and Recreation and VCE Physical Education.

Area of Study 1

- The reasons people choose / choose not to be involved in physical activity.
- Performance analysis.
- Components of fitness.
- Fitness testing and standards.
- The basic principles of training and fitness.
- The energy systems of the body.
- The different training methods.

Area of Study 2

- The benefits of fitness to society.
- The importance of fitness level, how to develop it and how to test it via 'The Australian Fitness Testing Awards' program.
- The structure of a fitness and conditioning training program.
- How to write a fitness and conditioning training program.
- The current trends and issues in fitness.

Assessment in both courses

- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

**Year 10 Physical Education: High
Performance
Length: 1 Semester (Elective)**

**Learning Area: Health and Physical
Education**

Description

The focus of this course is Individual and Team Performance where students develop an understanding on how to write a skills training program to improve a range of skills from their chosen sport. Biomechanics and Skill Acquisition in Sport is also explored. The practical activities are designed to complement the theory lessons, where students will participate in competitive sports and peer teaching. This course is a great pathway towards VCE Physical Education Units 1 & 2. Class allotment would be 50% practical and 50% theory.

Areas of Study 1

- The reasons people choose / choose not to be involved in physical activity.
- Performance analysis
- Components of fitness
- Fitness testing and standards
- The basic principles of training and fitness.
- The energy systems of the body.
- The different training methods.

Areas of Study 2

- High performance
- Stages of learning and skill acquisition
- Biomechanical principles
- The structure of a skills based training program
- How to write a skills based training program

Year 10 Physical Education: Health in Australia

Length: 1 Semester (Elective)

Learning Area: Health and PE

Description

This course explores the nine National Health Priority Areas: Arthritis & Musculoskeletal Conditions, Asthma, Cancer Control, Cardiovascular Health, Diabetes Mellitus, Injury Prevention & Control, Mental Health, Dementia and Obesity. Students will study what the conditions are, risk factors and prevention strategies. They will explore the impacts of drugs and alcohol on society. Practical classes are based on activities that promote lifelong physical activity which can help prevent many of these conditions. This course is an introduction to VCE Health and Human Development.



Areas of Study 1

- What is health and development?
- Health of a nation.
- Virtual parenting experience.
- National health priority areas.
- Physical activity for health benefits.

Areas of Study 2

- Health of community groups.
- Private sector for Health promotion.
- Physical activity for health benefits.
- Health promotion.
- Nutrition for life.

Assessment

- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

Year 10 Outdoor Education: Surf and Hike

Length: 1 Semester (Elective)

Learning Area: Health and PE

Description

The focus of this course provides students with a deeper understanding of natural environments, the motivational reasons why people participate in outdoor adventure activities, and media portrayals of nature. Students will have the opportunity to become proficient in navigation as well as exploring concepts of risk and sustainability. This program is designed to challenge students, physically, socially, emotionally and spiritually by taking them outside their comfort zones while participating in the practical learning component of the course. This course is a great pathway towards VCE Outdoor and Environmental Studies Units 1 & 2. This program will involve a significant theoretical aspect and some practical application.

Areas of Study 1

- Understanding outdoor environments.
- Preparation for outdoor experience.
- Motivations for outdoor experiences.
- Media portrayals of nature.
- Major Trip: Surf snorkel camp.

Areas of Study 2

- Navigation.
- Sustainability; minimal impact.
- Risk assessment management.
- Minor trips: overnight hike and local navigation day.

Assessment

- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

Year 10 Outdoor Education: Ski and Hike

Length: 1 Semester (Elective)

Learning Area: Health and PE

Description

The focus of this course provides students with a deeper understanding of natural environments, the motivational reasons why people participate in outdoor adventure activities, and media portrayals of nature. Students will have the opportunity to become proficient in navigation as well as exploring concepts of risk and sustainability. This program is designed to challenge students, physically, socially, emotionally and spiritually by taking them outside their comfort zones while participating in the practical learning component of the course. This course is a great pathway towards VCE Outdoor and Environmental Studies Units 1 & 2. This program will involve a significant theoretical aspect and some practical application.

Areas of Study 1

- Understanding outdoor environments.
- Preparation for outdoor experience.
- Motivations for outdoor experiences.
- Media portrayals of nature.
- Major Trip: Cross country skiing

