



**MARYMEDE**  
**CATHOLIC COLLEGE**  
*— In the way of Mary —*

# 2018 - YEAR 10 SUBJECT INFORMATION HANDBOOK

Should you require any further information, the following people are able to assist you with your enquiries:

Tracey Kift	-	Deputy Principal – Learning & Teaching (P-12) <a href="mailto:tracey.kift@marymede.vic.edu.au">tracey.kift@marymede.vic.edu.au</a>
Carol Fisher	-	Careers Co-ordinator <a href="mailto:carol.fisher@marymede.vic.edu.au">carol.fisher@marymede.vic.edu.au</a>
Vincenzo Rovetto	-	Timetabler <a href="mailto:vincenzo.rovetto@marymede.vic.edu.au">vincenzo.rovetto@marymede.vic.edu.au</a>
Kevin Carville	-	Head of Religious Education <a href="mailto:kevin.carville@marymede.vic.edu.au">kevin.carville@marymede.vic.edu.au</a>
Angie Bedford	-	Head of Performing Arts (P-12) <a href="mailto:angie.bedford@marymede.vic.edu.au">angie.bedford@marymede.vic.edu.au</a>
Elly Lanza	-	Head of English <a href="mailto:elly.lanza@marymede.vic.edu.au">elly.lanza@marymede.vic.edu.au</a>
Andrea Drake	-	Head of Health & Physical Education <a href="mailto:andrea.drake@marymede.vic.edu.au">andrea.drake@marymede.vic.edu.au</a>
Jane Darrou	-	Head of Humanities <a href="mailto:jane.darrou@marymede.vic.edu.au">jane.darrou@marymede.vic.edu.au</a>
Allison Lemar	-	Head of Language <a href="mailto:allison.lemar@marymede.vic.edu.au">allison.lemar@marymede.vic.edu.au</a>
Vinodh Narasimhan	-	Head of Mathematics <a href="mailto:vinodh.narasimhan@marymede.vic.edu.au">vinodh.narasimhan@marymede.vic.edu.au</a>
Sava Djukic	-	Music Co-ordinator (Yr 7-12) <a href="mailto:sava.djukic@marymede.vic.edu.au">sava.djukic@marymede.vic.edu.au</a>
Marisa Bortolotto	-	Head of Science <a href="mailto:marisa.bortolotto@marymede.vic.edu.au">marisa.bortolotto@marymede.vic.edu.au</a>
Robin Panousieris	-	Head of Technology <a href="mailto:robin.panousieris@marymede.vic.edu.au">robin.panousieris@marymede.vic.edu.au</a>
Jeremy Guzman	-	Head of Visual Arts <a href="mailto:jeremy.guzman@marymede.vic.edu.au">jeremy.guzman@marymede.vic.edu.au</a>

## Timeline for Enrolment & Course Selection Procedures

Tuesday July 25 (P5)	Year 10 Subject Selection Assembly
Tuesday July 25 (7:00pm)	Year 10 & VCE/VET Acceleration Information Evening
Tuesday August 1	VCE & VET Acceleration Applications open & Online Subject Selection portal opens
Monday August 7 (11:59pm)	Online Subject Selection portal closes
Tuesday August 8	VCE & VET Acceleration Applications close
Tuesday August 8	Deadline for signed Subject Selection receipt to be submitted

**NOTE:**      **Subject selection timeline is subject to changes**

## Year 10, 2018 at Marymede Catholic College

In Year 10, you will study six units per semester, a total of 12 across the year. Some of these units are compulsory.

All students must **study two units (1 unit per semester)** of:

- Religion
- English
- Maths: Advanced Maths, Standard Maths or Foundation Maths

**And one unit (1 semester) of:**

- Humanities
- Science
- Physical Education

In addition, students choose three (3) additional optional units, with a minimum of one unit from either the Visual Arts, Performing Arts or Technology options.

**The additional optional units on offer in 2018 are:**

<b>English</b>	Ambition
	Hooked on Classics
	English for VCAL
<b>The Arts (Visual)</b>	Studio Art
	Visual Communication
	Media
<b>The Arts (Performing)</b>	Drama
	Music
<b>Humanities</b>	World of Business & Finance
	Geography
	History
	Politics
<b>LOTE</b>	LOTE – VET Applied Languages – Japanese 1 or Italian 1
<b>Health &amp; Physical Education</b>	Health & Fitness in Australia
	Advanced Health & Physical Education
<b>Science</b>	Foundation Science
	Science for VCE
<b>Technology</b>	Design, Creativity & Technology (food)
	Design, Creativity & Technology (product design)
	Design, Creativity & Technology (textiles)
	Design, Creativity & Technology (wood)
	Digital Technologies
<b>Pathways</b>	PreCAL – preparation for VCAL

**NOTE:** Students will be allowed to do a maximum of two units from the PE learning area, unless undertaking VET Sport & Recreation.

For detailed information of VCE Acceleration options, please refer to the Senior Certificates Subject Information Handbook, available on SIMON, PAM and the College website.

Students who have applied to complete a VCE Unit 1 & 2 study or VET Study, if accepted, will usually complete this study in place of two of the optional units. LOTE also must be studied in both semesters and counts as two options.

Unit 1 & 2 studies in Religious Education are an exception; these will replace the compulsory Mathematics or Religious Education units for successful applicants.

## Year 10 Vocational Pathways Careers Program

All Year 10 students participate in the fortnightly Vocational Pathways program; a two period a cycle career development program which supports and helps Year 10's explore and understand their vocational preferences and identify their pathways for further education and work.

By the end of Year 10, it is expected that students will:

- Understand that career development is a lifelong process
- Be able to identify their own strengths and interests
- Be able to identify how these strengths / interests can be used in future career planning
- Complete and OH&S general test
- Put together a Personal Portfolio
- Acquire an awareness of tertiary learning environments in Victoria
- Attend the Marymede Careers Expo
- Complete and online Interest Test
- Participate in Subject Selection Mentoring for the following senior years
- Know how to prepare a resume and an application letter
- Participate in the Mock Interview Program

## Accelerated VCE, VET and SBAT Options

Year 10 students have the option to apply to include an acceleration VCE or VET Study or a School Based Apprenticeship (SBAT) in their program.

For information on the VCE, VET Studies available as well as information on School Based Apprenticeships, please refer to the Senior Certificates Subject Information Handbook, available on SIMON, PAM and the College website.

Students should refer to the timeline on page 3 of this booklet to check opening and closing dates for applications to complete accelerated studies.

