

Mary MacKillop College 2020

Year 10 Subject Guide



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Year 10 at Mary MacKillop

Year 10 is the time to start making decisions about where your future lies and developing a pathway that is right for you. The majority of students will go on to complete VCE in their Senior Studies and some will complete VCAL. However, within VCE and VCAL there are many choices to make.

This booklet has been prepared for all students entering Year 10 at Mary MacKillop College. As you start your final year in Middle School and later start to select your subjects for Senior School, you will choose more specialised subjects to help prepare you for the particular directions you will pursue beyond school. You will need to take care to ensure that you choose a balanced program. The subjects described here are offered by the College to ensure that balance is possible. Although there are some compulsory subjects to be studied, there are many choices, choices which may help to lead you into the career, or higher education pathways that interests you. You will need to think carefully about the following:

Personal Interests

Think about those subjects that you have enjoyed most in the past, these most likely reflect your gifts and talents.

Personal Abilities

Which subjects have you performed best at? Your past results are a good indicator here. Try making a list of the subjects that appeal to you, arrange them in your preferred order and then look back at past reports – to see how your results compare to favourite subjects.

Personal Needs

What studies are you likely to need to assist you in achieving your dreams? You should read carefully the VTAC guide or Jobs Guide to better understand the types of subjects that will enhance your chances of attaining your desired course or job in the future.

Personal Values

Think about what is important to you. This might include work ethic, social justice issues, sporting and clubs in the community. Take this into consideration when selecting pathways and subjects.

Selecting a Year 10 Course

Moving into Year 10 is an exciting time for students. It is perhaps the first time many have had to give any real consideration to possible future Pathways. While it is not critical that you study specific subjects at this time, it is advisable to start thinking about those subjects which will best prepare you for Year 11 and 12.

It may be useful to have a look at some of the subjects offered at the senior level to assist you with your decision making. Some of you may also wish to look at the VTAC guide or Job guide to help you to learn which subjects will help you toward a particular career path. Chatting with parents or teachers is a very good start.

All Year 10 students are required to indicate their choice for elective subjects. Students have a wide variety of subjects to select from, they should take time to read through the subject descriptors and select subjects that interest them.

When completing selections, students should put their most important subject at the top of their preferences and further rank each subject in order. The combinations of subjects that run at the College are determined by student choice.

Compulsory subjects at Year 10

Each Year 10 student will study compulsory subjects, in 2020 these are:

- Religious Education
- English
- Mathematics
- Physical Education and Health

Students may then choose the remainder of the subjects they study in Semester 1 and Semester 2. Students must study at least one science and humanities elective for a Semester over the year.

Pathways

Year 10 at Mary MacKillop College aims to provide students with the opportunity to:

- Experience success in their learning.
- Complete Prerequisites required for TAFE and/or University courses.
- Try a range of subjects. Students change their minds and will continue to do so.
- Develop learning skills which will prepare students for an Applied Learning (VCAL) pathway OR for an Academic Studies (VCE) pathway in Senior School in 2020.
- Consider Work Experience.

APPLIED LEARNING PATHWAY

Currently there are a number of options available for students to progress through an applied

learning pathways at Mary MacKillop College. Students may select to participate in VET (Vocational Education and Training) courses either on or off site.

TAFE/VET Vocational Education and Training (VET) enables a secondary student to combine education with training to provide occupational or work-related knowledge and skills. It prepares students to the standard expected from employers and industry. Students also receive a Certificate acknowledging completion of a nationally recognised training course.

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally recognised Vocational Education and Training (VET) certificate.

Any student completing studies at the Senior School level can complete a VET course. Students who complete a VET course will receive credit equivalent to VCE units toward either their VCE or VCAL qualifications.

In addition, students who successfully complete a VET certificate course will have both VCE/VCAL credits, and a nationally recognized qualification.

VET subjects are year length units. Students selecting these courses are therefore enrolled in the subject for the entire year.

VET AT MMCRC

The Vocational Education and Training certificates that are currently offered 'on-site' at Mary MacKillop College are:

- **Certificate II Building and Construction**
- **Certificate II Applied Fashion and Design**
- **Certificate III Information, Digital Media and Technology**
- **Certificate II Sport and Recreation**
- **Certificate II Music**
- **Certificate II Agriculture and Horticulture**

VET at SGTSA

The South Gippsland Trade Skills Alliance (SGTSA) is a partnership of schools and Registered Training Organisations which offers students access to VET programs.

VET is designed to expand opportunities and pathways for senior students to improve post compulsory educational outcomes as well as address the employment needs of industry in Victoria.

The Vocational Education and Training certificates that are currently offered at South Gippsland Trade Skills Alliance are:

- **Electrotechnology – run by AGA in Korumburra.**
- **Plumbing – run by AGA in Korumburra.**
- **Automotive Studies – run by Federation Training in Leongatha.**
- **Agriculture – run by GoTAFE in Leongatha.**
- **Horticulture – run by Community College Gippsland in Leongatha.**
- **Integrated Technologies - run by Federation Training in Leongatha**

If a student wishes to study a VET course run under the South Gippsland Trade Skills Alliance,

there is a processing fee of \$450 that is charged per student to each member of the alliance.

Other VET Programs in South Gippsland/Bass Coast

There are currently several other 'Off-Site" VET programs run throughout Bass Coast and South Gippsland. These are at time subject to numbers and are delivered at different locations in the region, however are not part of the SGTSA.