Areas of Study 2

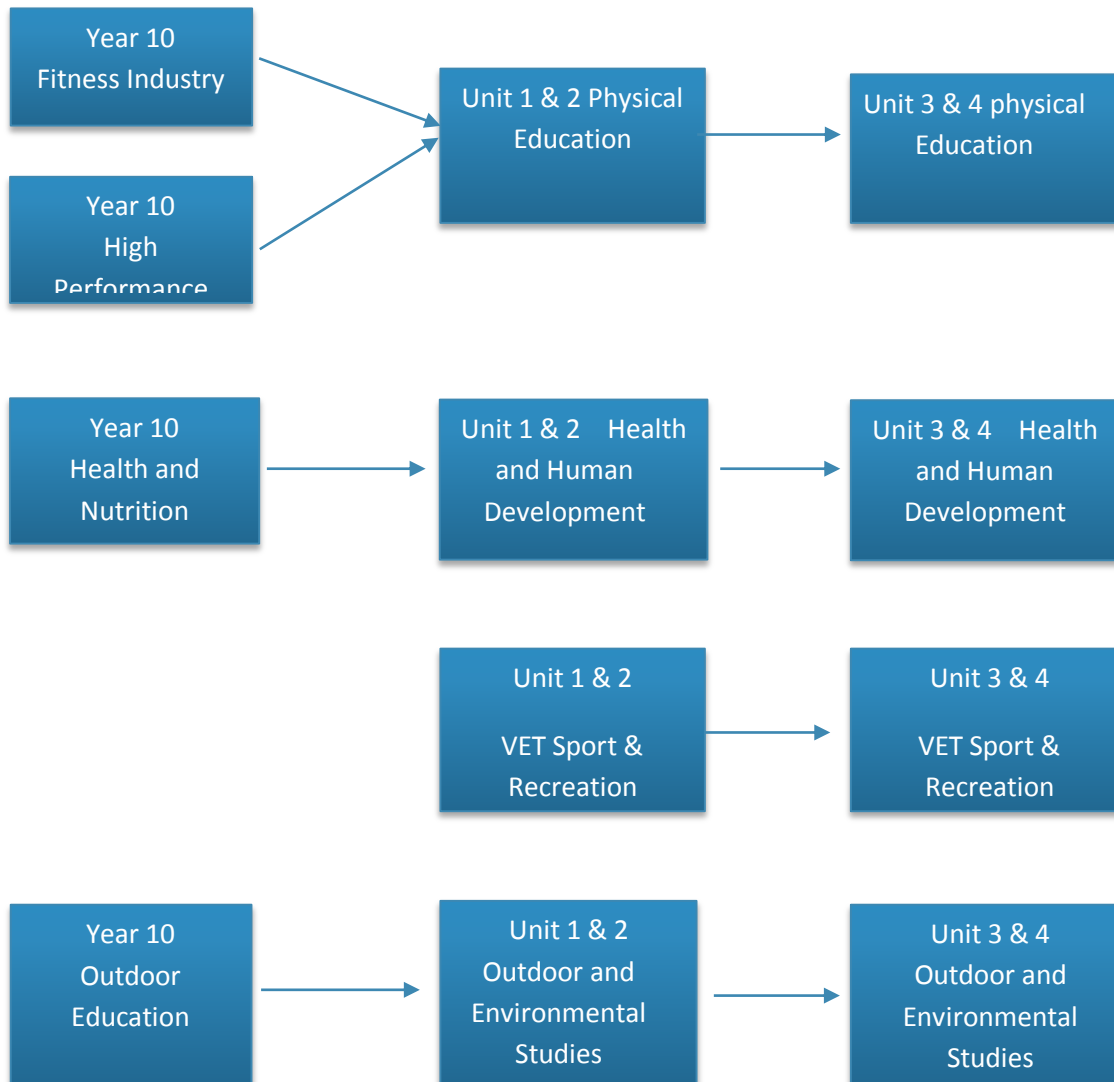
- Navigation.
- Sustainability; minimal impact.
- Risk assessment management.
- Minor trip: Overnight hike and local navigation day

Assessment

- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

Please note that each semester course will attract a fee of \$300

Pathways



Year 10 Italian.

Length: 1 Year (Elective)

Learning Area: Language other than English

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 and Hospitality. Students will be expected to complete two semesters of Italian in Year 10. It is a prerequisite that students have studied a full year of Year 9 Italian.

Areas of Study

In Year 10 Italian students continue to develop their skills in Italian in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, grammatical structures and intercultural knowledge relevant to the topics listed below.

La Muscia - Italian Music

- Students will study Italian songs, both contemporary and historical.

L'Immigrazione in Italia - Migration in Italy.

- Students will study immigration in Italy, learning about the many people migrating to Italy and the reasons why. The study will also include a look at Italian politics.

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.

Il Mondo del Lavoro/ Careers Pathways.

- Students will study the many careers and pathways that will be opened to them by studying Italian. They will also learn about working in Italy.

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.

Dante Alighieri Poetry Competition

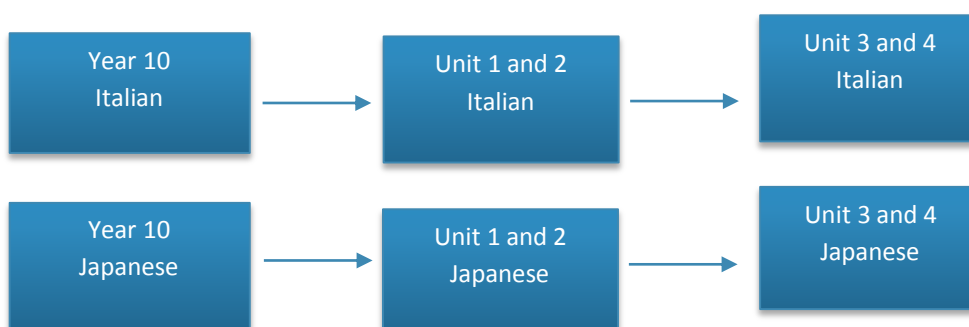
- Students will be expected to compete in the prestigious – “Dante Alighieri Poetry Competition”

Assessment

Achievement will be based on a range of tasks across the four main skills of communication; speaking, listening, reading and writing, and intercultural tasks for example.

- Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian or English and reorganise information and ideas in a different text type
- Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Italian or English and reorganise information and ideas in a different text type.
- Create written and spoken texts (e.g. review, article, formal letter, or fax, or email, journal entry, personal account, short story) to demonstrate knowledge of grammar, vocabulary and intercultural knowledge.
- Create and engage with spoken texts (e.g. interview, information conversation, role-play) to demonstrate ability to converse in Italian in a variety of forms.

LOTE Pathways



Year 10 Subject: Japanese
Length: 1 Year (Elective)

Learning Area: Language other than English

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 9.

Areas of Study

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 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.

Compulsory Prerequisite

Year 9 Japanese - Semester 1 and 2.

Assessment

Each unit will require students to complete one assessment task. This will take the form of either a written task, listening task, reading task or speaking assessment task.