## **Year 10 Religious Education**

**Length: 1 Year (Compulsory)**

**Learning Area: Religion**

### **Description**

The Year 10 course provides exposure not only to the continuous story of Jesus from one of the four Evangelists, but also to an answer to a common question: “Why are there many Christian Denominations?” In addition, as a pre-cursor to their Year 11 study, students will consider ancient and other religions. Under the Strand “Morality and Justice”, students will consider the best ways to make difficult and moral decisions. This will lead to an investigation of topical issues such as binge-drinking, abuse of illegal drugs and body image as well as how young people can follow their own beliefs and values in order to deal with the difficult situations in which they can find themselves.

Students will experience the reading and coming to an understanding of the whole of a Synoptic Gospel, that of St Mark, a task which is both challenging and engaging. A short unit looks at the meanings and ritual of the Eucharistic celebration. The unit on Personal Moral Responsibility involves delving into moral decision-making and exposing students to ethical dilemmas both real and hypothetical. A study of the various components in Ancient and Indigenous Religions will link with the unit on Working for Justice in Australia. There will also be an investigation into the beliefs/practices of Eastern and Orthodox churches with the unit on Major Christian Denominations. A key focus of Church history that students enjoy learning about also is The Reformation and Catholic Church Reform.

### **Area of Study**

1. Scripture and Jesus
2. Church and Community
3. God, Religion and Life
4. Prayer, Liturgy and Sacraments
5. Morality and Justice

### **Assessment**

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

## Year 10 English 1

**Length: Semester 1 (Compulsory)**

**Learning Area: English**

### Description

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

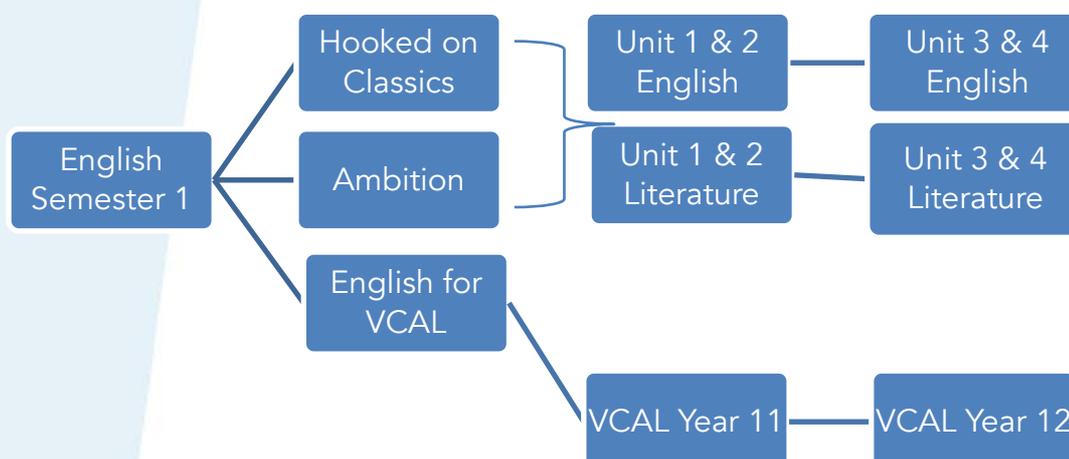
### Area of Study

- Reading and Creating Texts
- Analysing Texts
- Presenting Argument

### Assessment

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

### Pathways



## **Year 10 English 2: Ambition**

### **Length: 1 Semester (Elective)**

### **Learning Area: English**

### **Description**

Ever wondered what drives people towards success? Why obsession with power, glory and money compels someone to madness? What corrupts and propels individuals to betray their values and lose their moral compass? We call this *ambition*. But what about when ambition is a force for good? Inspires change? Where names and actions of people are immortalised?

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

### **Area of Study**

- Reading and Creating Texts
- Comparing Texts
- Presenting Argument

### **Assessment**

- Creative Response
- Comparative Analysis
- Oral Presentation

## **Year 10 English 2: Hooked on Classics**

**Length: 1 Semester (Elective)**

**Learning Area: English**

### **Description**

Are you curious to know what makes the classics fascinating? This course of study aims to walk you through some of the hallowed halls of famous Literature exposing you to the ancients, the medieval, the Elizabethans as well as the Victorians, with names such as Homer, Beowulf, Shakespeare and the Brontës. Exploration of these writers will be through poetry, short stories, plays, novels and some film adaptations of these great works. This course is designed to extend and challenge students, and is ideal for students considering VCE Literature. It also provides the essential skills and knowledge for VCE English.

### **Area of Study**

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

### **Assessment**

- Creative Response
- Comparative Analysis
- Oral Presentation
- Creative Modernisation Task

