



**Mary MacKillop**  
Catholic Regional College

# YEAR 10 2024

## 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.

This booklet has been prepared for all students entering Year 10 at Mary MacKillop Catholic Regional 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 interest 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, 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 Catholic Regional 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 Senior School.
- Consider Work Experience

## **Applied Learning Pathway**

Currently there are a number of options available for students to progress through an applied learning pathway 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. Student's 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 VCE-VM qualifications.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

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 (22338VIC) provided through Access Skills Training (RTO 4603)**
- **Certificate II Applied Fashion & Design (MST20616) provided through Ripponlea (RTO 21230)**
- **Certificate III Information Technologies (ICT30120) provided through Access Skills Training (RTO 4603)**
- **Certificate II in Sport & Recreation (SIS20115) provided through IVET (RTO 40548)**

### **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:

- **Certificate II in Electrotechnology - Career Start (UEE22020) – AGA (RTO 3289)**
- **Certificate II in Plumbing - Pre-apprenticeship (22569VIC) – AGA (RTO 3289)**
- **Certificate II in Automotive Vocational Preparation (AUR20720) – TAFE Gippsland (RTO 0417)**
- **Certificate II in Agriculture (AHC20116) – TAFE Gippsland (RTO 0417)**

*If a student wishes to study a VET course run under the South Gippsland Trade Skills Alliance, there is a processing fee of \$500 that is charged per student to each member of the alliance.*

### Other VET Programs in South Gippsland (TAFE Gippsland)

There are currently several other 'Off-Site' VET programs run throughout South Gippsland. These are delivered at different locations in the region, however they are not part of the SGTSA. These are:

Course	RTO – Provider
Certificate III in Allied Health Assistance (HLT33015)	TAFE Gippsland (RTO 0417)
Certificate II in Animal Care (ACM20121)	TAFE Gippsland (RTO 0417)
Certificate II in Engineering Fabrication and Fitting (22470VIC)	TAFE Gippsland (RTO 0417)
Certificate III in Business (BSB30120)	TAFE Gippsland (RTO 0417)
Certificate II in Hospitality (SIT20316)	TAFE Gippsland (RTO 0417)
Certificate II in Kitchen Operations (SIT20416)	TAFE Gippsland (RTO 0417)
Certificate III in Early Childhood Education and Care (CHC30121)	TAFE Gippsland (RTO 0417)
<b>** Partial Completion – not the full certificate</b>	
Hair and Beauty Skills Set (SHB30115) & (SHB20216)	TAFE Gippsland (RTO 0417)
<b>** Partial Completion – not the full certificate</b>	

Parents are expected to pay \$500 toward the cost of these TAFE/VET fees; the school covers the remainder of the cost. (It costs approximately \$2500 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 the Deputy Principal – Learning and Teaching to investigate the viability of any 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 program 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 lies 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.

Please contact the Careers Leader 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 interests 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, Year 10 Wellbeing Leader and it is feasible within the constraints of their timetable.

Final acceleration decisions will be made by the Deputy Principal - Learning & Teaching in consultation with a Learning Team including the Year 10 and 11 Wellbeing Leaders 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

VCE units 1 and 2 available for Acceleration to selected Year 10 2024 students

## **Humanities & Commerce**

- *Business Management*
- *Legal Studies*
- *Geography*
- *History*

## **Science & Health**

- *Biology*
- *Health and Human Development*
- *Physical Education*
- *Psychology*

## **Arts & Technology**

- *Art*
- *Food Studies*
- *Product Design and Technology*
- *Theatre Studies*
- *Visual Communication Design*

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 2024. 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 2024 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 Year 10 students complete their 2024 subject selections.

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

# Core Subject Information

## 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 'Death and Resurrection', 'The Eucharist', 'How to make a good decision', 'Love' and 'Celebrating Religious Diversity'.

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.

This Youth Ministry course will include a component of the Year 10 curriculum, with the main focus being on Catholic Social Teachings and the Social Justice. Applications for this alternative course will be distributed to students once they have elected to study Youth Ministry.



# Physical Education & Health

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 & Health 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 being healthy, safe, and active with in community and the corresponding reflection in community health within the Victorian Curriculum. Practical classes will cover strands involving sports leadership and learning through movement patterns.

## Year 10 Physical Education & Health 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 enable students to evaluate their own risk taking behaviours as they transition from adolescence to adulthood. This includes the responsibilities associated with driving motor vehicles and attendance at social events independently and consent education.
3. Explore the health of, and from the perspectives of, women and men in Australia and in a global context.
4. Recognise and evaluate gender based interpersonal inequities and power differentials.
5. Create habits for lifelong community physical activity to allow planning for regular physical activity.

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



# English

Year 10 English is compulsory in both semesters, and the English course covers material from Level 10 standards of the Victorian Curriculum.

## **Reading and Viewing**

In Year 10 English, students read and analyse how various texts (including novels, short stories, poems, films, speech scripts, and news articles) can be used in innovative ways by different authors. Students look at how language features, images and vocabulary contribute to the development of an author's individual style. Students are encouraged to contribute their own ideas and look at other interpretations to analyse texts. They will then identify and use evidence to support their perspectives.

## **Writing**

Students develop their own writing style by experimenting with language features, style, text structures and images. They are encouraged to write in different forms to engage specific audiences. Students will continue to develop and refine their understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing their writing.

