MARYMEDE
CATHOLIC COLLEGE
In the way of Mary

2017 - YEAR 10 SUBJECT INFORMATION HANDBOOK

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Timeline for Enrolment & Course Selection Procedures

Wednesday July 27 (Period 5)	Year 10 Subject Selection Assembly
Wednesday July 27 7:00pm – 8:00pm	Year 10 & VCE/VET Acceleration Information Evening
Thursday July 28	VCE & VET Acceleration Applications open & Online Subject Selection portal opens
Friday August 5	VCE & VET Acceleration Applications close
Monday August 8	Online Subject Selection portal closes
Tuesday August 9	Deadline for signed Subject Selection receipt to be submitted

NOTE: Subject selection timeline is subject to changes

The Structure of the Year 10 Curriculum

In 2017, 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 1 &; • One elective in Semester 2
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 3 choices & you must select 1: • History • Geography • Politics (formerly Issues in Running the Country)
Science	All students will study Core Science unless recommended for the modified science course Foundation Science. Students wishing to continue their Science studies in Year 11 and 12 are strongly recommended to select the elective Science for VCE in addition to Core Science.
HPE	There are 2 choices & you must select 1: • Health & Fitness in Australia • Advanced Health & Physical Education

Other Elective Options:	
LOTE	Italian Japanese
Visual Arts	Studio Arts Visual Communication Design Media
Technology	Design and Technologies: Food Design and Technologies: Textiles Design and Technologies: Wood Digital Technologies
Performing Arts	Drama Music
Accelerated Unit 1 & 2 VCE or VET	Students may apply to for accelerated VCE or VCAL studies; application criteria apply. For details about the Unit 1 & 2 VCE and VET units offered at Marymede, students should refer to the 2017 Senior Certificates Handbook.

- Please note that all subjects offered may not run based on numbers & 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.

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 enables them to complete additional VCE units toward their VCE Certificate and, in the case of Unit 3 & 4 units, potentially contributing to

their final ATAR. However, you don't need to accelerate to do well in VCE in Year 12 and some students may benefit from broadening and extending their knowledge in Year 10 before commencing VCE.

In 2017, students will have the opportunity to apply to study up to two Unit 1 and 2 subjects while in Year 10. Students must submit the Acceleration Applications by the published deadlines and the relevant Domain Leader will review their application in light of the strict selection criteria. Students will be notified in writing of the outcome of their application.

Year 10 Religious Education
Length: 1 Year (Compulsory)
Learning Area: Religion

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 CEM 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.

Area 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

Year 10 English 1
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. Students must select at least one English elective for Semester 2.

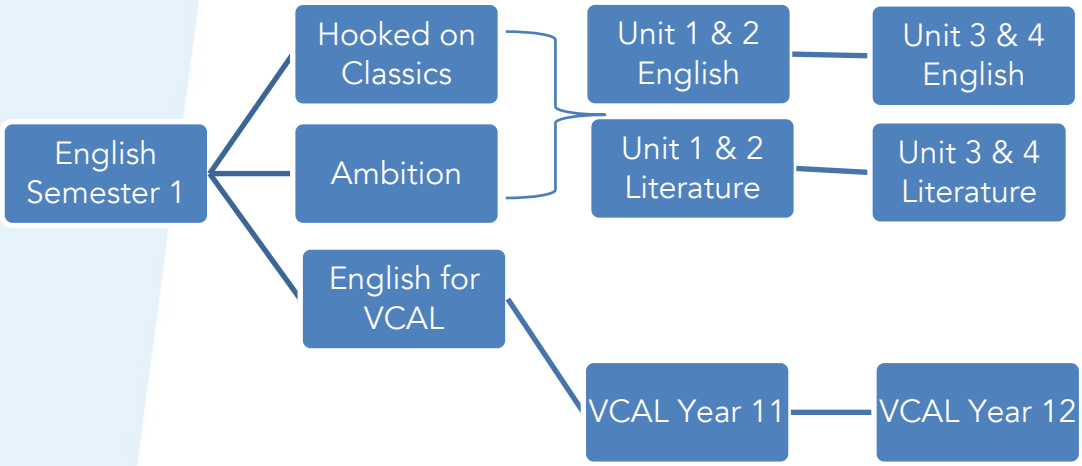
Area of Study

- Reading and Creating Texts
- Analysing Texts
- Presenting Argument

Assessment

- Analytical Response Essay
- Creative Response
- Analysing Argument Task
- Presenting Argument Oral Presentation

Pathways



Year 10 English 2: Ambition- Good or Bad?
Length: 1 Semester (Elective)
Learning Area: English

Description

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 across a variety of texts, and you will determine if ambition is a flaw in human nature or an asset to be admired.