These are:

| Course | RTO – Provider |
|--|---|
| Certificate III in Allied Health | Federation Training |
| Certificate II in Animal Studies | Federation Training |
| Certificate II in Hairdressing | Federation Training |
| Certificate II in Hospitality (Front of House) | Federation Training |
| Certificate II in Kitchen Operations (Cookery) | Federation Training |
| Certificate III in Early Childhood Education | Federation Training/Chisholm Institute (Bass Coast) |
| Certificate II in Engineering Studies | Federation Training |
| Certificate II in Horticulture | Chisholm Institute (Bass Coast) |
| Certificate II in Retail | Chisholm Institute (Bass Coast) |
| Certificate II in Business | Chisholm Institute (Bass Coast)/ Community College Gippsland |
| Certificate II in Community Services | Community College Gippsland |
| Certificate II in Racing Stable hand | Community College Gippsland |
| Certificate II in Retail Cosmetics | Community College Gippsland |
| Certificate II in Salon Assistant | Community College Gippsland |

Parents are expected to pay \$450 toward the cost of these TAFE/VET fees; the school covers the remainder of the cost (it costs approximately \$2400 for a VET course). If students are removed from the course or do not complete the course for any reason parents are liable for the full cost of the course.

Students wishing to pursue these options will be required to contact Deputy Principal – Learning and Teaching to investigate the viability and individual program.

Work Experience

Year 10 is one of the senior secondary years where students are able to engage in work experience with an employer in the workforce. Students are asked to find a suitable position for the end of Term Two. Some of the jobs undertaken are those of mechanics, chefs, nursing, teaching, shop assistants etc. Through this experience, they are able to gauge whether the work they have done is something they would like to pursue later when they finish their schooling.

Overall, this programme will provide students with an opportunity to experience life outside of the classroom, the stimulus to reflect on their career and employment aspirations and an opportunity to start thinking about VCE and unit selection.

During the first term, all students will be asked to start looking for positions and will be contacted by the Pathways Coordinator.

When considering work experience one must be mindful of finding out where the students' interest lie with regards to:

- career and employment interests
- subjects they are good at
- subjects they are interested in pursuing
- skills/talents they possess
- ideas they have about work experience

Students and parents are requested to complete the work experience form which each student will receive early in the year. The important idea is to get organised early to ensure a placement suitable for the experiences. The dates for 2020 are Monday 24th June to Friday 28th June.

Please contact the Pathways Coordinator if you have any concerns relating to work experience.

Accelerated Learning

At Mary MacKillop College we are committed to assisting students manage their pathway towards achieving personal best. The College provides selected Year 10 students the opportunity to accelerate into a VCE subject within their Year 10 program and Year 11 students to accelerate into Unit 3 & 4 subjects. The benefits of a student accelerating include:

- Gaining an early understanding of the level of rigor needed to successfully undertake VCE and Year 12 subjects
- Setting up a pathway to completing six Units 3/4 subjects as part of a VCE, which can assist in the calculation of a student's ATAR score at the end of Year 12
- Providing access to an additional subject which interest a student and may not fit into a Year 12 program.

Minimum Requirements

Students will be considered eligible for acceleration if they have demonstrated a high standard in their overall Year 9 program. These selected Year 9 students may proceed to a particular VCE Unit 1 and 2 Study in Year 10 if they have satisfied the necessary acceleration requirements including:

- 1) A high standard (over 80% on average as a minimum level) in their overall Year 9 Core subjects;
- 2) Displayed a consistent commitment to all of their studies (based on school reports);
- 3) Have the endorsement and support of parents, Director of Middle School and it is feasible within the constraints of their timetable.

Final acceleration decisions will be made by the professional discretion of the Deputy Principal - Learning and Teaching in consultation with a Learning Team including the Directors of Middle and Senior Schools and relevant Subject Coordinators.

Students who are successful in their application to study in the Acceleration Program will be required to 'pick up' a subject in Year 12 to complete six subjects counting towards their ATAR.

Students should note that the study of a VCE Units 1 and 2 sequence whilst in Year 10 is a bonus not an alternative to the College requirement for VCE Year 11 students to study 5 Unit 1 and 2 sequences plus VCE Religious Education units in Year 11 and in Year 12.

Studies and Units

A VCE study is made up of units with Units 1 and 2 usually attempted in Year 11. Units 3 and 4, which are more advanced, are usually attempted in Year 12. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are substantially more difficult than Units 1 and 2.

Satisfactory completion of VCE units

Each unit has between two and four outcomes. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Satisfactory achievement of these is based on the teacher's assessment of your performance on assessment tasks designated for that unit.

Satisfactory completion is reported as an [S]. Unsatisfactory results are indicated by an [N].

VCE Units 1 and 2 available for Acceleration to selected Year 10 2020 students

Humanities & Commerce

- | | |
|-----------------------|-------------|
| • Accounting | Units 1 & 2 |
| • Business Management | Units 1 & 2 |
| • Legal Studies | Units 1 & 2 |
| • Geography | Units 1 & 2 |

Science & Health

- | | |
|--------------------------------|-------------|
| • Health and Human Development | Units 1 & 2 |
| • Physical Education | Units 1 & 2 |
| • Psychology | Units 1 & 2 |
| • Biology | Units 1 & 2 |

Language & the Arts

- | | |
|--|-------------|
| • Art | Units 1 & 2 |
| • Food Studies | Units 1 & 2 |
| • Product Design and Technology (Wood Units 1 & 2) | |
| • Theatre Studies | Units 1 & 2 |
| • Visual Communication Design | Units 1 & 2 |

This is a list of the VCE Units that the College is offering to Year 10 students and are only potentially eligible for Acceleration to VCE Units 1 and 2 level of a study in 2020. Read through the VCE Unit Descriptions that are provided in the Year 11 Studies guide available at the college.

The VCE Units that are actually taught in 2020 will depend on VCE student demand, timetable grid placement, viable class sizes, teacher availability and College resources. This information will become available once the current Yr 10 students complete their 2020 subject selections.

Students indicating their intent to enter the Acceleration Program will then be consulted. Students may need to review their choices.