## **Speaking and Listening**

Students listen for ways language within texts can be used to achieve particular effects. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, style, structure and images. In class, students create a wide range of texts to articulate and present their ideas. Students are encouraged to contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

## **Assessment**

Students are expected to complete all of their classwork and formal assessments in order to demonstrate that they meet the Victorian Curriculum standards at Level 10.

In Year 10 English, assessment tasks include:

- Creative Writing Folios
- Reading & Writing Journals
- Statements of Intention
- Formal Essays
- Speech Scripts
- Oral Presentations

# Mathematics

Year 10 Mathematics is compulsory in both semesters. Students have a choice of three different pathways for their Mathematics studies.

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

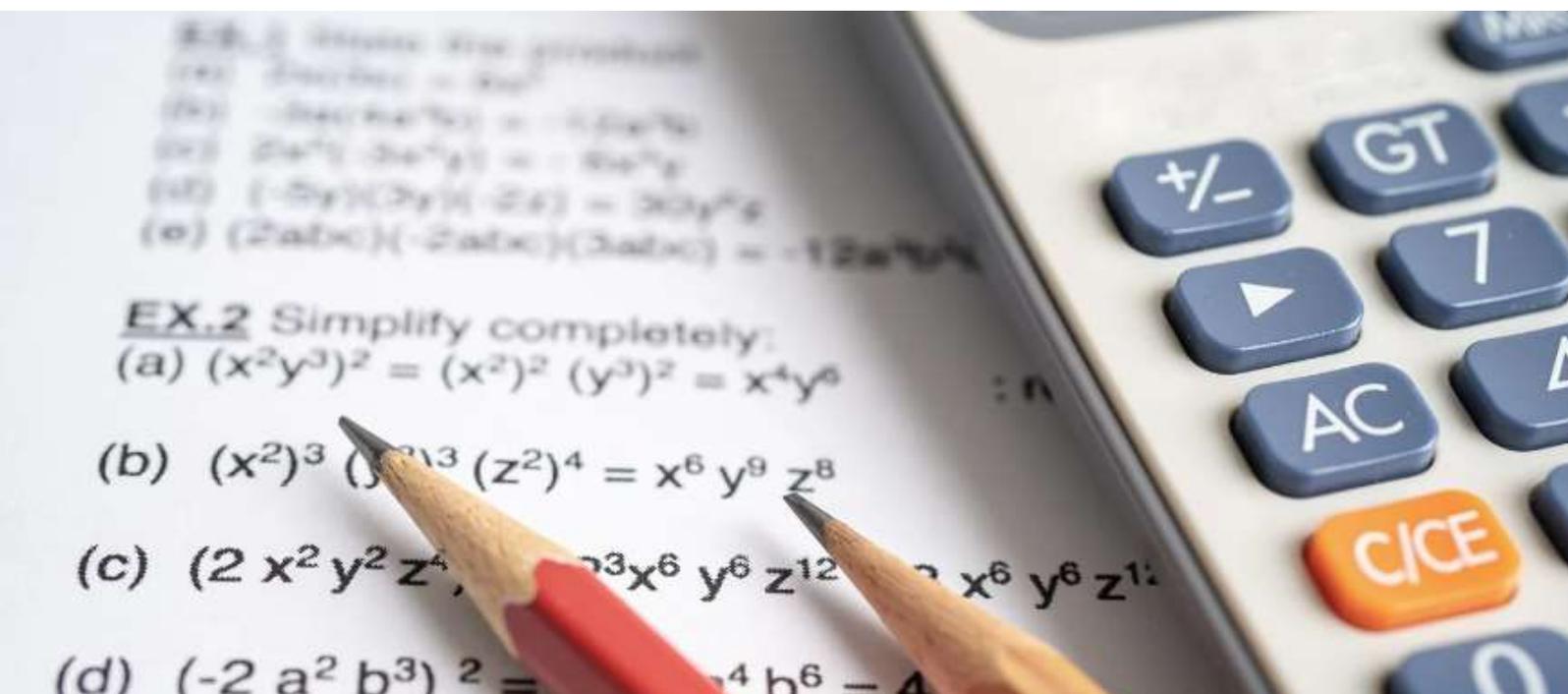
These programs all cover material from Level 10 standards of the Victorian Curriculum. The aim is to give each student the opportunity to achieve their maximum individual improvement and to better engage with Mathematics. Regardless of which option is studied, no student will be disadvantaged. Extension 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.

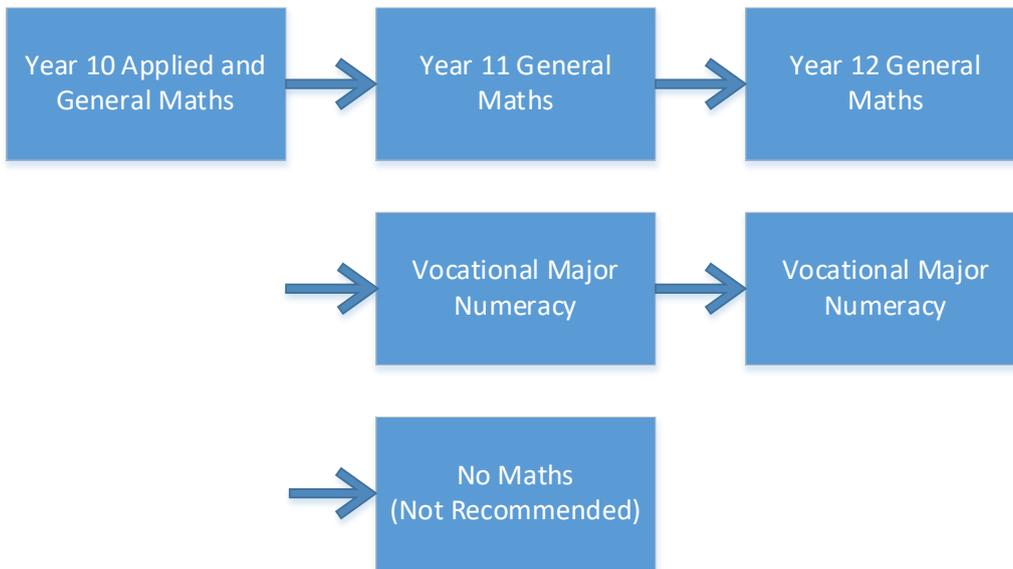
Year 11 Mathematical Methods will be open to Advanced Mathematics students who demonstrate the necessary attitude and skills during Year 10.