## **Year 10 English 2: English for VCAL**

**Length: 1 Semester (Elective)**

**Learning Area: English**

### **Description**

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

### **Areas of Study**

- Reading and Responding
- Oral communication skills
- Text study

### **Assessment**

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

## **Year 10 Mathematics**

**Length: 1 Year (Compulsory)**

**Learning Area: Mathematics**

### **Description**

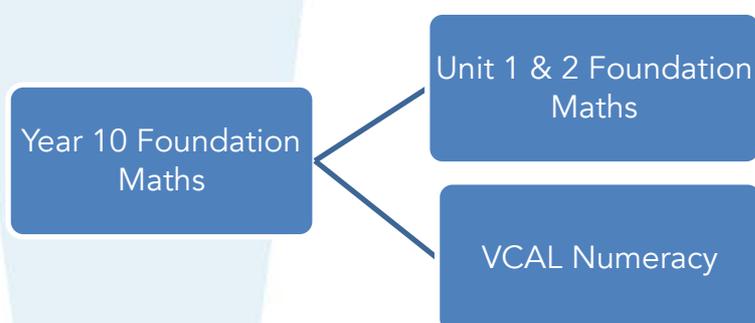
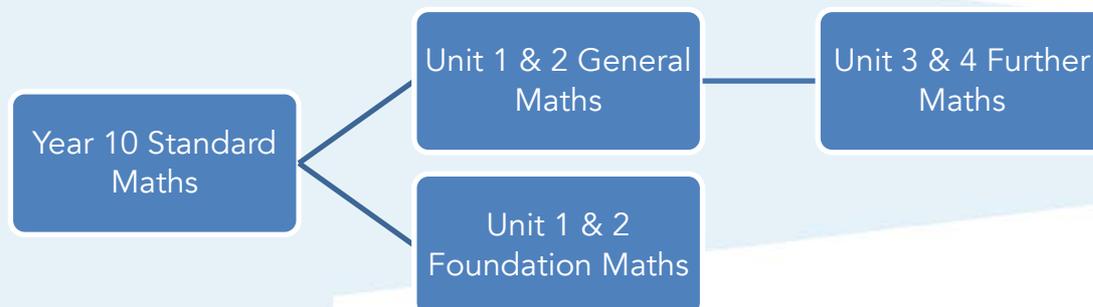
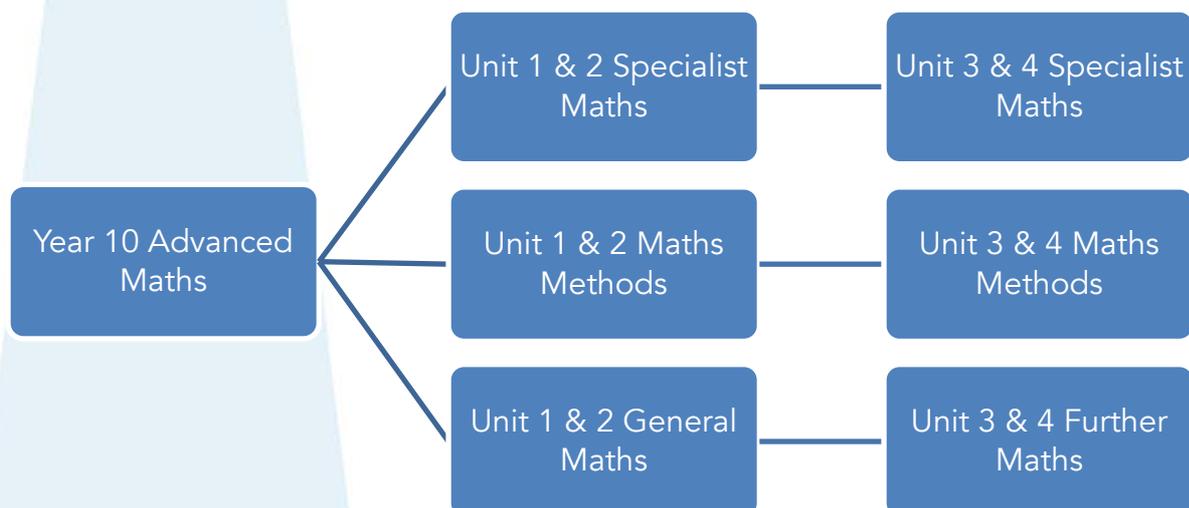
The study of Mathematics is very important for many future pathways into tertiary education and employment. Along with English, Mathematics is often a basic prerequisite for access into specific areas of tertiary studies. Students must be aware of any prerequisites that apply to their future choices.

### **Areas of Study**

Year 10 Mathematics consists of three streams:

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

## Pathways



## **Year 10 Advanced Mathematics**

**Length: 1 Year**

**Learning Area: Mathematics**

### **Description**

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

### **Area of Study**

Topics covered will include:

Surds and Indices; Quadratic Equations; Measurement; Linear and Non-linear Functions; Geometry; Trigonometry; Polynomials; Exponential and Logarithmic Functions; Statistics and Probability.

### **Assessment**

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

### **Pathways**

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

## **Year 10 Standard Mathematics**

**Length: 1 Year**

**Learning Area: Mathematics**

### **Description**

Standard Mathematics is based on level 10 of Victorian Curriculum. The Dimensions taught include Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. These students will be prepared to undertake General Mathematics Further in Year 11 and Further Mathematics in Year 12. Students with excellent results and with an intention to attempt Maths Methods in VCE, if identified during Semester 1, can apply to be considered to move to Year 10 Advanced Mathematics in Semester 2.

### **Area of Study**

Topics covered will include:

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

### **Assessment**

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

### **Pathways**

Students are able to access General Mathematics or Foundation Mathematics at Year 11 and then Further Mathematics in Year 12.

## **Year 10 Foundation Mathematics**

**Length: 1 Year**

**Learning Area: Mathematics**

### **Description**

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

### **Area of Study**

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

### **Assessment**

Students will be assessed in a variety of ways including topic tests, hands-on assessment tasks. Students will also be required to complete a pre-apprenticeship numeracy skills booklet and a business portfolio on setting up their own business during the second semester of this course.

### **Pathways**

Students will be prepared to undertake VCE Foundation Mathematics in Year 11 or VCAL Numeracy.

## **Year 10 Humanities (World of Business & Finance)**

**Length: 1 Semester (Elective)**

**Learning Area: Humanities**

### **Description**

Consumers have an impact on any business, but businesses also impact on consumers. Through globalisation, goods and services are within easy reach of both groups. We need to manage our finances to purchase the multitude of products available.

The course will focus on - practical issues of how businesses aim to achieve success; the need for innovation and entrepreneurship; a look at how financial markets operate?; how to budget?; and how to save and invest now and into the future.

### **Area of Study**

Through recent case studies, students will discover what really happens behind the scene of a business and the impact on decision-making. An in-depth approach will enable students to investigate issues to better understand the world of business. Areas of research will include investigating Australian innovations and entrepreneurs and their impact on business. This will lead to a business plan for a student's own business. A look at the Australian Stock Exchange will provide an insight to the operations of financial markets. As a society, we are very good at spending but have difficulty in saving. Students will look at their family spending patterns and create a budget to see that with planning, savings are possible. A look at the various car insurance policies, mobile phone programs, and rental arrangements could be investigated. The money saved today will enable opportunities for investment now and into the future. The various investment options available are discussed.

### **Assessment**

- Research & Investigation tasks
- Case study exercises
- Preparation of a Business Plan
- Report on the Australian Stock Exchange
- Family Budget

## **Year 10 Humanities (History)**

### **Length: 1 Semester (Elective)**

### **Learning Area: Humanities**

### **Description**

If you are interested in the causes and effects of world conflicts and you are intrigued by how Nazi leader Adolf Hitler came to power, you would find this subject fascinating. The course builds from where the Year 9 curriculum ended and looks at the period from the end of World War I and concludes with World War II. This was an exciting time in Australia's history and shaped the modern world that we live in today. We look at what the Australian Homefront was like and how wartime impacted on women's roles in particular.

### **Area of Study**

The course concentrates on two depth studies from following periods:

- Post World War I and the lead-up to World War II, with particular emphasis on the rise of Nazi Germany and Hitler, political and military milestones of the war and the bombing of Hiroshima and Nagasaki. We make a close study of propaganda and analyse sources such as political cartoons of the era. The main theatres of war during World War II also form part of this unit, especially The War in the Pacific.
- Cultural and Social Change: The way people live their lives has been transformed by media, changing attitudes and altered standards of living. How and why this change came about is examined during the inter-war years.