An application form for Accelerated learning is at the back of this booklet.

Learning Adjustment and Student Selection

Many subjects require a level of competency and prior learning to access studies at the higher end of secondary schooling. Whilst every attempt is made to maintain student options as they progress through secondary school, restrictions arise when learning adjustment to meet a disability based needs, impacts the skill base students have developed.

If a student has received adjustment or modification in their programme which has impacted the tasks set for them at a class and/or an assessment level, they will need to have a conversation with coordinators about a realistic study course through the senior years of schooling and the pathways of learning and employment prospects past the end of Year 12.

Core Subject Information

Year 10 2020

Religious Education

Faith Development

As a Catholic school we are committed to the holistic development of each person in our community. This includes providing as an integral part of college life, opportunities for faith formation. Our college embraces the charism of Mary MacKillop, a woman of great faith whose extraordinary compassion for others is reflected in the values and attitudes of our community. All students at the College are provided with opportunities to help foster their own faith and spiritual development. These include daily prayer, Religious Education, whole-school celebrations of the Eucharist and social justice activities. These opportunities are integral to the mission of the College and accordingly, students are expected to participate fully and to enter into these occasions to the best of their ability.

Religious Education Program

Students at this level study a range of aspects designed to deepen their understanding of the Catholic faith. The course explores Gospel values as expressed through the story of Jesus and other significant Christian figures throughout history and how Christians are called to live out their faith in today's world.

Units include 'Who is Jesus?', 'Prophets and Saints', 'Prayer and Meditation' 'The Church through time', 'Celebrating Religious Diversity' and 'Making Christian Decisions'.

An important application of the formal RE curriculum is the attendance at Mass. Each RE class prepares and attends one class Mass each semester.

Students have the option of applying to study the standard Year 10 Religious Education program, or the Year 10 Youth Ministry course, which follows a similar structure but with an 'Introduction to Youth Ministry' unit. Applications for this alternative course will be distributed to students once they have elected to study Youth Ministry.

The focus of Youth Ministry is influenced by the CSYMA (Catholic Schools Youth Ministry Australia) program. This is a nationally recognised program, fully endorsed by the Bishop of the Sale Diocese.

Both Year 10 RE courses offer a good preparation for VCE RE units studied in Years 11 and 12 and also further Youth Ministry units.

English

Students explore a variety of texts of increasing complexity. They will develop skills of interpretation and analysis and will respond creatively and critically with an awareness of audience and purpose.

Students will be able to

- Interpret, evaluate and process information from a variety of texts.
- Formulate ideas and opinions and express these in appropriate responses.
- Articulate views, feelings and experiences in written and oral forms for a range of audiences and purposes.
- Develop an appreciation of the structures and contexts of traditional and contemporary literature.

Areas of study

1. Reading and viewing

It is expected that students will study one major text each term. They should be able to construct meaning from a range of print and non-print texts: fiction, non-fiction, film, media, plays and poetry. Discussion, research, essays, creative writing and other activities will relate to theme, plot, characters and setting.

2. Writing

This will include imaginative/personal, informative, argumentative and persuasive styles, incorporating drafting and editing. The conventions of good writing will continue to be fostered and creativity will be encouraged.

3. Speaking and listening

Activities will include dramatisation, presentation of research, discussion, listening and reporting, debating and problem solving.

Mathematics

Year 10 Mathematics is compulsory in both semesters. Based on their performance in Year 9 and teacher recommendation, students will be offered one of four alternative Mathematics subjects:

- Applied Mathematics, or
- General Mathematics, or
- Advanced Mathematics, or
- Extension Mathematics

These programs all cover material from Level 10 standards of the Victorian Curriculum. The aim is to give each student the opportunity to achieve their maximum individual improvement and to better engage with Mathematics. Regardless of which option is studied, no student will be disadvantaged. Extension and remedial options will still be available within all Year 10 Mathematics classes, and the College will continue to aim to prepare all Year 10 students for future studies.

Year 11 Mathematical Methods will be open to both Extension and Advanced students who demonstrate the necessary attitude and skills during Year 10.

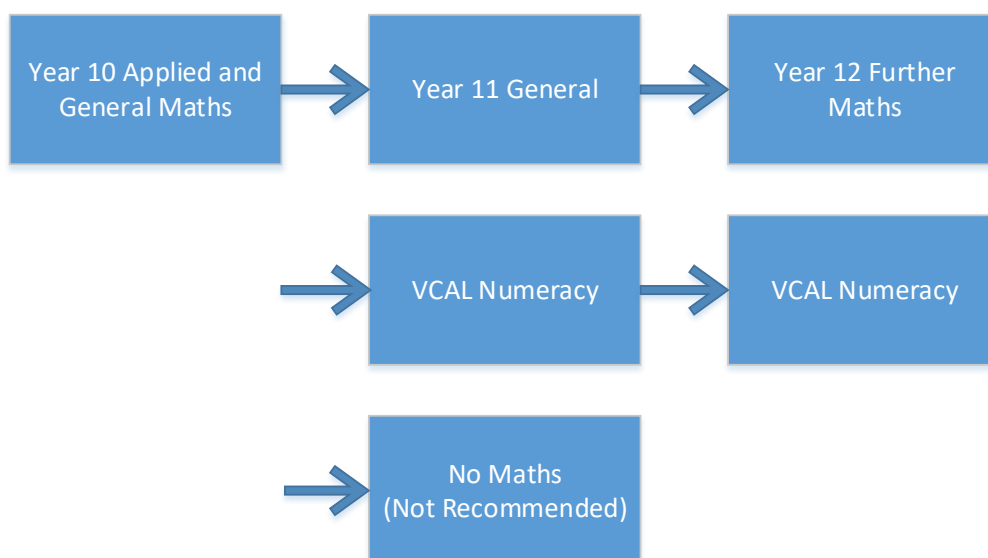
If your child has been allocated to Year 10 Applied Mathematics or Years 10 General Mathematics and requires Mathematics Methods as a prerequisite to study a career in Mathematics, Commerce, Science or Engineering please contact Mr. Sheahan, Mathematics KLA Leader.