**Year 10 Applied Mathematics:** this 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 VCE Vocational Major pathways.

**Year 10 General Mathematics:** this 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:** this course accesses the Victorian Level 10 Standards and level 10A Standards and will cover topics 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

# Elective Subject Selection

## **Selection**

The College offers a vast variety of different electives for students in order to create many pathways towards VCE 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 2024 will depend on student demand, timetable grid placement, viable class sizes, teacher availability and College resources. This information will become available once the current Year 9 students complete their 2024 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	Mathematics
PE/Health	Sport Specific Choices per semester
Religious Education Block	Religious Education
Block A Semester 1	Law & Civics
Block B Semester 1	VET Sport & Recreation
Block C Semester 1	Chemistry
Block A Semester 2	Physics
Block B Semester 2	VET Sport & Recreation
Block C Semester 2	Product Design II

**Student B – Interested in multiple Humanities Electives**

English	English
Mathematics	Mathematics
PE/Health	Sport Specific Choices per semester
Religious Education Block	Religious Education
Block A Semester 1	Money & Markets
Block B Semester 1	History
Block C Semester 1	Ag/Horticultural Science
Block A Semester 2	Law & Civics
Block B Semester 2	General Science
Block C Semester 2	Food Production & Sustainability

**Student C – Interested in multiple Subjects**

English	English
Mathematics	Mathematics
PE/Health	Sport Specific Choices per semester
Religious Education Block	Youth Ministry
Block A Semester 1	Art
Block B Semester 1	Industry & Careers
Block C Semester 1	VCE Geography
Block A Semester 2	Law & Civics
Block B Semester 2	General Science
Block C Semester 2	VCE Geography

# Arts and Technology Electives

- **Art**
- **Drama**
- **Food Studies**
- **Media Arts**
- **Music**
- **Product Design**
- **Theatre Studies**
- **Visual Communication Design**

# 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.

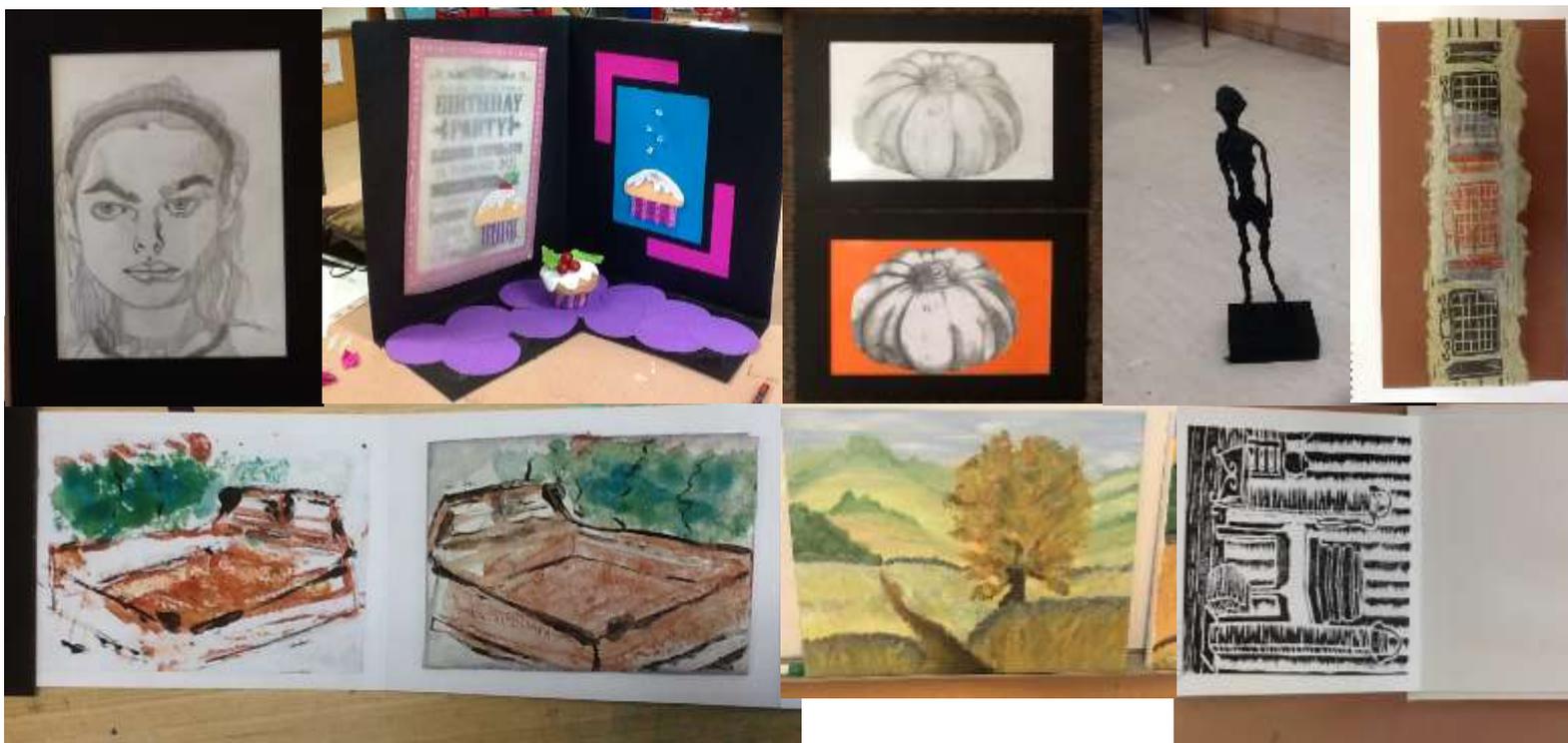
Students will develop a thorough understanding of visual arts and respond to both ethical and cultural knowledge. They will explore a range of artists working both in present and past and reflect upon their own artworks - through research, writing and oral discussion.