Area of Study

- Reading and Creating Texts
- Comparing Texts
- Presenting Argument

Assessment

- Creative Response
- Comparative Analysis
- Oral Presentation

Year 10 English 2: Hooked on 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 course is designed to extend and challenge students, and is ideal for students considering VCE Literature. It also provides the essential skills and knowledge for VCE English.

Area of Study

- Reading and creating Texts
- Comparing Texts
- Presenting Argument
- Close Analysis

Assessment

- Creative Response
- Comparative Analysis
- Oral Presentation
- Passage Analysis

Year 10 English 2: English for VCAL
Length: 1 Semester (Elective)
Learning Area: English

Description

This course is specifically designed for students who have decided to undertake VCAL studies at Year 11 and Year 12. The unit will help to build literacy and communication skills essential for students to thrive in the VCAL, VET and workplace environments. It is the understanding that if students choose this elective option, they will not undertake VCE English.

Areas of Study

- Reading and Responding
- Oral communication skills
- Text study

Assessment

- Oral Presentation
- Analytical Response to a text
- Writing for Work

Year 10 Mathematics
Length: 1 Year (Compulsory)
Learning Area: Mathematics

Description

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.

Area of Study

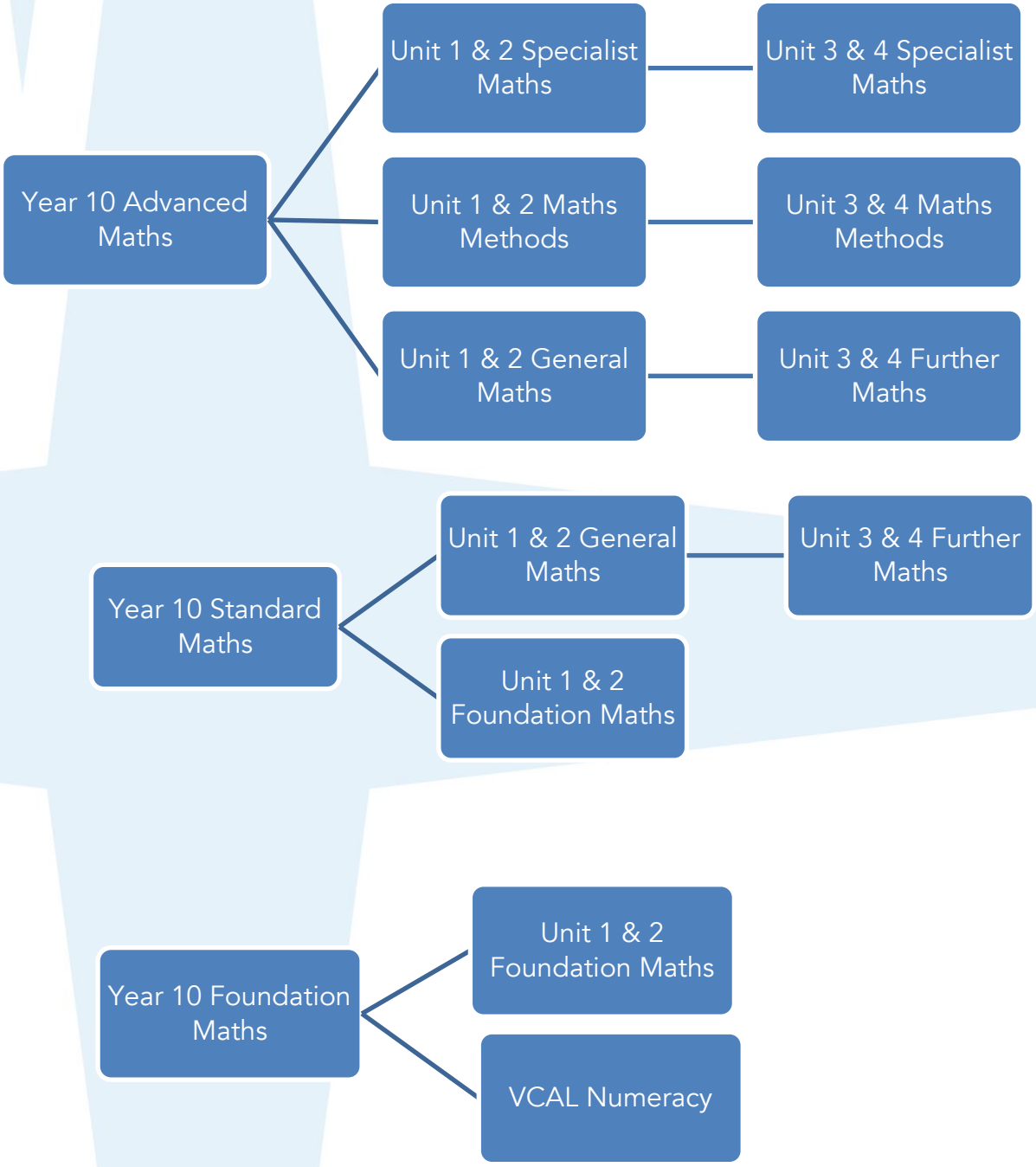
Year 10 Mathematics consists of three streams:

- Year 10 Advanced Mathematics is for students who have consistently displayed 'above standard' Mathematics skills and knowledge 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 Standard Mathematics is for students who have 'at standard' Mathematics skills and knowledge and have aspirations to complete VCE Further Mathematics.

- Year 10 Foundation Mathematics is for students who have found Mathematics challenging and are working towards 'at standard' Mathematics skills and knowledge.

Pathways


Year 10 Advanced Maths
Unit 1 & 2 Specialist Maths
Unit 3 & 4 Specialist Maths
Unit 1 & 2 Maths Methods
Unit 3 & 4 Maths Methods
Unit 1 & 2 General Maths
Unit 3 & 4 Further Maths
Year 10 Standard Maths
Unit 1 & 2 General Maths
Unit 3 & 4 Further Maths
Unit 1 & 2 Foundation Maths
Year 10 Foundation Maths
Unit 1 & 2 Foundation Maths
VCAL Numeracy

Year 10 Advanced Mathematics
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 Victorian Curriculum – Level 10 and 10A. The Dimensions taught include Number and Algebra, Measurement and Geometry, and Statistics and Probability. 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 excellent results in Year 9 Maths. The course is designed for students with an aptitude for Mathematics.

Area of Study

Topics covered will include:
Surds and Indices; Quadratic Equations; Measurement; Linear and Non-linear Functions; Geometry; Trigonometry; Polynomials; Exponential and Logarithmic Functions; 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, Mathematical Methods and Specialist Maths

Year 10 Standard Mathematics
Length: 1 Year
Learning Area: Mathematics

Description

Standard Mathematics is based on level 10 of Victorian Curriculum. 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 and with an intention to attempt Maths Methods in VCE, if identified during Semester 1, can apply to be considered to move to Year 10 Advanced Mathematics in Semester 2.

Area of Study

Topics covered will include:
Business Mathematics; Algebra; Measurement; Linear Functions; Geometry; Trigonometry; Probability 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 or Foundation Mathematics at Year 11 and then Further Mathematics in Year 12.

Year 10 Foundation Mathematics
Length: 1 Year
Learning Area: Mathematics

Description

Foundation Mathematics is based on some level 10 Victorian Curriculum 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.

Area of Study

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

Assessment

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

Pathways

Students will be prepared to undertake VCE Foundation Mathematics in Year 11 or VCAL Numeracy. It is essential that students selecting Maths for Work understand that this makes them ineligible to study any VCE Mathematics study in Year 12.

Year 10 Humanities (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.

It is intended that this course is repeated in Semester 2, depending on numbers.

Area 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

Year 10 Humanities (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!

Area 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.

Year 10 Politics (formerly - 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:
Australia's political system and how it enables change.
The Australian Legal system and aspects of the way the law is changing.

Area of Study

Politics and Law

Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia's system of government with another system of government in the Asian region.

Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

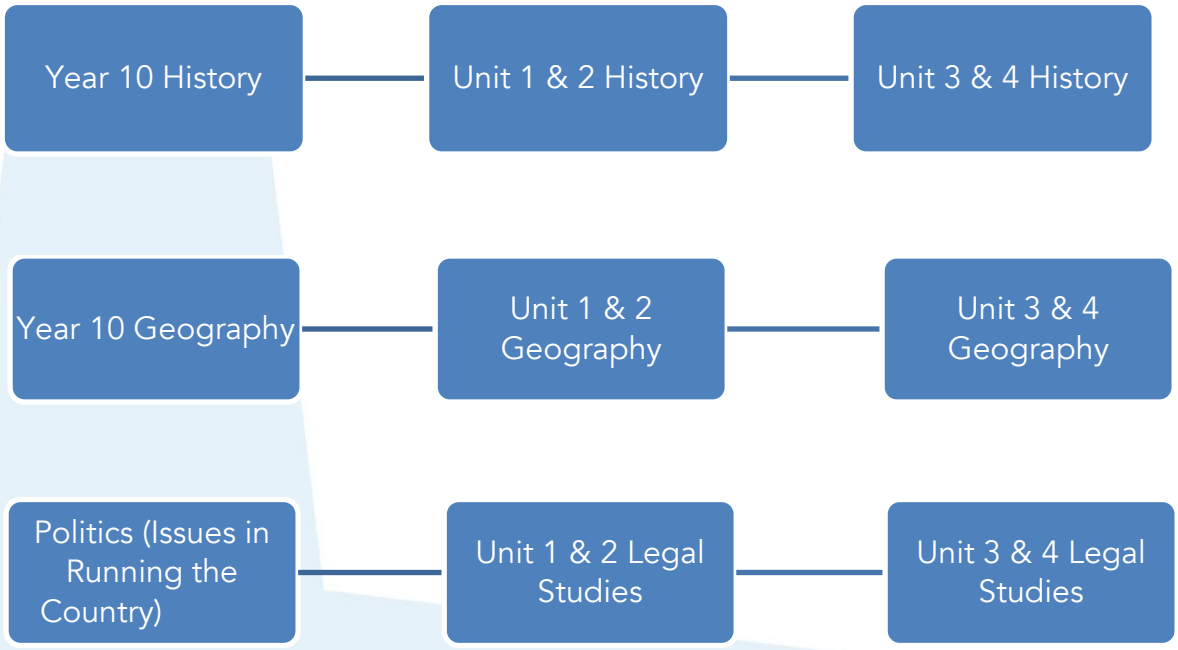
Students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices.

They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.

Assessment

- Case studies
- Structured questions
- Tests
- Essay
- Report in written format
- Report in multimedia format

Pathways


Year 10 History
Unit 1 & 2 History
Unit 3 & 4 History
Year 10 Geography
Unit 1 & 2 Geography
Unit 3 & 4 Geography
Politics (Issues in Running the Country)
Unit 1 & 2 Legal Studies
Unit 3 & 4 Legal Studies

Year 10 Science (Core)
Length: 1 Semester
Learning Area: Science

Description

Victorian Curriculum Levels 9-10 - Science 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 Units 1 and 2 Chemistry, Physics, Biology or Psychology are strongly encouraged to select the Year 10 Science for VCE subject.

Area 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 (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

Year 10 Science (Foundation)
Length: 1 Semester
Learning Area: Science

Description

Foundation Science has been designed for students requiring a modified Science program. Drawing on the Victorian Curriculum but offering students a more accessible and hands-on experience in the classroom, Foundation Science touches on the four disciplines of Science – Biology, Chemistry, Physics and Earth and Space Science. Foundation Science provides students with the opportunity to grow in confidence with the fundamentals of scientific knowledge and thinking and will only be available to students on the recommendation of the Learning Enhancement Centre.

Area 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.