### **Assessment**

- A Source Analysis Test
- An Annotated Propaganda Poster Task
- A Depth Study, based on Inquiry Learning

## **Year 10 Humanities (Geography)**

**Length: 1 Semester (Elective)**

**Learning Area: Humanities**

### **Description**

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

### **Area of Study**

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

### **Assessment**

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

## **Year 10 Humanities (Politics)**

**Length: 1 Semester (Elective)**

**Learning Area: Humanities**

### **Description**

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

- Australia's political system and how it enables change.
- The Australian Legal system and aspects of the way the law is changing.

### **Area of Study**

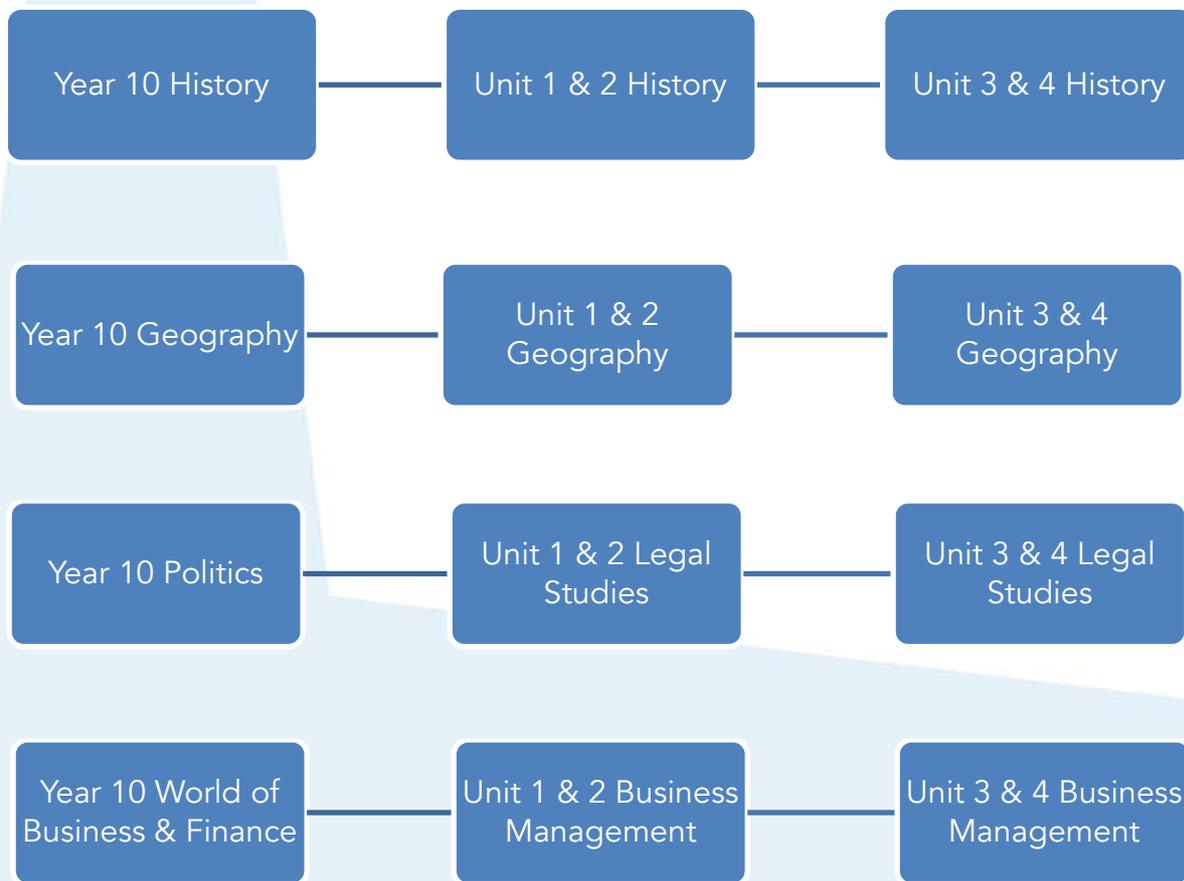
#### **Politics and Law**

Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia's system of government with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Victorian law. Students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. Students also analyse ways in which they can be active and informed citizens.

### **Assessment**

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

## Pathways



## **Year 10 Science (Core)**

**Length: 1 Semester**

**Learning Area: Science**

### **Description**

Victorian Curriculum Levels 9-10 - Science and VCE guidelines have been used to develop the curriculum that is arranged around a series of independent units covering the four disciplines of Science offered at VCE level - Biology, Chemistry, Physics and Psychology. This course is the recommended option for those students who are considering completing any of the four VCE Sciences in the future. After choosing Core Science for VCE students intending to study Units 1 and 2 Chemistry, Physics, Biology or Psychology are strongly encouraged to select the Year 10 Science for VCE subject.

### **Area of Study**

#### **Biology (Evolution)**

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

#### **Chemistry (Chemical Patterns)**

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

#### **Physics (Motion)**

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

#### **Psychology (Introduction to Psychology)**

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

## Assessment

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

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

## **Year 10 Science (Foundation)**

**Length: 1 Semester**

**Learning Area: Science**

### **Description**

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

### **Area of Study**

#### **Biology (Health and Disease)**

Students will look at what helps keep humans healthy and explore common diseases.

#### **Chemistry (Chemistry Basics)**

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

#### **Physics (Motion)**

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

#### **Physics (Heat and Energy Transfer)**

An exploration of energy and how it is transferred. An emphasis on practical to discover ways in which energy can be saved.

#### **Psychology (Introduction to Psychology)**

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

#### **Robotics**

Students will program the EV3 Lego robots to complete a course where a number of 'hazards' need to be avoided.

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

**Description**

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

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

**Area of Study**

**Biology (Genetics):**

Students will explore the transmission of heritable characteristics from one generation to the next and the role of DNA and genes.

They will:

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

**Chemistry (Chemical Reactions):**

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

They will:

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

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

### **Physics (Forces, Energy and Motion):**

Students will describe and predict the motion of objects using laws of physics. Energy conservation in a system will be explained by describing energy transfers and transformations.

They will:

- Recognise that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation
- Compare energy changes in interactions such as car crashes and pendulums
- Use models to describe how energy is transferred and transformed within systems
- Gather data to analyse everyday motions produced by forces, such as measurements of distance, time, speed, force, mass and acceleration.
- Recognise that a stationary object, or a moving object with constant motion, has balanced forces acting on it
- Use Newton's Second Law to predict how a force affects the movement of an object
- Recognise and apply Newton's Third Law to describe the effect of interactions between two objects.