Year 10 Applied Mathematics course has a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. The course will be especially useful for students undertaking VET and VCAL pathways.

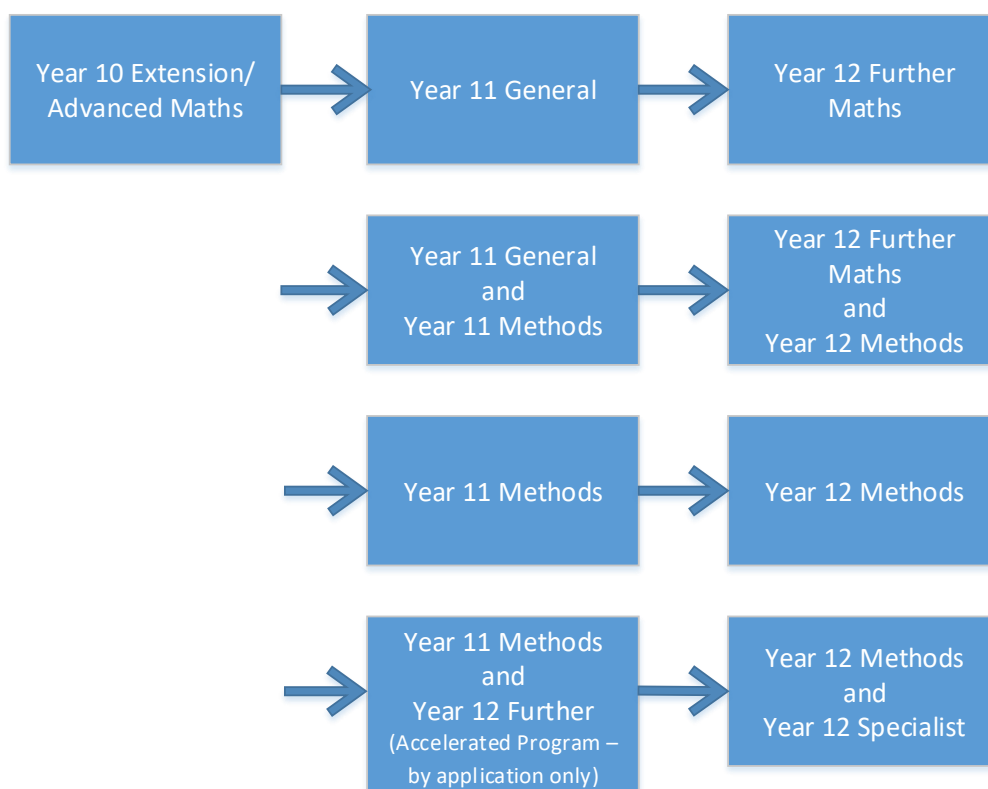
Year 10 General Mathematics course access Level 10 standards and expose students to a variety of areas of Mathematics that will enable them to develop the skills necessary for daily living and working in our society.

Year 10 Advanced Mathematics access the Australian Level 10 Standards and level 10A Standards and will cover the same subjects as the General Mathematics, as well as topics such as Matrices, Algebra and Surds.

Year 10 Extension Mathematics course offers Advanced Mathematics topics that are covered in greater depth and enhanced pace. Hence, additional topics are also studied. Students in this course will be challenged with varied and more difficult problem solving, application and analysis tasks.



Note:
Even though Mathematics is not compulsory at VCE, many post secondary courses require at least 2 units of VCE Maths. It is therefore recommended that all students do mathematics in year 11.



Note: Specialist Mathematics can only be taken in conjunction with Mathematical Methods

Physical Education

Research tells of the benefits of regular physical activity on an individual's physical, social and emotional health. It is with this in mind that Physical Education is part of the compulsory core curriculum at Year 10. Students participate in regular lessons on theoretical and practical classes for the whole year.

Theoretical lessons will focus on Health Knowledge and Promotion within the Australian curriculum. Practical classes will cover the Movement and Physical Activity Strand.

Year 10 Physical Education Program goals

1. To continue to develop and foster in our students the ability to participate with success and confidence in physical activities that rely on complex and specialised motor skills. This is achieved by the continuing exposure of our students to a variety of team sports and activities.
2. To assess their own fitness and develop initiatives that will allow them to participate in life-long physical activity.
3. Explore the body systems including: Skeletal, Muscle and Cardio Respiratory Systems
4. Explore the relative contribution of three primary energy systems and their interplay in complex games.
5. Develop and understanding of the seven fitness components.
6. Gain and understanding of lifestyles diseases in terms of their affects, risk factors and protective factors.

There is an expectation that all Year 10 students will have and maintain a **full** school PE uniform over the entire year. This includes the school's blue wide- brimmed hat.

Elective Subject selection

Selection

The College offers a vast variety of different electives for students in order to create many pathways towards VCE and VCAL in Year 11. Students will choose subjects for both Semester 1 and Semester 2.

Some subjects may be studied for both Semester 1 and 2, others may only be studied once over the year. Pay careful attention to the notes beside each subject.

Choosing the subjects that are right for you

It is important that a discussion takes place at home regarding subject selection. Experience has shown poor subject selection takes place when no discussions have taken place at home.

Sometimes these discussions will be difficult, but they are worth having and not avoiding. When discussing the different subjects that are on offer consider each one as an individual, thinking about your individual pathway is the best start.