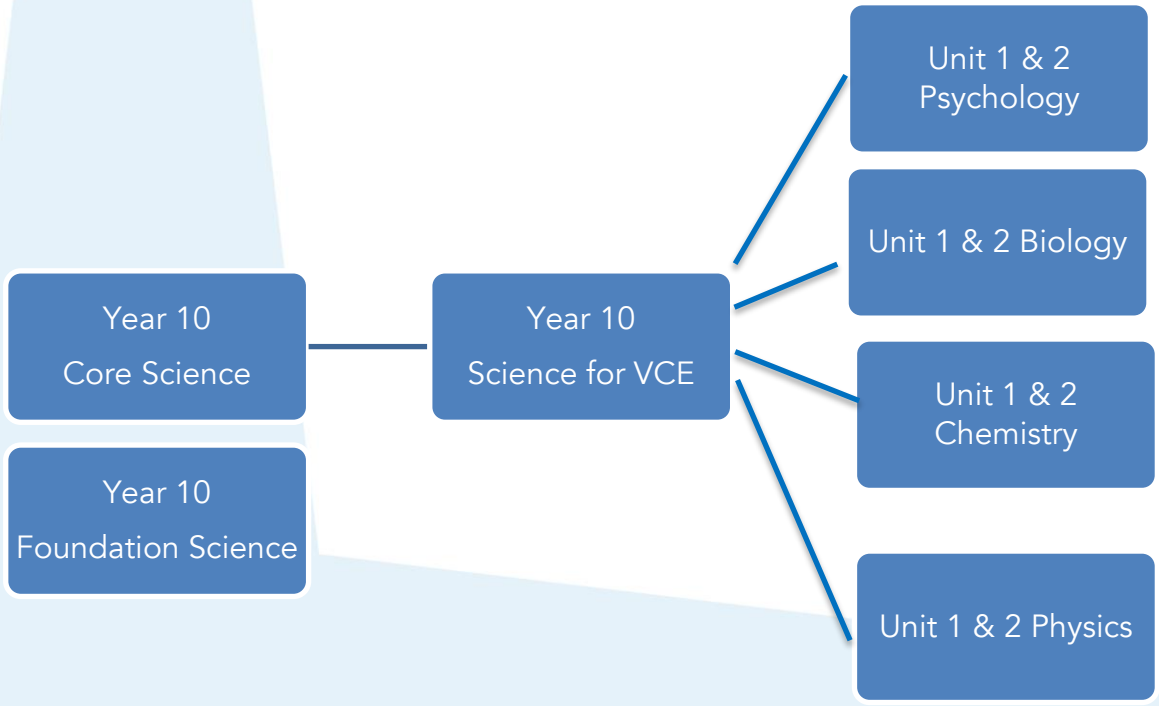
Physics (Motion)

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.

Science Pathways



Year 10 Science (VCE)
Length: 1 Semester
Learning Area: Science

Description

The Year 10 Science for VCE course builds on the concepts taught in Year 10 Core Science. It provides excellent preparation for studies in VCE Biology, Chemistry, Physics and Psychology. This subject is highly recommended for those students considering a Science subject as part of their VCE studies.

NOTE: This subject is optional but highly recommended for VCE Sciences

Area 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.

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.

They 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.

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 HPE (Health and Fitness in Australia)
Length: 1 Semester
Learning Area: Health and Physical Education

Description

This unit provides the opportunity for students to acquire the fundamental skills and knowledge required to understand the current health and fitness status in Australia. The theory and practical aspects of the course allow students to analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing, propose and evaluate interventions to improve fitness and physical activity levels in their communities and apply and transfer movement concepts and strategies to new and challenging movement situations. This course is a great pathway towards VET Sport and Recreation, VCE Physical Education and VCE Health and Human Development. It takes a hands on learning focus with a significant time allotment to practical activity.

Area of Study 1

- The benefits and barriers to physical activity
- Anatomy of the human body
- Fitness testing and standards
- Health and skill related fitness components
- The energy systems of the body

Area of Study 2

- Nutrition for life
- Physical activity for health benefits
- The structure of a fitness and conditioning training program.
- How to write a fitness and conditioning training program.
- The current trends and issues in health and fitness and health promotion

Assessment

Assessment tasks for this unit are selected from the following:

- Practical Report
- Test
- Assignment
- Examination

Year 10 HPE (Advanced Health and Physical Education)
Length: 1 Semester
Learning Area: Health and Physical Education

Description

This unit allow students the opportunity to develop and extend their knowledge on athletic performance and health outcomes in Australia. Student will be able to be encouraged to critique behaviours and contextual factors that influence the health and wellbeing of their communities, work collaboratively to design and apply solutions to movement challenges and apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. VCE preparation units in biomechanics and skill acquisition in sport are also explored. The practical activities are designed to complement the theory lessons, where students will participate in a variety of sports and movement opportunities. This course is aimed at students who wish to extend themselves more academically in preparation for VCE Physical Education, VCE Health and Human Development and VET Sport and Recreation. Class allotment would be 50% practical and 50% theory.