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 semester-based subject however students are able to choose the subject for both Semester 1 and Semester 2 to undertake the subject as for an entire year. If Art is chosen in both semester 1 and semester 2, students will develop more challenging and complex projects in the second semester, extending on their knowledge from semester 1.'



# Drama

This semester long unit explores a variety of theatrical styles and conventions through ensemble work and play making. Students will develop their abilities in realism, non-naturalistic performance, expressive skills and transformation of character, location, and time.

The unit culminates in a production of a scripted play to be performed to an intended audience. Students will focus on developing acting skills, while creating a meaningful character to perform using additional stage crafts such as costume, set and lighting.

# Theatre Studies

This semester long unit explores all areas of theatre, from interpreting theatrical texts, to evaluating a viewed play. Students will have the opportunity to interpret theatre from the perspectives of different production roles, such as an actor, director, or designer in costume, set, sound and lighting.

The unit focuses on exploring a variety of theatrical styles and conventions, such as Realism, Epic and Gothic Australian Theatre. Students work within the VCE Theatre Studies framework to acquire skills as an actor, director, and designer in the production areas of Planning, Developing and Presenting. Students culminate their understanding through their creative interpretation of a scripted play.

## Pathways and Career Opportunities

Studying Drama and Theatre Studies in Year 10 provides students with a knowledgeable foundation for VCE Theatre Studies, Literature or Media Studies. Further study in the Performing Arts can be pursued at places such as VCA, NIDA, WAPPA or other universities and private schools.

Career opportunities from studying Drama and Theatre Studies are, actor, stage manager, director, production manager, costume, set and lighting designer, or jobs in television, theatre, and radio. Other jobs may include youth worker, events manager, journalist or media specialist.



# Food Studies

## **Semester 1: Eating for Health**

Students in Food Studies investigate the challenges involved in providing interesting and healthy family meals. Students will investigate eating practices for different stages of the lifespan, different nutritional requirements across the lifespan and resource management in menu planning. Students investigate Australian Food Selection Models. They also alter recipes to make them healthier, suit individual dietary needs, and cater to different serving sizes. Students investigate dietary related diseases.

## **Semester 2: Food Production & Sustainability**

Food Production and Sustainability is a course designed in all aspects of food production from paddock to plate. 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.

Students will explore many aspects of food production including the impact of various types of farming and sustainable fishing. Food miles will be investigated and how eating locally and seasonally could reduce them. The influence of packaging, labelling and marketing of food on food choice, as well as the food waste will also be a focus of this course.

## **Pathways and Career Opportunities**

Further study includes:

- Food Studies (William Angliss)
- Food Studies (Deakin)
- Food Sciences (RMIT)
- Food Sciences and Technology (RMIT)

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, sommelier.



# Media Arts

The Media Arts elective is a subject that focuses on the relationship between art and technology. The Year 9 Media Arts course focuses on building skills in Photography. Students then have the opportunity to continue developing these skills as part of the Year 10 Media Arts class.

In Year 10 Media Arts, students will engage with and analyse media texts - films, photographic series and print productions. We examine how narrative codes and conventions are used to represent viewpoints and communicate ideas. Students also develop media production skills to construct and present their own media artworks. Collaboration is encouraged in this course, and students will explore different production roles and responsibilities.

Students build skills and knowledge in Media Arts that can also be applied to other subjects - Art, Dramatic Arts, Humanities and English.

Assessment tasks include written analysis work, a pre-production folio and completion of a media production.



# Music

During the course of this study students will be engaged in music appreciation activities that encourage aural and visual analysis of works and performances of different styles. They will use general listening and specific aural skills to listen to, compose, analyse and write about music. They will use knowledge of the elements of music, style and notation to compose, document and share their music. A focus on performance allows students to develop and hone their personal playing skills and dedicate time to rehearsing in solo and ensemble contexts. Students will be involved in class recitals each term and present repertoire for performance in a range of forms and styles. By the end of the course students will have composed their own music, collaborated with other students to perform in both formal and informal contexts and further developed their performance skills.

This unit complements the Instrumental Music Tuition Program. Students need to play a musical instrument or sing to fully participate in class performances. This subject is highly recommended as preparation for the study of VCE VET Certificate III Music Industry Performance.