Year 10 Drama: Scripts, Shakespeare and Solos

Length: 1 Semester (Elective)

Learning Area: Performing Arts

Description

Students will participate in a variety of practical workshops and performances to explore a range of performance styles. They will study plays from different eras and learn to interpret scripts, as well as devising their own work. Students will explore Shakespearean Theatre and, using sets, props and costumes (maybe even some fake blood!), recontextualise it in a modern day setting. As solo performers, students will explore a range of monologues from stage and screen. They will also view a live professional performance.

Areas of Study

- Dramatic elements
- Shakespearean theatre and recontextualisation
- Monologue performance
- Professional performance viewing and analysis
- Playmaking devices
- Stagecraft
- Expressive skills

Assessment

Students will be assessed on their:

- understanding of drama language and terminology
- recontextualisation of a Shakespearean scene
- development and presentation of a monologue
- reflections of performance work
- performance analysis of a professional production

Year 10 Drama: The Suitcase Series

Length: 1 Semester (Elective)

Learning Area: Performing Arts

Description

The Suitcase Series is delivered in conjunction with The Malthouse Theatre. Students are provided with a professional scripted play, focusing on climate change, to use as stimulus for creating their own twenty minute performance. Students work as collaborators: directors, designers, actors or other roles. There are two important rules: the performance must be about climate change and all props and sets must fit into one suitcase. Students will present their play on a full scale set at The Malthouse Theatre in late October/early November. Students will also view performances from other schools and, at the end of the day, view the professional play.

Areas of Study

- Dramatic elements
- Playmaking devices
- Stagecraft
- Expressive skills
- Performance skills
- Professional performance viewing and analysis

Assessment

Students will be assessed on their:

- understanding of drama language and terminology
- their development of the performance
- documentation of the development process
- reflection and analyse of their own and the professional performance

Year 10 Music Performance A

Length: 1 Semester (Elective)

Learning Area: Music

Description

The Year 10 Music Performance course focuses on building performance and musicianship skills. Students present performances of group and solo music works using one or more instruments. There is an increased emphasis on 'self-directed' learning as the student is encouraged to develop a culture of regular performance practice aimed at improving instrumental and performance technique. Students study aural, theory and analysis concepts to develop their musicianship skills.

Areas of Study

Area of Study 1: Performance

Part 1: Students complete a 'Performance Program Planning Sheet' in which they decide on two contrasting pieces (one solo and one group) they will present for performance. Students then research their chosen works and identify the Performance and Instrumental Techniques they will need to develop in order to reproduce the works successfully.

Part 2: Performance

Students present a fluent and controlled performance demonstrating proficiency in both instrumental and performance techniques.

Area of Study 2: Performance Practice

Part 1: Students create, develop and maintain a Portfolio of their Performance Practice. The Portfolio will be evidence of the student's planning, preparation and learning. The Portfolio can be presented digitally or in a hard copy format using A4 paper presented in a Folder/ring binder. The Portfolio will include clearly documented planning of Performance Practice (diary format is suggested/recommended). The portfolio should include Chords, Diagrams, Musical Notation, Tablature, Lyrics, Repertoire, Performance Logs, and/or Exercises aimed at developing technical skill in the area of study/instrument.

Part 2: Formative Observations

Teacher observations of ongoing Performance Practice Etiquette, in and out of the Classroom. Students are expected to demonstrate a focused and professional approach to building musical skills. Music is most enjoyable when hard work and attention to detail is rewarded with development of skills. This is evidenced through class and external performances and communications throughout the term.

Area of Study 3: Musicianship & Aural Training

Part 1: Through the Musicianship & Aural Training Level 2 work book, students learn about: Triads in the A harmonic minor scale; chart of triads in a harmonic minor scale; bassline singing in a harmonic minor key; four part rhythmic sight reading and transcription of a chord progression in a harmonic minor key.

Part 2: A written examination on theoretical and aural components covered throughout the semester.

Assessment

- Preparation Task
- Portfolio
- Musicianship
- Aural & Written Examination

Year 10 Music Performance B.

Length: 1 Semester (Elective)

Learning Area: Music

Description

The Year 10 Music Performance B course focuses on building performance and musicianship skills and enables students to explore compositional skills. Students present performances of group and solo music works using one or more instruments and they study compositional techniques to develop their skills as a musician. There is an increased emphasis on 'self-directed' learning as the student is encouraged to develop a culture of regular performance practice aimed at improving instrumental and performance technique.

Areas of Study

Area of Study 1: Performance

Students complete a 'Performance Program Planning Sheet' in which they decide on two contrasting pieces (solo or group). Students research their chosen works and identify the Performance and Instrumental Techniques they will need to develop in order to reproduce the works successfully. Students then present a fluent and controlled performance demonstrating proficiency in both instrumental and performance techniques.

Area of Study 2: Composition/Hooks & Riffs

Part 1: Students listen to and analyse the structure and pattern of a variety of famous musical riffs. They choose one to perform either as a solo or as a member of a group.

Part 2: Using the techniques learned from analysing the popular hooks and riffs, students create, notate and present their own composed musical riff/hook on an instrument of their choice.