Areas of Study 1

- Body systems for performance
- 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

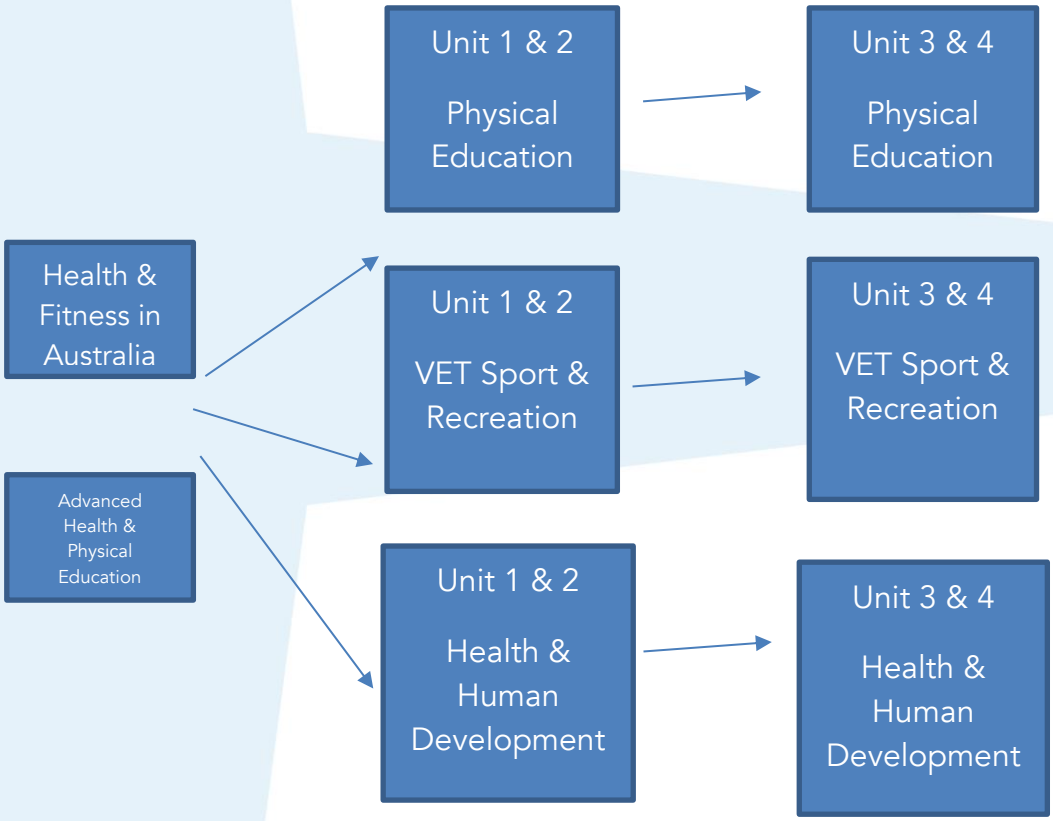
- Nutrition for high performance
- Stages of learning and skill acquisition
- Biomechanical principles
- The structure of a skills based training program and how to write a skills based training program

Assessment

Assessment tasks for this unit are selected from the following:

- Practical Report
- Test
- Assignment
- Examination

Pathways



Year 10 Italian.
Length: 1 Year (Elective)
Learning Area: Language other than English (LOTE)

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.

Area 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.

Pathways

Year 10 Subject: Japanese
Length: 1 Year (Elective)
Learning Area: Language other than English (LOTE)

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.

Area 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 & 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.

Pathways

Year 10 Drama
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 Epic Theatre and, using sets, props and costumes. As solo performers, students will create a non-naturalistic performance. They will also view a live professional performance.

The Suitcase Series Project 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
- Solo performance
- Professional performance viewing and analysis
- Playmaking devices
- Theatrical conventions
- Stagecraft elements
- Expressive skills

Assessment

Students will be assessed on their:

- understanding of drama language and terminology
- development and presentation of a solo and ensemble performance
- reflections of performance work
- performance analysis of a professional production

Year 10 Music (Performance)
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.

Area 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

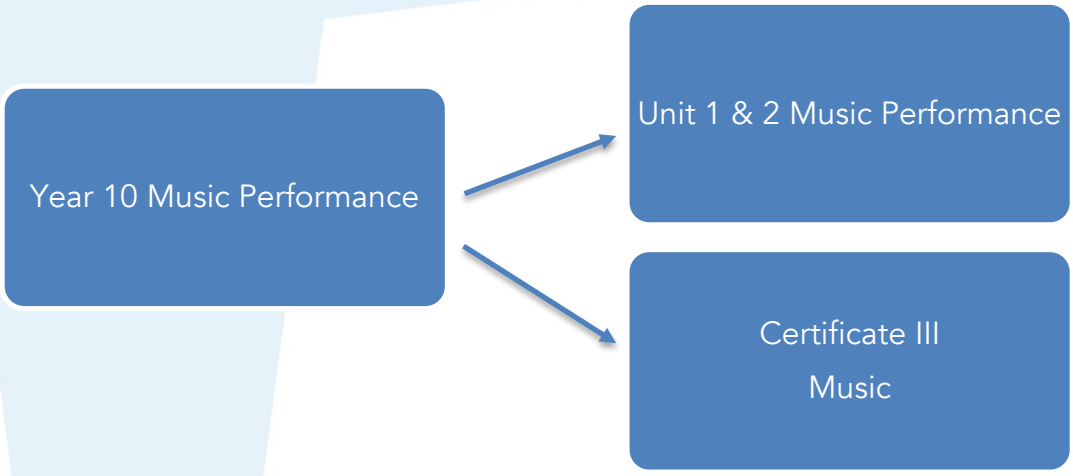
Part 1: Through the Musicianship & Aural Training Level 2 work book, students learn about: Triads in the A harmonic minor scale; chart of triads in a harmonic minor scale; bassline singing in a harmonic minor key; four part rhythmic sight reading and transcription of a chord progression in a harmonic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