## **Duration**

This is a semester based subject.

## **Career Opportunities**

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



# Product Design

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 practiced throughout the course. 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

This is a semester based subject. If sufficient numbers for a class in both Semesters, students may later apply to extend themselves by undertaking a two-semester sequence. The full year option would require students to develop more challenging and complex design projects in the second semester.



# Visual Communication Design

Students apply the design process to support the creation of visual communications. Design Briefs provide reference points from which students undertake research, generate ideas, develop and refine concepts and resolve final presentations which satisfy requirements of the briefs. Skills in the use of design elements and design principles are practiced, along with the selection and use of a variety of media, materials and technologies. Two- and three-dimensional drawing methods using both freehand and instrumental drawing techniques are explored and students learn to use manual and electronic production systems. Target audience characteristics are also considered as students develop visual design solutions in the fields of Information, Environmental and Product Design.

## 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.

## Duration

This is a semester based subject. If sufficient numbers for a class in both Semesters, students may later apply to extend themselves by undertaking a two-semester sequence. The full year option would require students to develop more challenging and complex visual design projects in the second semester.

## Further Pathways

VCE Visual Communication Design - Unit 1, Unit 2 and Units 3-4 Sequence

VCE Art Creative Practice – Unit 1, Unit 2 and Units 3-4 Sequence

## Career Opportunities

Some typical fields of practice and possible future career options which studies in Visual Communication can lead to include: graphic design, advertising, marketing, cartography, illustration, package design, advertising, exhibition and display design, business graphics, architectural design, drafting, interior design, landscape design, engineering design and drafting, industrial design, furniture design, fashion design, technical illustration.



# Science Electives

- **Agricultural & Horticultural Science**
- **Biology**
- **Chemistry**
- **Forensic Science**
- **Physics**
- **Psychology and Research Methods**

The Science electives in Year 10 are designed to meet the Victorian Curriculum requirements, to develop lifelong learners in relation to science and to develop scientific literacy skills - the ability to apply their understanding and a range of skills to make good decisions in life.

Biology, Chemistry, Physics and Psychology are also designed to prepare students better for their VCE pathways in their areas. If students want to study VCE Sciences, it is recommended that they choose these subjects.

Students must choose at least one Science elective in their Year 10 course.

# Agricultural & Horticultural Science

Agricultural and Horticultural Science is designed to develop the students' understanding of the operations and practices involved in sustainable agricultural and horticultural farming systems with a focus on applicability in Gippsland.

This study allows students to develop and apply theoretical knowledge and skills to real world business and practices. A key driver is the appreciation of diversifying farm income and the adoption of new ventures for the region while adhering to sustainable and best environmental practices.

Students apply their acquired knowledge and skills to design, develop and manage an agricultural and/or horticultural business as a project within this study.

The course has a high practical focus and includes the establishment and planting of a model market garden, seed and seedling propagation in the hot house and the care of domesticated farm animals (poultry and calf rearing).

This unit is recommended for students with an interest in the agricultural /farming pathway or may be considering VET Agriculture or VCE Agricultural and Horticultural Studies.

## **Duration**

This is a Semester based subject only.



# 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 VCE Biology.

## **Duration**

This is a Semester based subject only.



# 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 VCE Chemistry or VCE Environmental Science.

## **Duration**

This is a Semester based subject only.



# Forensic Science

Forensic Science is the application of sciences such as Biology, Physics and Chemistry to help solve matters of law.

The biology side of Forensic Science can help investigators determine the identity of an unknown suspect through fingerprint identification, blood and DNA typing, examinations of hair and fibres, autopsy procedures, using anthropology to exam remains and entomology to use insects to help determine a time of death as well as looking at the role of pollens at crime scenes. It can also help work out what happened at a crime scene by understanding how blood spatter patterns may have occurred.

The physics components of Forensic Science can help investigators to understand the causes of road traffic accidents by analysing all the factors involved such as the condition of the car, whether the car was speeding, road conditions, and what the weather was like. They also analyse and report on shooting crimes involving ballistics.