A good method of subject selection is to write a list of all subjects that interest you, not putting anything in a particular order. Once you have written down those that interest you, start to rank them in order of most important to least important.

It is strongly recommended that you do this before you complete your electronic submission. Seeing them written on paper might give you a different perspective if you just entered online.

The Year 10 subjects that are actually taught in 2020 will depend on student demand, timetable grid placement, viable class sizes, teacher availability and College resources. This information will become available once the current Yr 10 students complete their 2020 subject selections. Once the final grid of subjects is created students will be able to confirm their selections. Whereas a student misses their first preference reserve units will be allocated.

Below are three examples of different subject selections.

Student A – Interested in multiple Science & Health Electives

| | |
|---------------------------|---------------------------------|
| English | English |
| Mathematics | Advanced Mathematics |
| PE/Health | Sport Specific Choices per term |
| Religious Education Block | Religious Education |
| Block A Semester 1 | Law and Finance |
| Block B Semester 1 | VET Sport and Recreation |
| Block C Semester 1 | Chemistry |
| | |
| Block A Semester 2 | Physics |
| Block B Semester 2 | VET Sport and Recreation |
| Block C Semester 2 | Food and Hospitality |

Student B – Interested in multiple Humanities Electives

| | |
|---------------------------|---------------------------------|
| English | English |
| Mathematics | Mathematics |
| PE/Health | Sport Specific Choices per term |
| Religious Education Block | Religious Education |
| Block A Semester 1 | Money and Markets |
| Block B Semester 1 | History |
| Block C Semester 1 | Ag/Horticultural Science |
| | |
| Block A Semester 2 | Law and Finance |
| Block B Semester 2 | General Science |
| Block C Semester 2 | Product Design Technology |

Student C – Interested in multiple Subjects

| | |
|---------------------------|---------------------------------|
| English | English |
| Mathematics | Mathematics |
| PE/Health | Sport Specific Choices per term |
| Religious Education Block | Youth Ministry |
| Block A Semester 1 | Art |
| Block B Semester 1 | Industry and Careers |
| Block C Semester 1 | VCE Geography |
| | |
| Block A Semester 2 | Law and Finance |
| Block B Semester 2 | Theatre Studies |
| Block C Semester 2 | VCE General Science |

Arts and Technology Electives

- **Art**
- **Drama (Semester 1)**
- **Theatre Studies (Semester 2)**
- **Food Studies (Semester 1)**
- **Food and Hospitality (Semester 2)**
- **Product Design Technology**

Art

In this study Students will engage in image and object making, designing and constructing, both digitally and in a range of materials. They will use a variety of art and design thinking and create works through the use of problem solving processes. They will produce a folio of work in a range of mediums.

Students will develop a thorough understanding of visual arts and respond to both ethical and cultural knowledge. They will explore a range of artists working both in present and past and reflect upon their own artworks - through research, writing and oral discussion.

During Semester One, students will experience 2 and 3-Dimensional art making techniques, including, Drawing, Clay, Sculpture and Mixed Media.

In Semester Two, students will develop a folio in 2-Dimensional techniques, Printmaking and Landscape Painting with the development, documentation and own piece.

Duration

This is a separate Semester based subject. Students may choose to study this for both Semester One and Two.

Drama (Semester 1)

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era. Students creatively and imaginatively work in production roles with a play script, focusing on at least three distinct theatre styles. They study innovations in theatre production and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. This unit is ideal for students looking to consolidate their Drama experience or for aspiring performers hoping to continue their theatre and drama study in the Performing Arts.

The unit focuses on the skills required to perform: expressive skills, performance skills and the transformation of character, place, location and time. Students work as an ensemble (group) to create, rehearse and produce a Theatre in Education play.

Theatre Studies (Semester 2)

This Semester unit is ideal for students looking to improve their listening, speaking and writing skills, as well as aspiring performers hoping to continue on theatre and drama study in the Performing Arts.

The unit focuses on the application of 'production roles' in theatre, as well as understanding the four designated stages of production: planning, production development, production season and production evaluation. Students specialise in production roles, working collaboratively in order to realise the production of performance.

Pathways and Career Opportunities

VCE Theatre Studies

Studying Performing Arts at places such as VCA, NIDA and WAAPA etc.

Career opportunities from studying Drama are Actor/Actress, Stage manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Social Worker, Journalist, Marketing Manager and Personnel Manager.

Food Studies (Semester 1)

Food Studies is a course designed for students interested in all aspects of food production from confectionery to bread. Everything we consume has originated from a plant or animal source and been processed and manipulated by someone to result in an edible food, from the simple to extravagant. There is an emphasis on key foods and production skills in this subject.

Food and Hospitality (Semester 2)

Food & Hospitality is designed for students interested in working in the hospitality industry as a future career or just looking to gain experience for part-time jobs, whether it be in the fast-food industry or at a local café/ restaurant.

In this subject you will be introduced to the basics of the hospitality industry, from food handling and hygiene practises to catering and planning/ management. Students will be encouraged to design and prepare new foods, investigate and taste new things and evaluate to understand food technology.

Pathways and Career Opportunities

VCE Food Studies

Career opportunities from studying Food Studies/Hospitality are Food Media, Personal or Private Chef, Nutritionist or Dietitian, Food Policy, Food History, Culinary Tours, Food Studies Professor, Research and Development, Restaurant Manager or Sommelier.

Product Design Technology

Students will apply the Product Design Process to develop solutions to design challenges. Design Briefs are developed which underpin the research, planning, skills rehearsal and prototyping which take place in a Workshop environment as students develop their design ideas.

Planning and Design Folios are prepared and maintained to document and record design decisions and progress with practical work.

Safe use of tools, small machines and equipment are learned and practised throughout the course and students are encouraged to consider the sustainable incorporation of various materials when designing and are encouraged to develop products which combine functional and attractive uses of focus materials such as timbers, metals and glass.