Area of Study 3: Musicianship

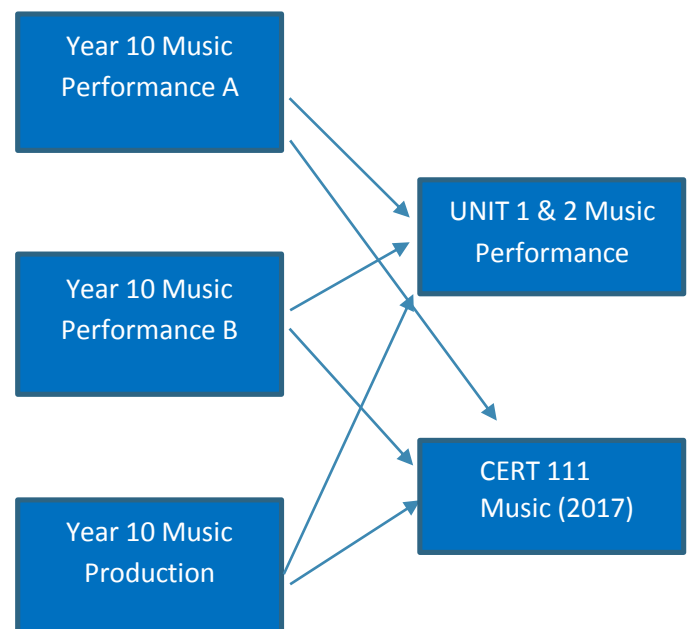
Part 1: Through the Musicianship & Aural Training Level 2 Work Book, students learn about: Key signatures; two part melodic dictation; the perfect cadence; Eb major and C natural minor scales; the plagal cadence; A major and F# natural and harmonic minor scales and the imperfect cadence.

Part 2: A written examination on theoretical and aural components covered throughout the semester.

Assessment

- Performance
- Theoretical & Aural Analysis
- Examination

Pathways



Year 10 Music Production

Length: 1 Semester (Elective)

Learning Area: Music

Description

The Year 10 Music Production course provides students with foundation knowledge and skills relating to the music industry. Areas of study in the course include playing and/or singing selected works, developing ensemble skills, working effectively with others, assisting with sound recordings, preparing for performances, mixing sound and maintaining audio equipment. This course is suitable for students with some music instrumental knowledge and an interest in concert production and sound engineering techniques.

Areas of Study

Area of Study 1: Performance Production

Part 1: Students select two contrasting pieces (group and/or solo) from a list of set-works to present for performance. Students then research their chosen works, maintaining a portfolio of evidence, identifying the different instruments, how they are used in the performance of the work and the student's own development as a musician. Students develop skills in order to reproduce the works successfully.

Part 2: Students present a fluent and controlled performance of their chosen works demonstrating proficiency on a musical instrument.

Area of Study 2: Technical Production

Part 1: Students produce at least two recordings of their own and/or others' work.

Part 2: Students use appropriate music recording editing software such as 'Wavelab LE' and/or 'Cubase LE' to mix and master their recordings for audio production of student work. Students also participate in the mixing of live performances.

Area of Study 3: Concert Production

Part 1: Students actively participate in concert advertising through the planning and creation of posters, programs and articles for the college website and Facebook page. Students liaise with other senior music students to gather information such as titles and composers of works, background and interesting information regarding the works and/or artist and use this information when creating concert programs.

Part 2: Students plan, prepare and actively support the smooth running of college music concerts by arranging for appropriate instruments, equipment and leads to be efficiently and safely moved to the appropriate stage area. Students liaise with college music performers to assist in the setup and running of regular music performances and/or productions.

Assessment

- Task 1: Performance Practice Portfolio
- Task 2: Performance of 2 contrasting works
- Task 3: Edited Audio Recording
- Task 4: Event Planning and Management

**YEAR 10 STUDIO ARTS – Two
dimensional Materials & Techniques
Length: 1 Semester (Elective)**

Learning Area: Visual Arts

Description

In Visual Art, students design, make and present art works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate images.

Areas of Study

This course begins with a range of Media Workshops that introduce students to a range of art materials and methods for their effective use. Throughout the course students will be challenged to develop their observational drawing skills and to learn how to construct an effective composition based on a personal theme. Compositional techniques may also be explored through the use of photography.

Assessment

- A series of observational studies from media workshops using different materials
- The development of a large 2D composition based on a personal theme with a support portfolio.
- A written assignment that demonstrates competent use of art language and terminology

**YEAR 10 STUDIO ARTS –
Three-dimensional Forms
Length: 1 Semester (Elective)**

Learning Area: Visual Arts

Description

In Visual Art, students design, make and present art works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate images.

Areas of Study

In this module students will learn how to use three dimensional materials effectively to make sculptures and sculptural forms using a range of materials such as clay and plaster. Students will explore the use of armatures to create variously shaped models. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students will apply their knowledge and understanding to design, create and produce art works influenced by the style of particular artists or cultures. They should develop a deeper understanding of the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.

Assessment

- A series of observational studies from media workshops using different sculptural materials
- The effective development of several 3D sculptural forms with a support portfolio.
- A written assignment that demonstrates competent use of art language and terminology.

Year 10 Visual Communication Design: Communication Design in Context Length: 1 Semester

Learning Area: Visual Communication Design

Description

This course encourages students to be critical, reflective and creative thinkers and allows them to follow personal interests in the subject. Students will look at the way visual language can be used to convey ideas in the Communication Design fields.

Drawing is a primary component of this module and is used to support the conception and visualisation of ideas. The study emphasises the importance of developing drawing skills using a variety of methods, such as technical drawing, and observational, visualisation and presentation drawings for design folio tasks that seek to satisfy a client need. This study introduces a range of media, methods and materials and reinforces the use of Design Elements and Principles to support design thinking.