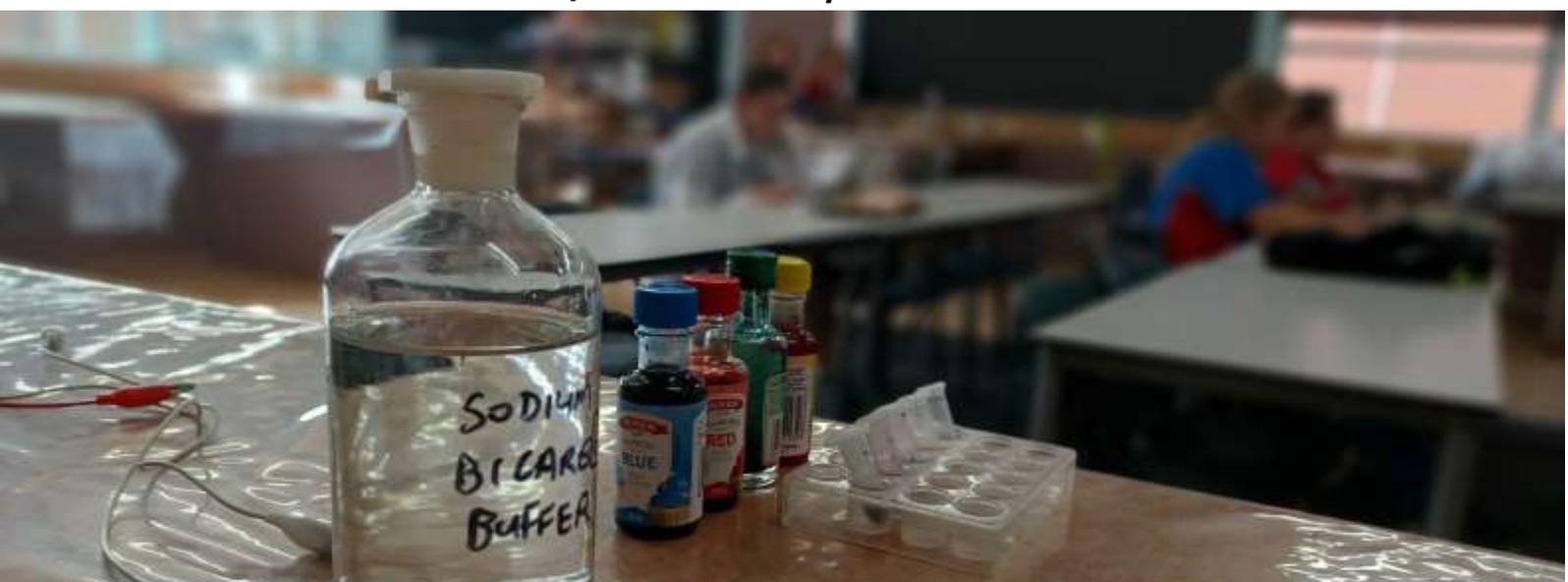
The chemistry components of Forensic Science can help investigators learn the composition and source of evidence such as drugs, poisons and trace materials and analyse handwriting and inks used in ransom, forgery and counterfeit cases.

Students will study all of these topics and gain practical experience in how to analyse and report on various situations. Through making connections between their studies inside the classroom and their lives in our community, students can develop scientific literacy skills to assist them to understand science in our lives and help to make better informed decisions in their futures

## **Duration**

This is a Semester based subject only. It is not recommended for students also studying Biology, Chemistry and Physics in Year 10.

***Please note: This course is intended for students developing their scientific literacy through engaging applications of science, NOT for preparation for a specific VCE Science unit. There is NOT a forensic science option at VCE level.***



# Physics (From here to there and along the way)

*How fast is fast? We may call a red F1 vehicle 'fast', but what makes it fast? Is it really that fast? It is estimated that a manned space mission to Mars will not only be a year long journey, but also a one-way trip. Voyager 1 has been travelling over 40 years, but has only just reached the extrasolar bubble. How do things move, and how do we make things move faster? How do we power the journey?*

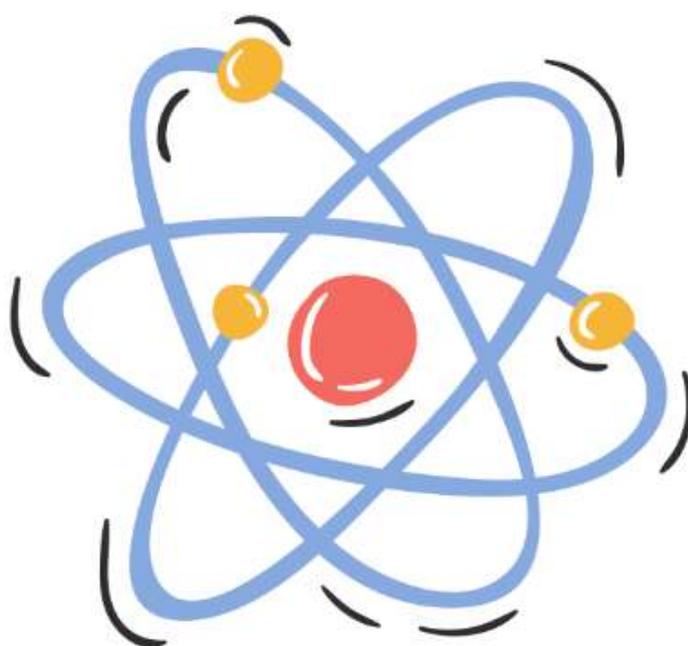
Students will explore the laws of forces and motion for a variety of vehicles, with a mind on the developing technology of self-driving cars and the safety of the technology. Students will investigate and find commonalities between energy sources, developing an understanding of the transformation and conservation of energy through the lens of the transitions from fossil fuel to renewable based energy generation. Students will attempt to create motors and a wireless charging device.

Students will use scientific investigative skills to 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 the physical sciences and/or who are planning to study VCE Physics.

## **Duration**

This is a Semester based subject 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.