Assessment

Assessment to gauge and assist student achievement will be ongoing throughout the course and student progress will be monitored through folio work, practical skills development and the ability to realise solutions to design problems. Regular self-review, peer critiques and evaluation of planning and production work will also form an integral part of assessment for learning.

Home Study Expectations

Research, investigation and planning associated with individuals' product designs are expected to be conducted as part of a regular homework routine to enable students to effectively implement plans during practical classes at school. Regularly revising and updating folio records should also form a part of this home study routine. Completion of online Safety Training and Testing Modules also comprises part of each student's homework requirements.

Duration

Students may study this course in either Semester One or Semester Two, or they may choose to extend themselves by undertaking a two semester sequence (Product Design I & Product Design II). The full year option would require students to develop significantly more challenging and complex design projects in the second semester.

Science Electives

- Horticultural Science
- Biology
- Chemistry
- General Science
- Physics
- Psychology

Agricultural and Horticultural Science

This unit has a strong emphasis on sustainability in farming and practical skill development. Students participate in the Cows Create Careers program where they gain hands-on experience with calves and are introduced to the world of dairy and meat markets. Chickens (and potentially other poultry) will be reared from egg to pullet to egg. Other areas of study include farm safety; ethical issues in the agricultural industry; genetics on the farm; fencing; and advanced technologies in agriculture. In the horticultural unit students will operate a scale model market garden and glasshouse. They will use tools and machinery seen in small scale horticulture operations including garlic and house garden vegetables. Low impact pesticide use and the value add of organic techniques are studied. An orchard and vineyard are on the radar.

The unit will also explore the careers and pathways seen in rural Gippsland. The course will look at further studies in agriculture and horticulture along with the careers that support and serve a rural economy.

Special requirements: Sturdy footwear and appropriate clothing is required as there are many practical components completed on site. Safety training is obligatory.

Biology (Who do you think you are?)

Why do we look the way we do? Why are we similar but different to our brothers and sisters? Are monkeys really our ancestors? Can humans be engineered to have glow-in-the-dark skin?

Students will explore the role of DNA and genes in our lives including genetic inheritance patterns, cellular reproduction and new and emerging developments in biotechnology such as gene therapy, GM foods, cloning and artificial selection.

Students will identify applications of these technologies such as making bacteria insulin factories, to apples that don't brown when cut, to glow-in-the dark rabbits. Students will investigate an issue related to biotechnology and explain the biological concepts as well as the legal, social and ethical implications.

Students will evaluate evidence for scientific theories that explain the origin of species and diversity of life on Earth including natural selection as a mechanism of change in a population. They will uncover evidence that supports theories for evolution and evaluate their accuracy and usefulness.

This unit is recommended for students with an interest in the biological sciences and/or who

are planning to study Biology in VCE.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

Chemistry

(To react or not to react)

Our lives and our planet depend on chemical reactions occurring. Some are essential to our survival, others make life more enjoyable, while still others can cause serious harm. What has chemistry and environmental science got to do with our own lives and our futures?

Students will explore how the properties of elements are related to their atomic structure and their place in the periodic table and how this understanding is enabling the development of nanomaterials such as bendable screens for electronic devices and nanobots for medical research.

While examining different types of chemical reactions and how they can be used to produce useful substances such as plastics and pharmaceuticals, students will use atomic symbols to write and balance chemical equations and will investigate factors that influence the rate of chemical reactions.

Students will explore natural chemical cycles within and between the Earth's spheres and how these have been impacted by human activity resulting in problems such as ozone depletion and the enhanced greenhouse effect.

This unit is recommended for students with an interest in the chemical and environmental sciences and/or who are planning to study Chemistry or Environmental Science in VCE.

Duration

This is a Semester based subject that will be running in Semester 1 only.

General Science

This course is intended for students developing their scientific literacy through engaging applications of science, with much less emphasis on preparation for VCE Science units. These units include:

Road Science:

Students will explore road injury and fatality statistics amongst the youth and relate these to themselves or siblings or friends. Students explore the ANCAP safety system and describe the factors that contribute to the star rating system in terms of Newton's Laws of Motion, momentum and impulse. Students also explore factors that affect driver reaction rates and stopping time and identify strategies for reducing road crash statistics amongst their peers and act upon these.

Kitchen Chemistry:

In this unit, students will explore and consolidate equations for reactions and the rates thereof that produce useful substances and result that can be recreated and benefit around the home – both in cooking and in the garden, by making edible condiments and growing plants. Students will be able to describe these reactions both qualitatively and quantitatively, using chemical symbols and basic balanced equations. They will test water quality and judge treatment

techniques as to their effectiveness and to the rate and test for energy content in common foods.

Where Do We Come from & Where Are We Going?

Not just a French painting, but an exploration of why Greyhounds are fast, Labradors are water dogs (and cute) and Dachshunds. Is this natural selection? What impact have humans had - from creating million-dollar race horses to reducing the biodiversity of the planet? Why did Angelina Jolie have a mastectomy and was this a step too far?

Students uncover what DNA is and explore how new species have arisen over time and the impact human actions have had on both increasing and decreasing biodiversity, whether deliberate or accidental. Students will describe the uses of DNA in forensic sciences in solving crimes and relate how family history of a disease is based upon factors in the offspring's DNA.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

Physics

(Robotics and Racing)

Is Formula 1 able to still be called racing or is it better called “Science in the Fast Lane”? In the increasing technological assistance of the pit crews, is Daniel Ricciardo a driver, a pilot or a passenger? How will the need to travel faster and faster – on Earth and inter-planetary expeditions – change the understanding of the physics of motion as we know it?