### **Psychology (Intelligence):**

Students will investigate scientific ways of describing, measuring and classifying intelligence.

They will:

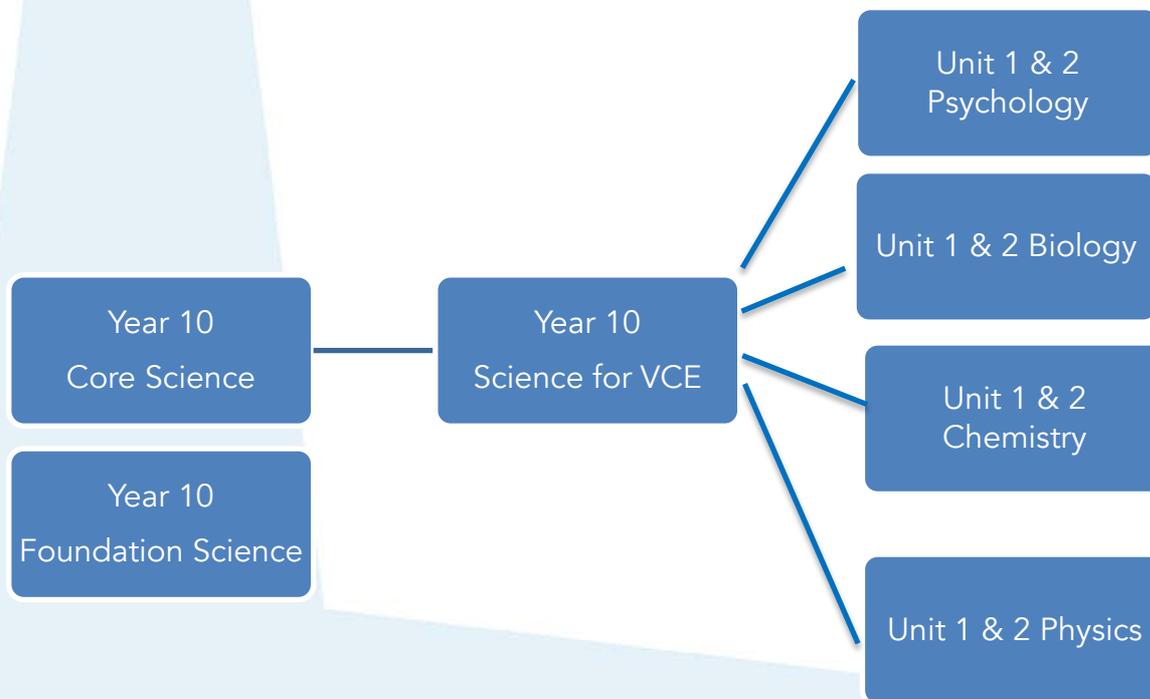
- Explore the concept of intelligence and factors that influence intelligence, including the interaction of genetic and environmental factors.
- Research the classic and contemporary approaches to describing intelligence, including Howard Gardner's theory of multiple intelligences.
- Investigate the strengths and limitations of scientific methodologies used to measure
- Intelligence including Intelligence Quotient (IQ).
- Look at the research methods and ethics associated with investigations into intelligence.

## Assessment

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

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

## Pathways



## **Year 10 HPE (Health and Fitness in Australia)**

**Length: 1 Semester**

**Learning Area: Health and Physical Education**

### **Description**

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

### **Areas of study 1**

What is health and development  
How does the body move

### **Areas of study 2**

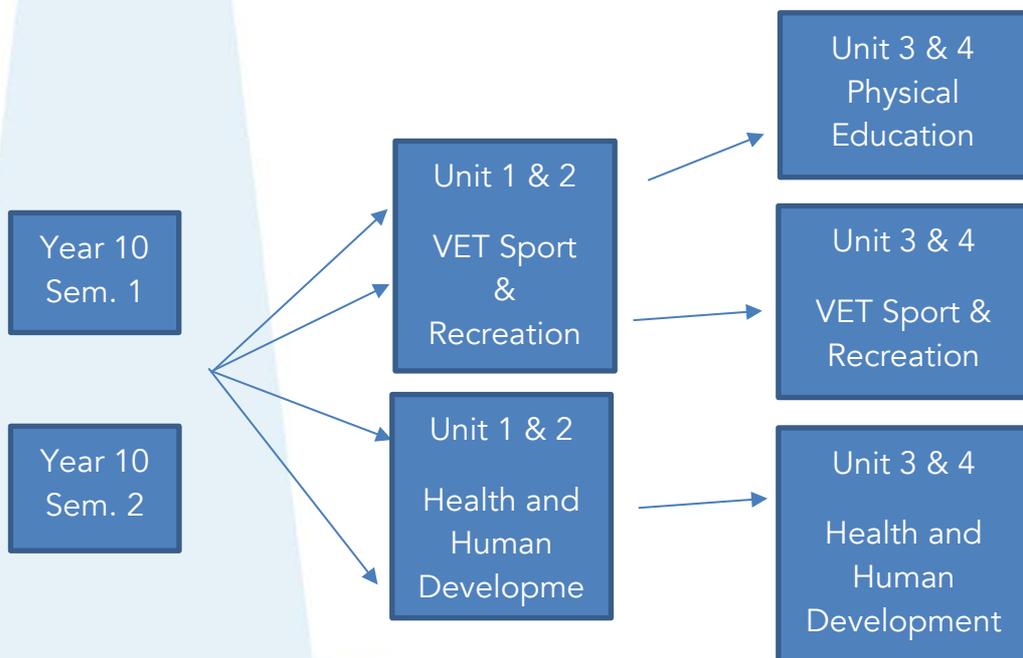
Safety, first aid and sport  
What is nutrition for good health?  
Movement concepts, game sense, tactics and strategy?