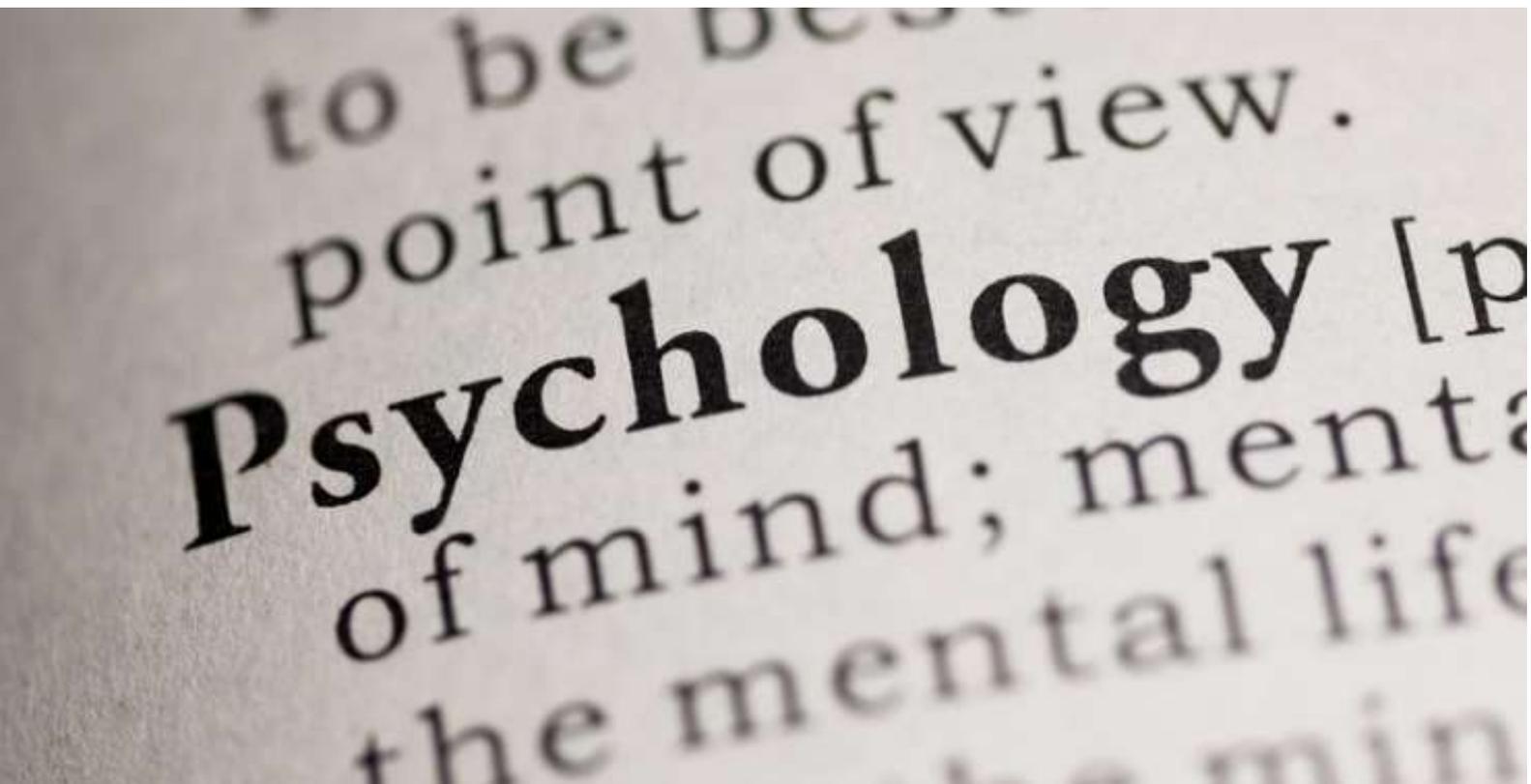
Students will study the anatomy of the brain, emotions, memory and dreaming and how the brain and behaviour change over time. They will explore the history of psychology and psychopathology as well as modern medical approaches to behaviour.

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 VCE Psychology or other sciences in VCE.

## **Duration**

This is a Semester based subject only.



## Humanities

- **Geography**
- **History**
- **French**
- **Law & Civics**
- **Money & Markets**
- **Industry & Careers**

Students must choose at least one Humanities elective in their Year 10 course.

## Health and PE electives

- **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.



# History

In Year 10 History, students study how the modern world was created starting in 1939 until the present day. The course focuses on **several key** questions:

- What led to the outbreak of World War II? Where and how was the war fought?
- What was the experience of the war? What was it like particularly for Australian soldiers and for those who were at home?
- How did Post War individual rights and freedoms movements change how people were viewed?
- What were people treated like beforehand? How did the Civil Rights movement in the United States change culture? How did this affect Australia?
- What led to the development of 'Pop Culture'? How did media change the world with film, music, television, sports and fashion? What were the different waves of ideas and change?

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.

## Assessment

Students will complete research assignments and develop questions, written assignments in the form of analyzing sources, extended response questions and essays.

## Duration

This is a Semester based subject.



# 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.

## **Duration**

This is a full year subject.



# Law & Civics

Law and Civics is a Year 10 course designed to build students' understanding of Australia's political and democratic system, and how it enables change. The subject will develop skills that are relevant to Year 11 Legal Studies, providing a solid introduction to the subject.

Students will:

- Discuss the role of political parties and independent representatives in Australia's system of government
- Explore and explain the values and key features of Australia's system of government compared to that of a government system in the Asia region.
- Analyse the influence of the media in shaping citizens political choices
- Discuss the key principles of Australia's justice system.

## **Duration**

This is a Semester based subject.



# Money & 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.

Money and Markets looks at **Key Questions** such as:

- Can we always get what we want (and if not, why)?
- What makes things expensive or inexpensive?
- How do we decide who gets what in society?
- What are some of the problems in society caused by money?
- What's the share market? What does it say about business and how does it work?
- How do you run a business?

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

## 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.



# Industry & Careers

This Applied Learning unit will be broken into three components:

## **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.

## **Moving Out**

Students will look at what it is like to live outside of their family home. This includes:

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.

## **Money**

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 includes**

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.

# Physical Education - The Human Body in Motion

In Year 10 Physical Education – The Human Body in Motion students will explore the physiological and psychological factors that contribute to human movement with a sports-based focus using both qualitatively and quantitative scientific inquiry skills.