Areas of Study

Students learn to design for a client need by following design briefs and understanding the notion of a target audience and design context and purposes. Students develop their own creative designs by following the design process where design elements and principles are utilised to create

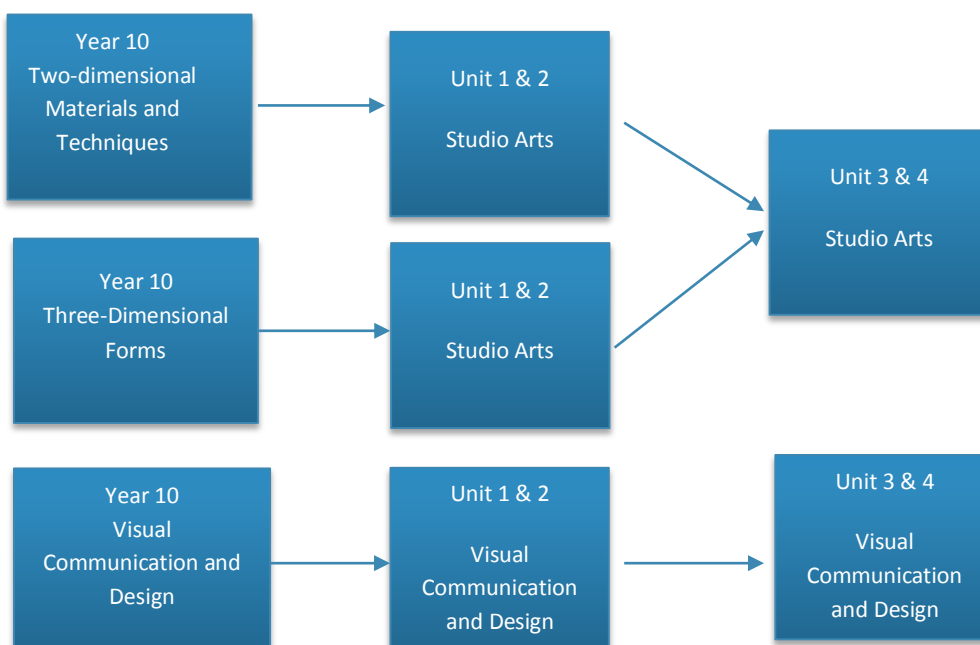


a successful visual communication. Exploring a range of design styles, students develop the knowledge they need to understand the creative placement of design elements and principles to ensure the engagement of the target audience. This is further emphasised by the historical and political contexts of the time and the reasons as to why the visual communications have been successful.

Both manual and digital processes will be applied to resolve the design brief and implement a range a drawing methods which include both 2D (net packages and orthographic) and 3D (isometric) methods. Students use a range of media including pencils, ink, 'Copic' markers, and watercolour and then mix these with a range of methods such as photography and collage.

Assessment

Pathways



Year 10 Visual Communication Design: Industrial and Environmental Design in Context Length: 1 Semester

Learning Area: Visual Communication Design Description

This course encourages students to be critical, reflective and creative thinkers and allows students to follow personal interests in the subject. Students will look at the way visual language can be used to convey ideas in the Industrial and Environmental design fields.

Drawing is a primary component of this module and is used to support the conception and visualisation of ideas. The study emphasises the importance of developing drawing skills using a variety of methods such as technical drawing and observational, visualisation and presentation drawings for design folio tasks that seek to satisfy a client need. This study introduces a range of media, methods and materials and reinforces the use of Design Elements and Principles to support design thinking. The course also focuses on the design movements, which are recognised as being the most influential on both environmental and industrial design of the 21st century.

Areas of Study

Students focus on the elements of form, texture and tone, along with design principles, to develop their own designs through the design process. They use both manual and digital processes to resolve the design brief and implement a range of drawing methods. A focus on rendering materials is important in this unit, as students learn to use texture and tone clearly to communicate various surfaces.

Assessment

Students must demonstrate their drawing skills through the practice of observational and visualisation drawings. These are developed into technical drawings, which adhere to the technical drawings specifications. The 2D and 3D drawings must be completed as presentation drawings and presented using pitch techniques. Designs are to be completed using both manual and digital processes. Overall, student assessment is based on the effective use of the design process to fulfil client needs from both design fields.

Year 10 Computing – Website Development + Length: 1 Semester (Elective)

Learning Area: Technology Description

This Year 10 course introduces students to website development. This course is designed for students who have an interest in the design and development of websites and HTML code. Students have the opportunity to learn website design and development in depth and gain greater knowledge and skills using a variety of Adobe products. During the course students will also be introduced to data visualisation and networking systems in order to prepare them for transition into VCE Computing.

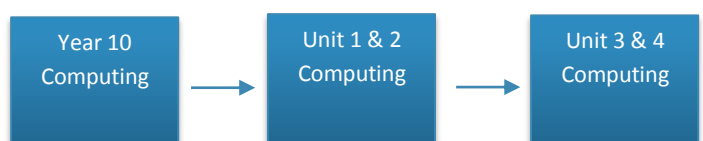
Areas of Study

Students will focus on the production of a website, writing and understanding HTML code using Adobe Dreamweaver. Digital imaging in Photoshop will be applied to images that will be used on student websites. This will include manipulation, enhancement, understanding file types, resolution and sizing of images for web development. Adobe Flash will be used to create animations to go onto the students' websites in order to assist in engaging audiences. Vector graphics tools will be used to create website logos and banners. This module will also cover designing and developing a graphic solution for educating, persuading and informing audiences, communicated through data visualisation software. The focus of the graphic solution will be based on the topic of networking. Students will use a graphic tool to represent and learn about components of networking.

Computing Pathways

Assessment

- Website Development
- Portfolio
- Data Visualisation
- Exam



Year 10 Media: Module A

Length: 1 Semester (Elective)

Learning Area: Arts and Technology

Description

In Module A, students learn about storytelling through visual forms and they examine how audiences interpret the images they see. They create a music video and a photographic work that communicates a visual narrative. Students also study the French New Wave film movement and analyse the filmic conventions of one of the most influential movements in cinema. Later in the Semester, students will investigate the *film noir* genre and evaluate how directors convey meaning and engage the viewer through the use of production elements, such as camera, lighting, and *mise-en-scene*. Students then collaborate in small teams to complete a production design plan that documents an idea for a *film noir* piece before creating the short film they have developed.