Students will explore the laws of motion (kinematics), energy (in a singular plane) and Newton's three Laws of Motion. Robotics, drones and slot-guided cars will be used to model these relationships and explore the limits of the devices and their efficiency. They will explore the relationships between displacement, mass, velocity, acceleration (Including centripetal or cornering) to predict and test outcomes. Car crash analogues and safety of automobiles will be of focus.

Students will appraise the evidence for scientific theories that explain the origins of the universe as well as the ultimate fate of the universe and evaluate the problems and related issues with these theories. Theories of faster-than-light speeds will be qualitatively evaluated.

This unit is recommended for students with an interest in the physical sciences and/or who are planning to study Physics in VCE.

Duration

This is a Semester based subject that will be run in Semester 2 only.

Psychology (Inside out)

How does my brain work? How can I tell if someone is telling the truth? Why do we dream? Why do I find some people attractive and not others?

Welcome to the wonderful world of Psychology! Students will explore how psychology reaches into every part of their life and how thoughts, feelings, biological processes and experience influence our behaviours.

Students will study the anatomy of the brain, emotions, memory and dreaming and how the brain and behaviour change over time. They will explore the history of psychology and psychopathology as well as modern medical approaches to behaviour.

Students will design and research a practical investigation using the scientific method and empirical report writing structure.

This unit is recommended for students with an interest in Psychology, the scientific method and/or who are planning to study Psychology or other sciences in VCE.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

Humanities/ Language Electives

- Geography
- History
- French
- Law and Finance
- Money and Markets
- Industry and Careers
- Physical Education - The Human Body in Motion

Geography

In Year 10 Geography, students will study two main strands, being: “Environmental change” and “Geographies of human wellbeing”.

Environmental change and management focuses on investigating environmental geography including local Coastal and Inland Waters. It begins with an overview of environmental change and the factors that influence it.

Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change. Fieldwork is a major component of this strand. Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places.

Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

History

In Year 10 History, students study the making of the modern world and Australia from 1939 to the present time. The three focus areas will be World War II, the development of individuals and groups rights and freedoms and a study of ‘Pop culture’ in relation to a globalising world which looks at analysing popular film, music, television, sport and fashion.

The history of the modern world and Australia from 1918 to the present, has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

French

Students will further extend their vocabulary and increase their ability to use a variety of grammatical structures. This subject includes planning and making a video or power point presentation improving their ability to role play, conversing in French, understanding French spoken at a normal rate, reading more widely and learning about various aspects of French culture including food, fashion, cinema, Paris and French-speaking countries.

Students will be assessed in the four areas of listening, speaking, reading comprehension and writing. This will be done by dialogue performances, written tests, homework and assessing advancement in general conversational skills. There is also an examination.

Duration

This is a full year subject.

Law and Finance

Law and Finance is a new Year 10 course designed to build students' understanding of Australia's political and accounting system and how it enables change.

The subject will develop skills that are relevant to Year 11 Legal Studies and Accounting, providing a solid introduction to these subjects. Students will examine the ways interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

Students study the purpose and work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. Students will develop skills in excel and accounting practices. According to the Australian Government's Job Outlook, demand for Accountants over the next 5 years is 'High' with over 50,000 positions needed. Given this, it is still quite an attractive industry to enter.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

Money and Markets

Money and Markets is a Year 10 course which involves the study of aspects of the Australian economy within a global context. It will provide a pathway for those interested in studying Business Management and Economics in Year 11.

The study includes an examination of the operation of markets, the changing nature of work and the importance of a competitive advantage by businesses.

Study is related to the 'real business world' with input from business owners and operators. During the semester students participate in a number of 'hands-on' experiences to enhance their understanding of the interplay of shareholders, business operators and consumers.

Why study Money and Markets?

Become a more informed citizen, consumer, worker, voter, producer, saver and investor. Develop some understanding about current issues in the news. Develop a wide range of valuable skills and enjoy some 'hands-on' experiences beyond a textbook. Gain a sound background for further study in Economics and other business subjects.

Duration

This is a Semester based subject that will be repeated in Semester 1 and 2. Students may only choose to study this for one Semester.

Industry and Careers

This Applied Learning unit will be broken into 3 components: Life Skills, Moving Out and Money.

Life Skills:

Students will be learning the practical skills and knowledge that they need to participate fully in society as they grow and become young adults.

Students explore the world of work, with special emphasis on the transition from school to work. We investigate the nature of the workplace and implement practical suggestions for compiling a CV, applying for a job and interviewing skills.

In the Moving Out section students explore some of the practical issues for young adults as they move towards independent living. Students consider the reasons why young adults move out of the family home, finding a place to live, different housing options, signing a lease and the issues involved in shared living. They also look at transport and the things to consider when buying their first car.

Moving Out topics include:

Homelessness; Finding a place to live; University accommodation, renting with friends; The lease, bond, condition report and rent; Connecting services; How much will it all cost? Household organisation and budgets; Repairs and maintenance.

In the Money part of the course students will consider responsible money management, including knowing their spending habits, how to budget and what to do if they are in debt.

Other topics include warranties, scams, gambling, online shopping and mobile phone plans.

Money include:

Spending habits; Top Tips for Saving Money; The Burden of Personal Debt; Goods and services; Contracts and warranties; Mobile Phone Plans; Online Shopping; Scams, Fraud and Identity Theft; The Influence of Marketing; Understanding Credit Cards; Tax Returns; and Gambling.

Duration

This is a Semester based subject that will be delivered in Semester 2.

Physical Education - The Human Body in Motion

Is a course that is designed for students interested in Physical Education and Health and Human Development. Students will begin to learn how the human body operates. They will gain a deeper understanding of the Anatomy and Physiology of the human body.