### **Assessment**

Assessment tasks for this unit are selected from the following:

- Practical Report
- Test
- Assignment

## Pathways



## **Year 10 HPE (Advanced Health and Physical Education)**

**Length: 1 Semester**

**Learning Area: Health and Physical Education**

### **Description**

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

### **Areas of Study 1**

- What is Health & Fitness
- Lifespan & Development
- Body Systems
- Integrity & Anti-Doping in sport

### **Areas of Study 2**

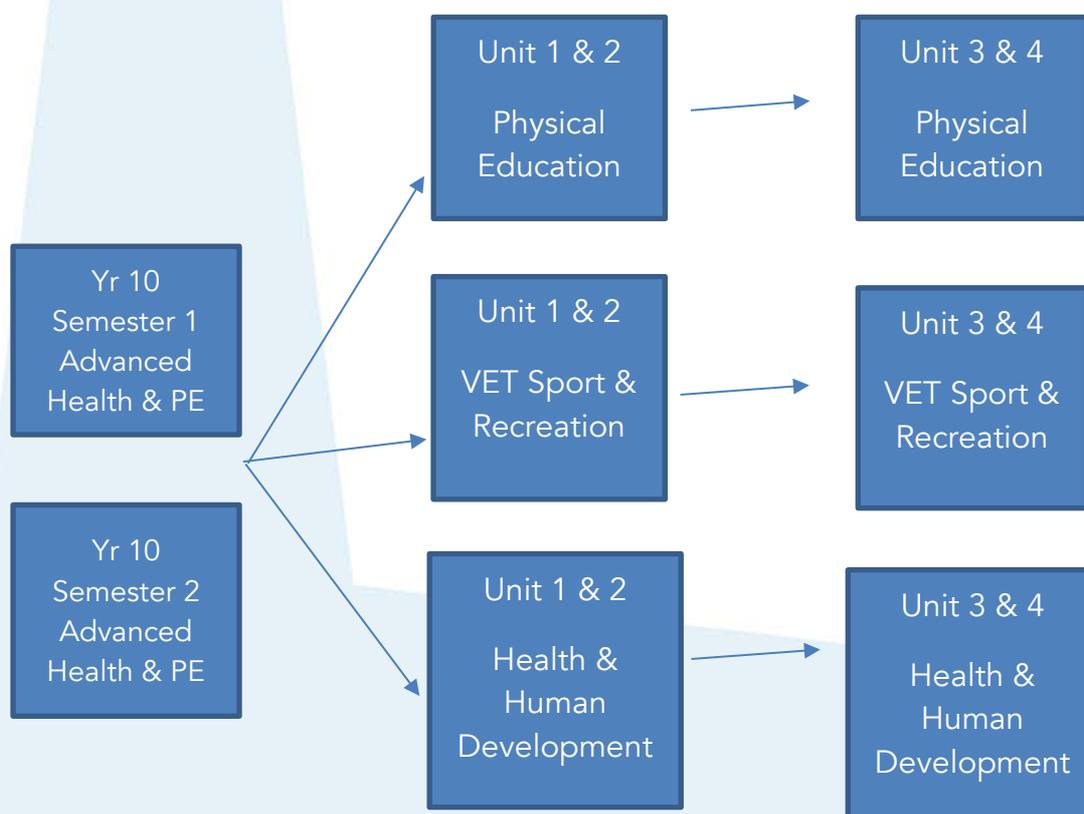
- Biomechanics
- Energy Systems
- Performance & Recovery

### **Assessment**

Assessment tasks for this unit are selected from the following:

- Practical Report
- Test
- Assignment

## Pathways



## **Year 10 Italian & Japanese - VET Certificate II in Applied Languages**

**Length: 1 Year (Elective)**

**Learning Area: Languages other than English (LOTE)**

### **Description**

In 2018, Marymede students will have the opportunity to extend their understanding of Italian or Japanese through the completion of their VET Certificate II in Applied Languages. The second year of the course focuses on the workplace units, giving students the language and skills to use and understand language in an employment context.

### **Benefits of studying VET Applied Languages**

- The VET Certificate is nationally recognised qualification in the study of a language.
- Additionally, it may also provide credit towards the VCE.
- Opens up multiple pathways to the study of languages in the senior years.
- An emphasis on practical, “spontaneous” language use which is enjoyable for students, improves their fluency and gives them real-life language skills.
- Students leave school with qualifications for which they may receive credit for in later study pathways.
- Language learners are open-minded, culturally sensitive individuals, who will have greater choices in life, including the possibilities of work and travel using a second language.

### **Content**

The Applied Languages program has a communicative focus in that students must demonstrate their capacity to understand and use the language to communicate. The tasks involved require students to be able to interact with a range of people, in a range of settings – both in social settings and in the workplace. For example, students are required to demonstrate competency in areas such as: talking about themselves, asking and responding to questions, asking for and offering help, explaining, giving directions, and inviting, declining and accepting invitations.

Some example tasks might be:

- Make a booking to see a doctor (e.g. days, dates, times) and write it in a diary
- Ask for and give directions (e.g. places in a city, imperatives, question forms)
- Give instructions (e.g. classroom instructions, recipes)
- Write an email (e.g. ask tourist office for information re places to visit in city overseas)
- Read a letter (e.g. complaint re accommodation)
- Ask a colleague how to find toilets / photocopy room (e.g. directions, names of places)
- Ask permission from boss to modify work hours (e.g. days, times, give / deny permission)
- Write thank you note accepting/declining invitation to a dinner (e.g. future tense)
- Read instructions from boss re preparation for meeting (eg. imperatives, places in workplace)
- Read office memo regarding workplace attire (e.g. obligation, clothes)
- Write note for colleague re requirements for meeting room (e.g. technology vocabulary)

## **VET Applied Languages Contribution to VCE (from VCAA website)**

### **Credit in the VCE**

Program 1: Students who complete 22149VIC Certificate II in Applied Language may be eligible for two units of credit towards their VCE at Units 1 and 2 level.

Program 2: Students who complete 22150VIC Certificate III in Applied Language may be eligible for three units of credit towards their VCE: Units 3 and 4 sequence and a Unit 3.

**Note: Students must demonstrate competency as identified in Program 1 prior to undertaking Program 2**

### **ATAR Contribution**

Students who receive a Units 3 and 4 sequence for Program 2 of VCE VET Applied Language may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

The VCE VET Applied Language program does not offer scored assessment.

## Assessment

Assessment in VET is competency based. Students are assessed in the following units:

- Conduct basic workplace oral communication in a language other than English (LOTE)
- Read and write basic workplace documents in a language other than English (LOTE)

Assessment methods could include:

- Role Plays/Interviews
- Portfolio tasks
- Assignments and Research projects
- Class quizzes, tests and exams

**This program is auspiced by Ripponlea Institute RTO 21230**

**Please note: It is compulsory for students to study Year 9 and 10 Languages in order to be considered to participate in the Italian or Japanese Study Tours offered by the College.**

## Pathways:

Year 9 Italian or Japanese	Year 10 Italian or Japanese	Year 11 Italian or Japanese	Year 12 Italian or Japanese
Certificate II in Applied Languages	Certificate II in Applied Languages	Certificate III in Applied Languages  Or  VCE Units 1 & 2 Italian/Japanese	VCE Units 3 & 4 in Italian/Japanese

## **Year 10 Drama**

**Length: 1 Semester (Elective)**

**Learning Area: Performing Arts**

### **Description**

Students will participate in a variety of practical workshops and performances to explore a range of performance styles. They will study plays from different eras and learn to interpret scripts, as well as devising their own work. Students will explore Epic Theatre and, using sets, props and costumes. As solo performers, students will create a non-naturalistic performance. They will also view a live professional performance.