Areas of Study

- Narrative and Audience
- Cinema Studies: Foreign Film
- Genres in Film: Film Noir

Assessment

- Task 1A: Music Video
- Task 1B: Photographic Narrative
- Task 2: Research Project and Multimedia Presentation
- Task 3: Production Design Plan and Short Film

Pathways

Students have the option to undertake the Media and VET Media course simultaneously.

Year 10 Media: Module B

Length: 1 Semester (Elective)

Learning Area: Arts and Technology

Description

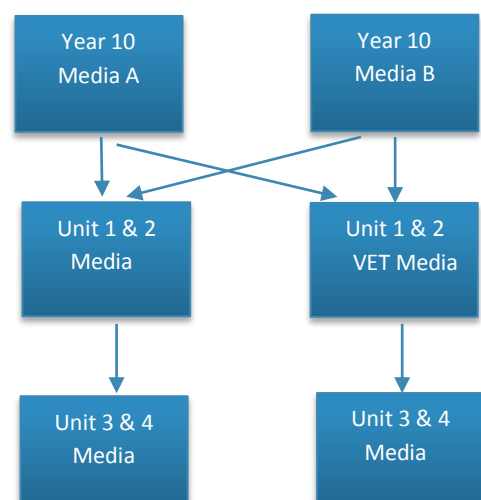
In Module B, students learn about social media and the evolution of technology, and they examine its impact on our society. Students participate in 'Synthesis': a class collaboration project where they work as members of a production company to create two media products that explore a common theme. Students also study the work of a contemporary film director, analysing their trademarks and cinematic style. Later in the Semester, students will investigate the suspense genre and evaluate how directors convey meaning and engage the viewer through the use of production elements, such as acting, editing, and sound. Students then collaborate in small teams to complete a production design plan that documents an idea for a suspense film before creating the short film they have developed.

Areas of Study

- Media Culture
- Cinema Studies: Contemporary Film
- Genres in Film: Suspense

Assessment

- Task 1: 'Synthesis' (Class Collaboration Project)
- Task 2: Research Project and Multimedia Presentation
- Task 3: Production Design Plan and Short Film



Year 10 Food and Technology
International Cuisine
Length: 1 Semester (Elective)

Learning Area: Technology

Description

In this unit students strengthen their skills and knowledge in technical aspects of food preparation, with an emphasis on ingredients from a variety of cultures including our Australian Indigenous culture. Students use the design process to design, plan, prepare, justify and evaluate interesting and quality food products that meet the specifications of the client. Students will also examine Australia's eating patterns over the past 200 years and how migration has influenced our food choices and availability of ingredients.

Areas of Study

- Ingredients and foods from different cultures, including Australian Indigenous culture.
- Australian eating patterns over the past 200 years.
- Planning, preparing and evaluating a variety of chosen meals.
- Using the design process to work through a variety of challenges in food.
- Knowledge and skills of safe and hygienic work practices.
- Knowledge and skills of complex process attained through practical experiences.

Assessment

- Practical weekly cooking tasks to develop skills and knowledge.
- Written evaluation reports on production tasks.
- World of foods research assignment
- Design Assignment – Developing a design brief and implementing the design process.
- Topic Tests.
- End-of-semester examination covering all aspects of the semester including the practical component.

Year 10 Food and Technology Trends and Technology
Length: 1 Semester (Elective)

Learning Area: Technology

Description

Students study the technologies that make food easier to process, prepare, obtain and consume. Students investigate trends in food fashion and the social and nutritional role food plays in our lives. Students will investigate a variety of settings where food is an important consideration – family meals, celebrations, parties and moveable meals. The design process will be required to be used by the students, including investigating, analysing, producing and evaluating.

Areas of Study

- New trends in Food Technology including equipment, ingredients, processing and presentation techniques.
- Sustainable farming practices, seasonal produce, ethically sound foods, food miles, buying local.
- Methods of cooking.
- Planning, preparing and evaluating a variety of meals for different settings.
- Using the design process to work through a variety of challenges in food.
- Knowledge and skills of safe and hygienic work practices.
- Knowledge and skills of complex process attained through practical experiences.

Assessment

- Practical tasks with weekly cooking classes.
- Written production plans including evaluations on all practical tasks.
- Development of a variety of design briefs.
- Investigation of cookery methods, emerging trends and sustainability
- Topic tests.
- Cooking for a particular setting with an emphasis on menu selection, time management and presentation, by working through the design process.
- End-of-semester examination covering all aspects of the Semester including the practical area.

**Year 10 Product Design and Technology
– Textiles
Product Development
Length: 1 Semester (Elective)**

Learning Area: Technology

Description

The Product Design and Technology course 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 practice in the textiles industry and how to use risk assessment within their own work environment. Students complete a folio and a variety of final products. All practical work is based on theory and research that is developed throughout the course. This is reflected in their visual diaries and research projects.

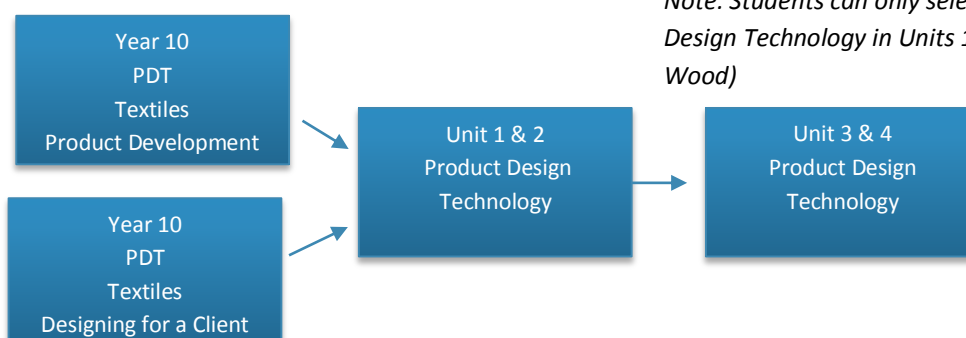
This course will prepare students for Unit 1 and 2 Product Design and Technology, as well as help students to gain folio skills for School Assessed Tasks at Units 3 and 4.