Students will also be introduced to the basic principles of movement, they will apply and explore different forces and movement of mass on the body. These forces will be applied into a practical sense for students to understand how these work in specific sports.

This subject will also take students through how the cardiorespiratory system functions, looking at the anatomy of the heart and lungs.

Students will be engaging in classes that are focused on improving their knowledge of health and wellbeing which will involve learning about the dimensions of health, the level of health experienced by Australia's youth and initiatives that have been developed to promote health among youth.

Students will also explore Aboriginal and Torres Strait Islander perspectives on health and wellbeing, the importance of nutrition as well as the role that food and key nutrients play in determining the level of health that a person experience.

Why study Health and Human Development and Physical Education?

To form a strong basis of knowledge and develop a sound understanding of information if you are wishing to study VCE Health and Human Development or VCE Physical Education.

Duration

This is a semester-based subject whereby one semester will focus on Physical Education and the other on Health and Human Development content.

VET Electives

- **VCE VET Applied Fashion Design and Technology**
- **VCE VET Music**
- **VCE VET Building and Construction**
- **VCE VET Sport and Recreation**
- **VCE VET Information, Digital Media and Technology**

VCE VET Applied Fashion Design and Technology

The VCE VET Applied Fashion Design and Technology program enables students to receive the Certificate II in Applied Fashion Design and Technology and a statement of attainment for selected units of competency from the Certificate III in Applied Fashion Design and Technology. These nationally recognised qualifications are drawn from the LMT07 Textiles, Clothing and Footwear Training Package and are issued by a Registered Training Organisation (RTO).

VCE VET Applied Fashion Design and Technology will provide students with basic design and development skills and knowledge to prepare for work in the fashion industry. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options which studies in Applied Fashion Package Design can lead to include: Milliner, Milliner's Assistant, Fashion Design Worker, Fashion Design Assistant, Fashion Merchandiser, Textile Designer or Fashion Designer.

VCE VET Music

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as Composer, Film Music Editor, Recording Engineer, Instrumental Teaching, Professional Musician, Music Therapist or Music Classroom Teacher.

VCE VET Building and Construction

Certificate II in Building and Construction is designed to provide entry-level training for students who wish to pursue employment and career opportunities within the building and construction industry. Students learn the skills and knowledge in building, including working safely within the construction industry, preparing work in the construction industry and using power tools. This program is delivered onsite, where an emphasis is placed on providing hands-on, practical training wherever possible.

The VCE VET Building and Construction program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries.
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Please note you must have studied Building and Construction in Year 10 to continue with this subject in Years 11 and 12.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Once you have completed the three years and obtain a Certificate II in Building and Construction (Carpentry) you will have completed part of the theoretical component of the relevant Apprenticeship/Certificate III. This will assist you to enter an apprenticeship in a chosen area of study.

VCE VET Sport and Recreation

The VCE VET Sport and Recreation program is drawn from the SIS Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as Coach, Sports and Fitness Coach, Activity Program Coordinator or Sports Administrator.

VCE VET Information, Digital Media and Technology

The VCE VET Information, Digital Media and Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as Support Games Developer, Mobile Games Programmer, Games Designer, Games Developer, Website Developer, System Designer, Assistant Software Developer, or Programmer and Website Coordinator.

Students should...

1. Discuss their best suited learning pathway with:
 - Family
 - Teachers
2. Inform their decision through considering their
 - **Interests** ~ Think about the subjects where they enjoy learning
 - **Aptitude** ~ Use feedback from teachers and past academic results
 - **Personality** ~ Think about their characteristics which will influence how and what they learn
 - **Values** ~ Consider what is important to them

Students, remember when choosing...

Do

- Think about what interests you and what you like learning
- Discuss your subjects with your Parents and Teachers

Don't

- Choose subjects based upon what your friends are doing.
- Panic if you have no idea what you would like to study in the future

Subject Selection Checklist

Below is a form to Assist students with subject selection. This may be helpful for you to complete before you submit your preferences online.

| | |
|------------------------------|--|
| Religious Education Elective | |
| Block A Semester 1 | |
| Block B Semester 1 | |
| Block C Semester 1 | |
| | |
| Block A Semester 2 | |
| Block B Semester 2 | |
| Block C Semester 2 | |

Things to check

| | |
|--|----------|
| Have you selected a Humanities elective? | Yes / No |
| Have you selected a Science elective? | Yes / No |
| Have you discussed with your Parents? | Yes / No |
| Have you spoken with teachers regarding your subjects? | Yes / No |
| Have you logged on to complete your web preferences? | Yes / No |

Acceleration into a VCE 2020 Response Form

Name _____ Homeroom _____

Do you wish to take up this offer of acceleration? Yes / No (please circle)

1. Please circle a particular stream to approach Accelerated into VCE.

Humanities & Commerce

Science & Health

Language & the Arts

2. Specifically, which VCE Units 1 and 2 studies that you are considering for study in 2020
(You will only study one Units 1 and 2 level study in Year 10)

3. Why would you like to take up the opportunity to accelerate into a VCE Units 1 and 2 study?

Terms and Conditions:

- I accept that a condition of continuing a Year 11 level subject in 2020 is that I must maintain a high academic standard and a positive attitude in all of my Year 10 studies in 2020.
- I understand that as a Year 10 student I must participate in all activities and programs that are compulsory for Year 10 students.
- I accept that this subject will not replace a full program of VCE studies that I will be required to complete in 2020 when I am a Year 11 student.
- I understand that as part of the Acceleration Program I will be required to 'pick up' a subject in Year 12 in 2020 to complete six subjects counting towards my ATAR.

Student's signature _____

I support my son/daughter studying a Year 11 level subject in Year 10

Parent's/Guardian's signature _____

**The completed and signed form must be returned to Mr Wright
through Student Reception when you complete your online web preferences.**