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

Assessment

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

Pathways



Year 10 Studio Arts
Length: 1 Semester (Elective)
Learning Area: Visual Arts

Description

In Year 10 Studio Arts, students design, make and present artworks. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. Themes are presented from which students make a selection. Students learn how to use two and three dimensional materials effectively to make paintings, drawings, animations or sculptural forms using a range of materials, such as paint, pastels, film, watercolour, gouache, clay and plaster. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students apply their knowledge and understanding to design, create and produce artworks influenced by the style of particular artists or cultures. They develop a deeper understanding of the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.

Content

This course begins with a range of workshops using different mediums that introduce students to a range of art materials and methods and their effective use. Throughout the course, students are 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.

Areas of Study

- Medium Workshops
- Shared Stories

Assessment

- A series of observational studies from medium workshops using different materials.
- The development of a large 2D or 3D composition with a support portfolio. Final works will be based on a chosen theme.

- A written assignment that demonstrates competent use of art language and terminology.

Pathways

Unit 1 & 2 Studio Arts ➔ Unit 3 & 4 Studio Arts

Year 10 Media
Length: 1 Semester (Elective)
Learning Area: Visual Arts
Description

In Year 10 Media, students learn about how technology shapes culture and the way a media artist expresses their ideas. They also analyse the audience's role in visual narratives and produce a short film.

Content

Students learn about social media and the evolution of technology, and they examine its impact on 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 storytelling through visual forms and they examine how audiences interpret the images they see. They then create a music video that communicates a visual narrative. Later in the semester, students 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
- Narrative and Audience
- Genres in Film: Suspense

Assessment

- 'Synthesis' (Class Collaboration Project)
- Music Video
- Production Design Plan and Short Film

Pathways

- Unit 1 & 2 Media
- Unit 3 & 4 Media
- VCE VET Interactive Digital Media

Year 10 Visual Communication Design
Length: 1 Semester (Elective)
Learning Area: Visual Arts

Description

Year 10 Visual Communication Design introduces students to a range of mediums, 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 communication and environmental designers of the 21st century. Students look at the way visual language can be used to convey ideas in the communication and environmental design fields. Drawing is a primary component of the course 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, observational, visualisation and presentation drawings for design folio tasks that seek to satisfy a client need. The design process is also used throughout.

Content

Students design a logo for a restaurant or food company. They design a building and its surrounds for a public institution, such as the Melbourne Zoo. All work uses drawing as a primary method of generating design ideas. Designs are completed using both manual and digital processes. Students focus on the elements of form, texture and tone, along with design principles, to develop their own designs through the design process. A focus on rendering materials is important in this unit, as students learn to use texture and tone clearly to communicate various surfaces. Both manual and digital processes are applied to resolve the design brief and implement a range of materials and mediums, such as pencils, ink, Copic markers, watercolour, computer programs, photography and model making.

Areas of Study

- Design Knowledge
- Perfume Bottle Design
- Zoo Promotional Panels

Assessment

- A portfolio of design drawings including visualisation, concept, observational and technical drawings.
- 3D models which are presented to the class using pitch techniques.
- The effective use of the design process to fulfil client needs from both design fields.

Pathways

- Unit 1 & 2 Visual Communication Design
- Unit 3 & 4 Visual Communication Design

Year 10 Digital Technologies
Length: 1 Semester (Elective)
Learning Area: Technology

Description

Students are challenged to extend their skills and knowledge by explaining the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. They share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects. Their final solutions and information systems are then evaluated in terms of risk, sustainability and potential for innovation.