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

### **Areas of Study**

- Dramatic elements
- Solo performance
- Professional performance viewing and analysis
- Playmaking devices
- Theatrical conventions
- Stagecraft elements
- Expressive skills

### **Assessment**

Students will be assessed on their:

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

## **Year 10 Music (Performance)**

**Length: 1 Semester (Elective)**

**Learning Area: Music**

### **Description**

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

### **Area of Study**

#### **Area of Study 1: Performance (50%)**

**Part 1 – Preparation (10 marks):** Students complete a 'Performance Program Planning Sheet' in which they decide on three contrasting pieces (two solo and one group) they will present for performance. Students then research their chosen works and identify the Performance and Instrumental Techniques they will need to develop in order to reproduce the works successfully.

**Part 2 - Performance (40 marks):** Students present a fluent and controlled performance demonstrating proficiency in both instrumental and performance techniques.

#### **Area of Study 2: Performance Practice (20%)**

**Part 1 – Portfolio (10 marks):** Students create, develop and maintain a 'Portfolio' of their 'Performance Practice'. The Portfolio will be evidence of the student's planning, preparation and learning. The Portfolio can be presented digitally or in a hard copy format using A4 paper presented in a folder/ring binder. The Portfolio will include clearly documented planning of Performance Practice (diary format is suggested/recommended). The portfolio should include Chords, Diagrams, Musical Notation, Tablature, Lyrics, Repertoire, Performance Logs, and/or Exercises aimed at developing technical skill in the area of study/instrument.

**Part 2 – Formative Observations (10 marks):** Teacher observations of ongoing Performance Practice Etiquette, in and out of the Classroom. Students are expected to demonstrate a focused and professional approach to building musical skills. Music is most enjoyable when hard work and attention to detail is rewarded with development of skills. This is evidenced through class and external performances and communications throughout the term.

### **Area of Study 3: Musicianship & Aural Training (30%)**

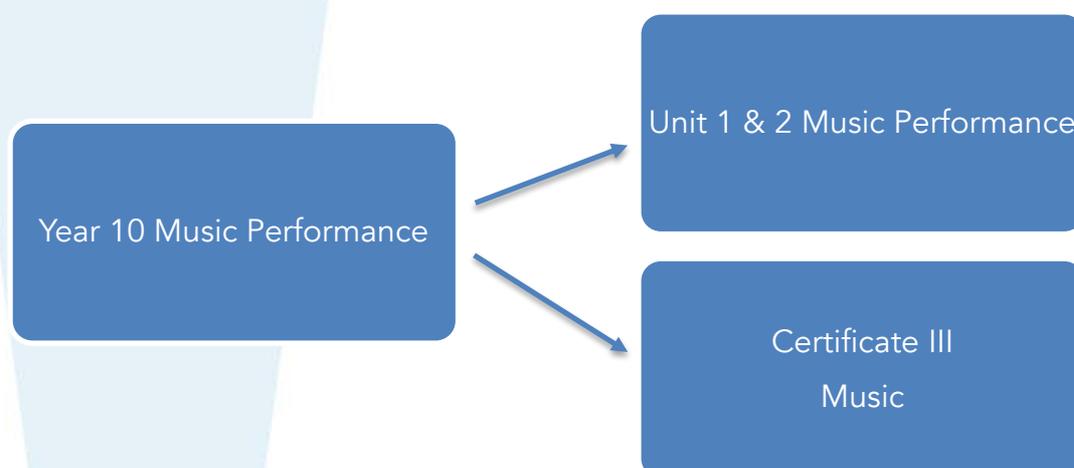
**Part 1 – Musicianship (10 marks):** Throughout Semester 2, students will complete the AMEB Online Theory Course as well as cover aural aspects of the same standard.

**Part 2 – Aural & Written Examination (20 marks):** Students will complete the AMEB Online Grade Two Theory Exam and aural components covered throughout the semester.

### **Assessment**

- Preparation Task
- Portfolio
- Musicianship
- Aural Examination

### **Pathways**



## **Year 10 Studio Arts**

**Length: 1 Semester (Elective)**

**Learning Area: Visual Arts**

### **Description**

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

### **Content**

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

### **Areas of Study**

- Medium Workshops
- Shared Stories

### **Assessment**

- A series of observational studies from medium workshops using different materials.
- The development of a large 2D or 3D composition with a support portfolio. Final works will be based on a chosen theme.
- A written assignment that demonstrates competent use of art language and terminology.

## Pathways

Unit 1 & 2 Studio Arts

Unit 3 & 4 Studio Arts

## Year 10 Media

**Length: 1 Semester (Elective)**

**Learning Area: Visual Arts**

### Description

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

### Content

Students learn about social media and the evolution of technology, and they examine its impact on society. Students participate in 'Synthesis': a class collaboration project where they work as members of a production company to create two media products that explore a common theme. Students also study storytelling through visual forms and they examine how audiences interpret the images they see. They then create a music video that communicates a visual narrative. Later in the semester, students investigate the suspense genre and evaluate how directors convey meaning and engage the viewer through the use of technical and symbolic elements, such as movement, lighting, and sound. Students then collaborate in small teams to complete a production design plan that documents an idea for a suspense film before creating the short film they have developed.

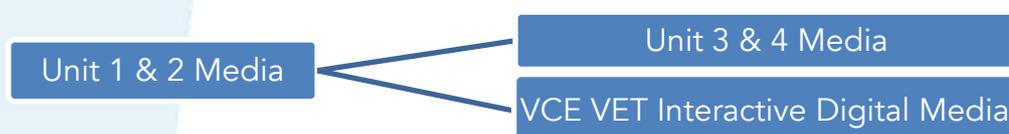
### Areas of Study

- Media Culture
- Narrative and Audience
- Genres in Film: Suspense

### Assessment

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

### Pathways



## **Year 10 Visual Communication Design**

**Length: 1 Semester (Elective)**

**Learning Area: Visual Arts**

### **Description**

Year 10 Visual Communication Design introduces students to a range of mediums, methods and materials, and reinforces the use of design elements and principles to support design thinking. The course also focuses on the design movements, which are recognised as being the most influential on both communication and environmental designers of the 21<sup>st</sup> Century. Students look at the way visual language can be used to convey ideas in the communication and environmental design fields. Drawing is a primary component of the course and is used to support the conception and visualisation of ideas. The study emphasises the importance of developing drawing skills using a variety of methods such as technical drawing, observational, visualisation and presentation drawings for design folio tasks that seek to satisfy a client need. The design process is also used throughout.