Through practical activities they will explore the major components of the physiology and anatomy of the musculoskeletal system and their contribution and interactions during physical activity. Sports Psychology is explored in motor learning and skill appropriation and improvement.

This course aims to extend and challenge those students who wish to go beyond the current compulsory Health and Physical Education curriculum. This is an introduction into content heavy topics within the VCE PE course. It draws in a breadth of skills including research, independent study, questioning, literacy, presentation and communication, data analysis, critical thinking, which all will be applicable to tertiary study, real-world employment and day-to-day life.



## VET Electives

- VCE VET Applied Fashion & Design Technology (Certificate II)
- VCE VET Building and Construction (Certificate II)
- VCE VET Sport and Recreation (Certificate II)
- VCE VET Information, Communications Technology (Certificate III)

# VCE VET Applied Fashion Design & Technology (Certificate II)

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).

The MST20616 Certificate II in Applied Fashion Design and Technology course is provided by the school in partnership with Ripponlea, RTO Code 21230.

This Certificate II course 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. Year 2 of the program include identifying fibers and fabrics, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

This program will be delivered over the course of 2 years.

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 VCE-VM qualifications.



# VCE VET Building & Construction (Certificate II)

This course 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.

The 22338VIC Certificate II in Building and Construction course is provided by the school in partnership with Access Skills Training RTO Code 4603.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

This program will be delivered over the course of 3 years.

## **Career Opportunities**

Some typical fields of practice and possible future career options this study can lead to include: architectural design, drafting, interior design, landscape design, engineering design and drafting, industrial design and furniture design.



# VCE VET Sport & Recreation (Cert II)

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.

The SIS20115 Certificate II in Sport and Recreations course is provided by the school in partnership with IVET RTO Code 40548.

This is a Certificate II course and is completed in one school year. Students may wish to go on to study Certificate III in Years 11 and 12.

Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

## Career Opportunities

Some typical fields of practice and possible future career options such as:

- Coach
- Sports and Fitness Coach
- Activity Program Coordinator
- Sports Administrator



# VCE VET Information, Communications Technology (Certificate III)

The VCE VET Information and Communications Technology program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and technology (ICT) technical functions, and to achieve a degree of self-sufficiency as an advanced ICT user. It will enable you to apply for a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Scored assessment is available for the Scored Units 3 and 4 sequence of the VCE VET Information and Communications Technology program.

The ICT30120 Certificate III in Information Technologies course is provided by the school in partnership with Access Skills Training RTO Code 4603.

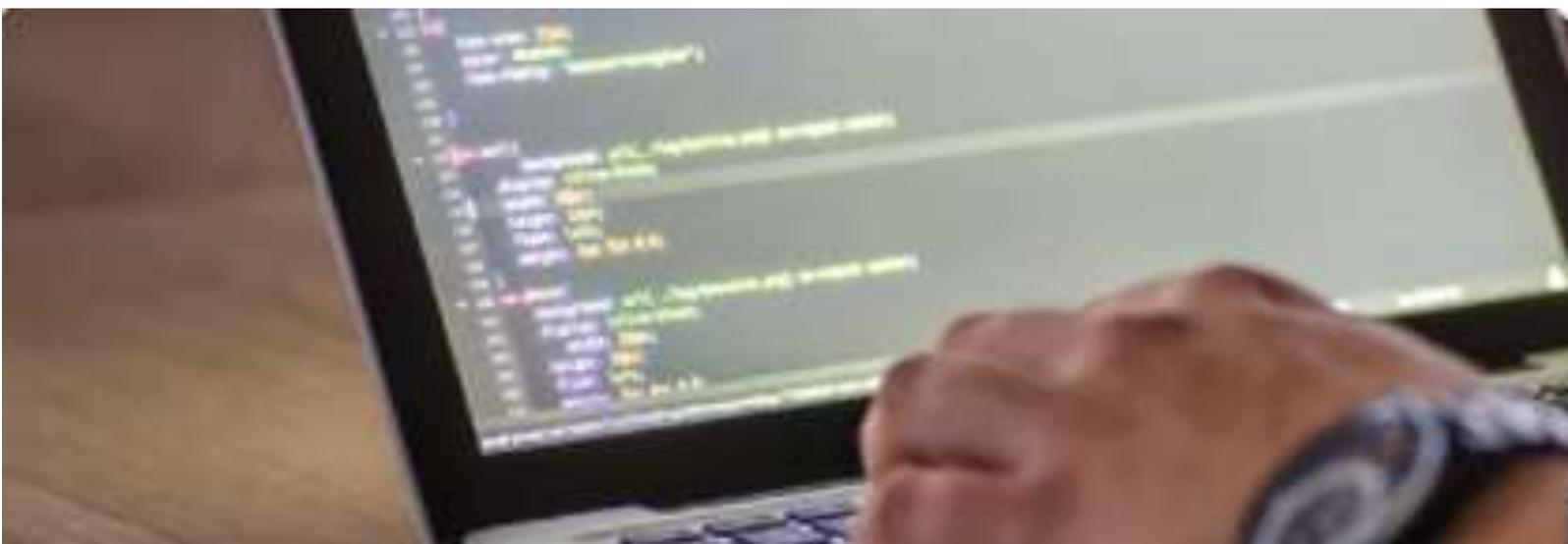
Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of attainment for those units.

This program will be delivered over the course of 2 years.

## **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
- Programmer & 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 |