Areas of Study

Students will learn how to develop and produce products in response to given design scenarios. They will learn to read a commercial pattern and construct garments using a sewing machine and learn to complete research and gather inspiration to inform their own ideas and put these into practice through the development of their own products.

Assessment

Students will be assessed through the creation of a variety of research folios and producing final products/garments.



**Year 10 Product Design and Technology
– Textiles
Designing for a Client
Length: 1 Semester (Elective)**

Learning Area: Technology

Description

The Product Design and Technology course 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 practice in the textiles industry and how to use risk assessment within their own work environment. Students complete a folio and a variety of final products. All practical work is based on theory and research that is developed throughout the course. This is reflected in their visual diaries and research projects.

Areas of Study

Students will learn how to develop products for a specific client and work within the constraints of a design brief. They will learn to read a commercial pattern and construct garments using a sewing machine and to follow standard conventions. They will learn to complete research and gather inspiration to inform their own ideas and put these into practice through the development of a product for their client.

Assessment

Students will be assessed through the creation of a variety of research folios and producing final products/garments.

Pathways

Note: Students can only select 1 subject for Product Design Technology in Units 1-4 (e.g., either Textiles or Wood)

Year 10 Product Design and Technology
Wood - Design and Development
Length: 1 semester

Learning Area: Technology

Description

The Product Design and Technology course at Year 10 level focuses on learning about the design process, product design and production. This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable that meet the constraints and considerations set out in a design brief.

Areas of Study

Students will prepare a detailed design from a range of ideas and organise production processes to achieve desired outcomes for a client. Designs will show a practical and creative use of materials considering finish and an awareness of environmental requirements in line with the requirements set out in a design brief. Through a folio, pupils will develop working drawings which will include materials lists and production processes with a focus on risk assessment. Pupils will analyse different manufacturing techniques and how these may be used to create a project that fulfills the brief. A demonstration of how to use safe and responsible work practices will be shown in line with current occupational health and safety requirements.

Assessment

Students will be assessed through continuous assessment of their work in their folios and production of their final product. Theoretical aspects will be assessed through a terminal examination at the end of each semester.

Year 10 Product Design and Technology
Wood - Design and Manufacture
Length: 1 Semester

Learning Area: Technology

Description

The Product Design and Technology course at Year 10 level focuses on learning about the design process, product design and production. This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable that meet the constraints and considerations set out in a design brief.

Areas of Study

Students develop an understanding of the characteristics and uses of various timbers. They test timbers, produce items using a range of hand tools whilst learning safe and correct use of hand tools and equipment in order to develop effective woodworking techniques. Students develop their ideas in design briefs. They then analyse and evaluate their products using a range of criteria. They investigate issues affecting the use and production of timber and timber products. Practical sessions are designed to link with and reinforce aspects of work covered in theory classes. Students will develop and apply skills in the manipulation and processing of materials to an increased level of precision. Pupils will use equipment, joinery and manufacturing techniques to develop a product to fulfil the brief.

Assessment

Students will be assessed through continuous assessment of their work in their folios and production of their final product. Theoretical aspects will be assessed through a terminal examination at the end of each semester.

VET – Vocational Education and Training

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

Certificate 3 in Media

Certificate II in Engineering Studies

Certificate II Building and Construction (Carpentry)

Certificate II Furniture Making

Northern Melbourne VET Cluster

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.

Certificates Available

Certificate 2 in Allied Health Assistance
Certificate 2 in Aged Care
Certificate 2 in Applied Fashion and Design Technology
Certificate 2 in Automotive Studies (Pre-Vocational)
Certificate 2 in Building & Construction (Bricklaying)
Certificate 2 in Building & Construction (Carpentry)
Certificate 2 in Building & Construction (Wall & Floor Tiling)
Certificate 2 in Business
Certificate 3 in Children's Services
Certificate 2 in Community Services Work
Certificate 2 in Creative Industries (Media)
Certificate 2 in Dance
Certificate 3 in Dental Assisting
Certificate 2 in Electro-Technology (Career Start)
Certificate 2 in Engineering Studies
Certificate 2 in Equine Industry
Certificate 3 in Fitness
Certificate 11 in Furniture Making
Certificate 2 and 3 in Hairdressing
Certificate 3 in Horticulture
Certificate 2 and 3 in Hospitality
Certificate 2 in Information Technology
Certificate 2 in Integrated Technology
Certificate 2 in Joinery, Shop Fitting, Stair Building
Certificate 2 in Live Production, Theatre and Events
Certificate 4 in Screen and Media
Certificate 3 in Media
Certificate 2 and 3 in Music
Certificate 3 in Technical Production
Certificate 3 in Musical Instrument Making and Repair
Certificate 4 in Photo Imaging
Certificate 2 in Plumbing (Pre-Apprenticeship)
Certificate 3 in Retail
Certificate 2 in Retail Make- Up and Skin Care
Certificate 2 and 3 in Sport and Recreation
Certificate 2 in Telecommunications Cabling
Certificate 2 in Visual Art

VET Certificate 2 Engineering Studies

Length: 2 Year Program

Learning Area: VET

Description

This program provides entry level training in the Engineering/Manufacturing Industries. It is a hands-on program for students interested in manufacturing, fabrication or automotive engineering.