### **Content**

Students design a building that houses the Year 12 Common Room and a supporting promotional poster. All work uses drawing as a primary method of generating design ideas. Designs are completed using both manual and digital processes. Students focus on technical drawing specifications along with design principles, to develop their own designs through the design process. A focus on well-presented architectural drawing is important in this unit. Both manual and digital processes are applied to resolve the design brief and produce a range of drawings depicting the plan view and elevation, as well as three dimensional views.

### **Areas of Study**

- Design Knowledge
- Year 12 Common Room Design
- Promotional Poster Design

### **Assessment**

- A portfolio of design drawings including visualisation, concept, observational and technical drawings.

- 3D models which are presented to the class using pitch techniques.
- The effective use of the design process to fulfil client needs from both design fields.

## Pathways

Unit 1 & 2 Visual  
Communication Design

Unit 3 & 4 Visual  
Communication Design

## **Year 10 Digital Technologies**

**Length: 1 Semester (Elective)**

**Learning Area: Technology**

### **Description**

Students are challenged to extend their skills and knowledge by explaining the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. They share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects. Students develop modular programs using an object orientated programming language.

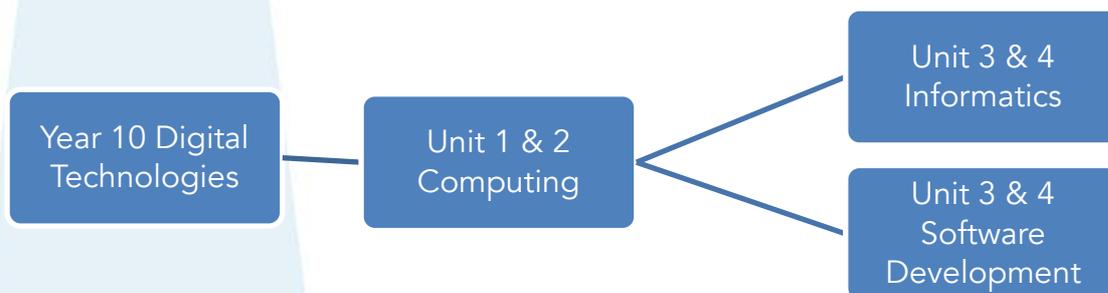
### **Area of Study**

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

### **Assessment**

- Networking and Security Test
- Website Design and Creation
- Data Visualisation and Analysis Project
- Programming
- App Development

## Pathways



## Year 10 Design & Technologies

**Length: One Semester (elective)**  
**Learning Area: Technology**

### Description

Students will learn about the design process to design, prepare and evaluate high quality and interesting foods. In Australia, we have an enormous variety of foods that it is predominantly due to the country's multicultural nature hence the course will focus on this. Students will also learn about foods which support the sustainability of the environment including local and fresh produce.

### Areas of Study

Weekly hands on practical cooking classes will continue to develop their skills and knowledge within the kitchen. Students will learn to use ingredients and foods from different cultures, including the Indigenous Australian culture. The creation of foods which promote sustainable farming practices, seasonal produce, ethically sound and local foods will also be covered.

### Assessment

- Food products made during classes
- Research assignment
- Topic tests

### Pathways

Year 10  
Design &  
Technologies - Food

Unit 1 & 2  
Food Studies

Unit 3 & 4  
Food Studies

## Year 10 Design & Technologies (Textiles)

Length: 1 Semester (Elective)

Learning Area: Technology

### Description

Focus on using the Product Design Process to design and make a garment that you are proud to wear. Commercial patterns will be used as you redesign aspects of the pattern to develop your own garment design. Make garment using a sewing machine and other relevant equipment. You could be inspired by fashion and textile designers, creative textile techniques and processes and emerging technologies.

### Areas of Study

Students learn how to produce a product/garment in response to a given design scenario. They will acquire the ability to read and interpret a commercial pattern and make product/garment using a sewing machine. The students will use investigation and research practices to influence them in their own designs and final creative products.

### Assessment

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

- A folio
- A final product/garment.

### Pathways

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



## Year 10 Design & Technologies (Wood)

Length: 1 Semester (Elective)

Learning Area: Technology

### Description

Design and make small piece of furniture using the Product design process. Students are encouraged to design and make a creative product that they can feel proud of. Independent thinking and an ability to transfer knowledge are the key to making quality products.

### Areas of Study

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

### Assessment

- A small folio
- Completed high quality piece of furniture

### Pathways

**Note:** Students can only select 1 subject for Product Design Technology in Units 1-4 (e.g., either Textiles or Wood). Many aspects of the course prepare students for VCE Product Design and Technology (Wood). If students are undertaking VET Furnishing it is a complementary subject to this study and you may consider doing both at the same time.

Year 10 D&T  
wood

Unit 1 & 2  
Product Design  
Technology

Unit 3 & 4  
Product Design  
Technology

## **Year 10 Pre-CAL**

**Length: 1 Semester (Elective)**

### **Description:**

The Pre-CAL unit is offered as a one semester unit at Year 10 level. It is designed to appeal to those students who perhaps have an interest in going into training at a TAFE institute, starting an apprenticeship or traineeship, or going into employment after completing school. The Pre-CAL unit is based on 'applied learning', or 'hands-on learning'. If a student chooses to do Pre-CAL they are not obligated to go on to do the VCAL; it is simply another option for them to consider in helping with their decisions about possible pathways.

The purpose of this unit is to prepare students for participation in a VCAL program by exposing them to a variety of experiences and activities like those that are currently a part of the VCAL units. This is a 'taster' program designed to give the students an insight into what they can expect if they choose to go on with a VCAL program, as well as having them involved in very 'hands on' activities and experiences. The outcomes are achieved through the students' participation in and planning of a health or community service goal or activity.

The focus of the unit is on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through the participation in experiences of a practical nature. Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Students complete the learning outcomes of the Personal Development Skills – Foundation level – Unit 2 as part of their Pre-CAL. This may contribute to the achievement of their VCAL certificate the following year, with recognised prior learning being acknowledged. Pre-CAL is a great choice of subject for those students who enjoy 'hands on', practical experiences, or wish to go on to work in a trade or industry in the future.