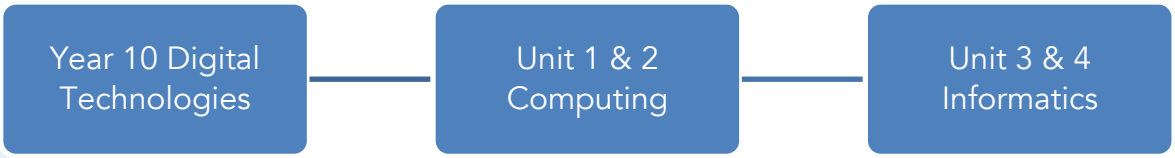
Area of Study

- Website Design and Development
- Networking Systems and Security
- Project Management
- Legal and Ethical Issues
- Database Design
- Data Handling
- Digital Media
- Data Analysis and Visualisation
- Software Development and Programming
- Problem Solving Methodology

Assessment

- Networking and Security Test
- Creation of a website
- Data Visualisation and Analysis Blog
- Database Design
- Game Creation
- Exam

Pathways


Year 10 Digital Technologies
Unit 1 & 2 Computing
Unit 3 & 4 Informatics

Year 10 Design & Technologies (Food: International Cuisine & Food Trends)
Length: One Semester (elective)
Learning Area: Technology

Description

This course focuses on the Product design process in relation to designing, preparing and evaluating high quality and interesting foods. Students will learn about the enormous variety of foods we have available in Australia and that it is predominantly due to the country's multicultural nature. Students will also learn about foods which support the sustainability of the environment including local and fresh produce.

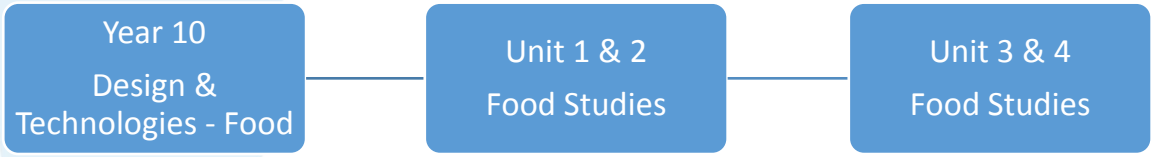
Areas of Study

Students will have weekly practical cooking classes, to continue to develop their skills and knowledge within the kitchen. They will learn to use ingredients and foods from different cultures, including the Indigenous Australian culture. Students will also create foods which promote sustainable farming practices, seasonal produce, ethically sound and local foods.

Assessment

- Weekly cooking classes
- World of Foods Research Assignment
- Topic Test
- End of Semester Examination

Pathways



Year 10 Design & Technologies (Textiles)
Length: 1 Semester (Elective)
Learning Area: Technology

Description

The aim is to gain knowledge and apply the Product design process whilst designing and producing products. Students use commercial patterns and redesign aspects of them to develop their own patterns, and make the product they have designed. They safely operate a sewing machine for the production. The students use the work of fashion and textile designers; creative textile techniques and processes; emerging technologies and traditional textiles as inspirational starting points.

Areas of Study

Drawing methods used by designers, including freehand sketches/visualisations, will be explored. Research related to design ideas; materials; and the environmental impact of using different types of materials is included. The safe use of the sewing machine and other equipment is covered, as students become more independent and skilled in production. The product/garment made is evaluated for functionality, quality and appearance.

Assessment

All practical work is based on theory and research that is developed throughout the course which is reflected in their folio.

- A folio
- A final product/garment.
- Exam

Pathways

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

Year 10 Design & Technologies (Wood: Furniture Design)
Length: 1 Semester (Elective)
Learning Area: Technology

Description

Design and make small storage unit using the Product design process that includes investigating, designing, producing and evaluating the finished product. Students are encouraged to design and make a creative product that they have designed.

Areas of Study

A range of different drawing methods are used including freehand, using drawing boards and Computer Aided Design. Research related to design ideas; materials; and the environmental impact of using different types of timbers is included. The safe use of a range of tools and equipment is covered as students become more independent and skilled in the production of furniture. The products made are evaluated for functionality, quality and appearance.

Assessment

- A folio that relates to the final product is a critical part of the course. This includes a number of different drawing methods.
- Completed high quality piece of furniture
- Exam

Pathways

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

Many aspects of the course prepare students for VCE Product Design and Technology (Wood). If students are undertaking VET Furnishing it is a complementary subject to this study and you may consider doing both at the same time.