Areas of Study

Units 1/2

- Organise and communicate information
- Apply principles of OHS in the work environment
- Interact with computing technology
- Use power tools/handheld operations
- Use hand tools
- Develop an individual career plan for engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

Units 3/4

- Perform computations
- Participate in environmentally sustainable work practices
- Produce basic engineering sketches and drawings
- Handle engineering materials
- Apply 5s procedures
- Produce basic engineering components and products using fabrication and machining

Assessment

- Theoretical and practical assessment
- Contribution to the ATAR score

Pathways

- Engineering Pre-Apprenticeship
- Engineering Traineeship
- Further TAFE Study

VET Certificate 2 Building and Construction (Carpentry) - (Partial Completion)

Length: 2 Year Program

Learning Area: VET

Description

In this course students will cover a range of basic skills and theoretical aspects of the construction industry as required by the Certificate II in Building Construction pre-apprenticeship. Students will be required to attend some block release during the school holidays. Upon completion of this program students wishing to complete the full Certificate will need to enrol in the remaining units of work via a bridging program.

Areas of Study

Units 1/2

- Work safely in the construction industry
- Workplace safety & site induction
- Carpentry hand tools
- Levelling
- Workplace documents and plans
- Basic setting out
- Sub-floor framing

Units 3/4

- Communication skills for the construction industry
- Wall framing
- Building Structures
- Quality principles for the construction industry
- Installation of windows and door frames
- Basic environmental sustainability in carpentry
- Introduction to demolition
- Roof framing
- Provide basic life support
- Safe handling/use of plant & select portable power tools

Assessment

- Practical and theoretical assessment
- Contribution to an ATAR score

Pathways

- Carpenter
- Working on domestic or commercial sites
- Design drafting
- Shopfitter
- Stair building
- Cabinet maker
- Construction industry
- Own business
- Further TAFE Study

VET Certificate 2 Furniture Making

Length: 2 Year Program

Learning Area: VET

The aim of this program is to provide students the opportunity to gain comprehensive entry level training in the Furnishing industry. The program covers broad based and core skills in Cabinet Making. Students need to complete structured workplace learning.

Areas of Study

Units 1/2

- Communicate in the Workplace
- Work in a Team
- Work Safety
- Prepare Surfaces for Finishing
- Provide Basic Emergency Life Support
- Make Measurements
- Apply Quality Standards
- Join Solid Timber
- Construct a Basic Timber Furnishing Product
- Hand Made Timber Joints

Units 3/4

- Construct Furniture Using Leg and Rail Method
- Prepare Cutting List from Plans and Job Specifications
- Read and Interpret Work Documents
- Assemble Furnishing Components
- Use Furniture Making Hand and Power TOOLS
- Participate in Environmentally Sustainable Work Practices

Assessment

- Practical and theoretical assessments
- Scored assessment
- Can contribute to ATAR score

Pathways

- Apprenticeship
- Traineeship
- Own business
- Further study

Year 10 VET Certificate 3 in Media

Length: 2 Year Program

Learning Area: VET

Description

This course is designed for students who are commencing their VET Interactive Digital Media studies. If successfully completed, over Year 10 and 11, students will be eligible to receive a Certificate III in Media at the conclusion of their studies in Year 11. Units 1 and 2 of the Certificate III in Media include participating in work health and safety processes, developing and applying creative arts industry knowledge, and following design briefs to produce photographic images and soundtracks. Units 3 and 4 offers scored assessment for VCE and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

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 of VCE VET Interactive Digital Media 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.

Units of Competency

Units 1 and 2

- **BSBCRT301A** Develop and extend critical and creative thinking skills
- **CUFIND301B** Work effectively in the screen and media industries
- **CUSOHS301A** Follow OHS procedures
- **CUFDIG303A** Produce and prepare photo images
- **CUFSOU301A** Prepare audio assets
- **CUFRES201A** Collect and organise content for broadcast or publication
- **BSBDES201A** Follow a design process

Units 3 and 4

- **CUFDIG301A** Prepare video assets
- **CUFDIG304A** Create visual design components
- **CUFWRT301A** Write content for a range of media
- **CUFDIG302A** Author interactive sequences
- **BSBDES302A** Explore and apply the creative design process to 2D forms
- **CUFANM301A** Create 2D digital animations

Assessment

Units 1 and 2

Throughout the year, students must demonstrate their growing competence in the required knowledge and skills for each unit. This is assessed through written work and a number of practical tasks, such as promotional videos, photography shoots, and print publications.

Units 3 and 4

Task 1: Students develop a folio presentation and digital video promoting an aspect of the Arts and Culture in Melbourne.

Task 2: Students develop a folio presentation and working website promoting an original television series.

Task 3: Students develop an animated television commercial for a marketable commodity.

VCE VET assessment consists of 3 coursework tasks, worth 66% of the overall study score and an end of year VCAA examination, worth 34% of the overall study score.

Pathways

- Camera/Lighting Assistant
- Radio Program Maker/Presenter
- Editing Assistant
- Interactive Media Author
- Production Assistant
- Web Designer
- Games Designer
- Animator or Special Effects Producer
- Further TAFE Study

Year 10 VET Certificate 3 in Sports and Recreation

Length: 2 Year Program

Learning Area: VET

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.

Areas of Study

Units 1/2

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 choice

Units 3/4

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 choice

Assessment

- All assessment is competency based for each unit
- End of year examination Unit 4

Pathways

- Sport Coaching
- Gym Instructor
- Personal Trainer
- Life Guard
- Physical Education Teacher
- Outdoor Recreation Teacher
- Further TAFE Study