



CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS

# YEAR 10 COURSE HANDBOOK



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

**Please Note:**

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.



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# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Welcome and Overview

This Course Handbook provides an overview of the learning and teaching programs offered for Year 10 students at Catholic Regional College Caroline Springs. At Catholic Regional College Caroline Springs, we have five 60-minute periods per day, across a ten-day cycle.

In Year 10 students complete seven Year-Long subjects, four Semester-Long subjects in Science and Humanities and four Semester-Long elective subjects. The year-long subjects are; Religious Education, English, Mathematics, Health, Physical Education, Pathways and Pastoral Care. Students are able to select a minimum of one and a maximum of three Science subjects from; Biology: DNA, Genes and Inheritance, Biology: Evolutionary and Environmental Science, Chemistry, Everyday Science, Physics: Laws of Motion, Physics: Mechatronics and VCE Biology Units 1&2. Students are able to select a minimum of one and a maximum of three Humanities subjects from; Civics & Citizenship, Economics & Business, Geography and History. There are numerous Year 10 elective subjects for students to choose from across a variety of different Learning Areas at the College.



At Catholic Regional College Caroline Springs, our Year 10 students are also afforded the opportunity to complete the Foundation VCAL Program, in place of the standard Year 10 Pathway. Students are also provided an opportunity to complete VET Subjects at Catholic Regional College Sydenham in place of the College's Year 10 Elective Program.

At Catholic Regional College Caroline Springs, we provide a formal report four times a year; an Interim Report at the end of Term 1 and 3, and a Semester Report at the end of Term 2 and 4. In addition to this, parents/carers are also kept up-to-date with student progress across the course of the year on the College's Learning Management System, SEQTA.

Jamie Madigan

Principal



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Vision

At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

## Mission

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial.

Underpinning all that we do is the education and wellbeing of our students.

We have an obligation to provide educational experiences that ensure that:

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

## Values

In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:

- *Learning* in all forms, styles and situations, formal and informal, mutual and collegial
- *Stewardship* of all in and of God's creation: self, others and the world
- *Compassion* which, guided by respect, moves us to action
- *Prayer* as a way of living and knowing.



## Religious Education

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Religious Education* course is based around the Melbourne Archdiocese of Catholic Schools (MACS) curriculum standards of Knowledge and Understanding, Reasoning and Responding, and Personal and Communal Engagement. In Semester One, there are two units of study: 'The Gospel of Mark' and 'A Call to Justice.' In these unit, students will go more deeply into Sacred Scripture, with a particular focus on the Gospel of Mark. They will read the Gospel of Mark in its entirety and analyse the messages and application of the Gospel to their own lives. In 'A Call to Justice,' students explore Catholic Social Teaching and examine Church documents such as *Gaudium et Spes* and *Laudato Si*, in which the lay faithful are encouraged to bring justice and compassion into their daily actions and interactions with each human person, especially the most vulnerable. In Semester Two, there are two units of study: 'Mary' and 'One God, Three Religions.' Students will explore the significance of Mary in Salvation history. They will look at the four Marian dogmas and how they illuminate the important role that God prepared for her as the Mother of God. Students will analyse depictions of Mary in Sacred Art. In 'One God, Three Religions,' students investigate the three monotheistic religions of Judaism, Christianity and Islam. Students will use Church documents and Sacred Scripture to better understand the quest for Christian unity and consider how knowing about other religions inform their own search for truth.

### MACS Curriculum Standards

- Knowledge and Understanding
  - Scripture and Jesus
  - Church and Community
  - God, Religion and Life
  - Morality and Justice
  - Prayer, Liturgy and Sacrament
- Reasoning and Responding
  - Scripture and Jesus
  - Church and Community
  - God, Religion and Life
  - Morality and Justice
  - Prayer, Liturgy and Sacrament



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Personal and Communal Engagement
  - Scripture and Jesus
  - Church and Community
  - God, Religion and Life
  - Morality and Justice
  - Prayer, Liturgy and Sacrament

## Assessment Tasks – Semester One

- Gospel of Mark Analysis and Exegetical Response
- A Call to Justice: From Belief to Action - Information Flyer
- Semester One Exam

## Assessment Tasks – Semester Two

- Representations of Mary in Sacred Art Extended Response
- One God, Three Religions Assessment Task
- Semester Two Exam



## Foundation English

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

The Year 10 *Foundation English* course is an alternative to mainstream English for students with diverse learning needs. The course enables students to interact with various elements of literacy including visual literacy, multimodal texts and persuasive speaking outcomes and analysis of arguments. Underpinned by both the VCE Foundation English Study Design and the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening, each semester is constructed to provide continuity of learning and the building of literacy skills. In Semester One, students explore a variety of different text types. Through understanding text types, students will develop skills in paraphrasing, summarising, note takings, creating concept maps and flow charts. Students will also focus on developing their listening and presenting skills through oral presentations. Students will explore the difference between implied and literal meaning and develop their confidence in speaking. The final unit for Semester One is a film study on 'Just Mercy'. Students will determine how the director's use of film techniques impacts the audience to convey themes and messages. Students will focus on both the aural and visual choices made by the director to support the communication of ideas to form an analytical response to an essay prompt. In Semester Two, the Year 10 Foundation English Course explores the 'Growing up in Australia' anthology as a tool to help students explore various short stories to guide their understanding of narrative techniques and writing for a different audience and purpose. The year is concluded with the Presenting and Analysing Argument unit which focuses on how arguments and language are used to position an audience. Students examine current issues in the media and explore argumentative language devices.

### Victorian Curriculum Standards

- Reading and Viewing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Language for Interaction
  - Literature and Context
  - Examining Literature
  - Responding to Literature
  - Texts in Context
  - Interpreting, Analysing, Evaluating



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Writing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Creating Literature
  - Creating Texts
  - Phonics and Word Knowledge
- Speaking and Listening
  - Language for Interaction
  - Responding to Literature
  - Interacting with Others

## Assessment Tasks – Semester One

- 'Summaries Assessment
- Oral Presentation
- 'Just Mercy' Analytical Essay

## Assessment Tasks – Semester Two

- Growing Up in Australia' Narrative Assessment
- Presenting and Analysing Argument Assessment
- Semester Two Exam



## English

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

The Year 10 *English* course enables students to interact with various elements of literacy including visual literacy, multimodal texts and analysis of arguments. Underpinned by the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening, each semester is constructed to provide continuity of learning and the building of literacy skills. In Semester One, students view and analyse the film 'Just Mercy' to study how the director's use of film techniques impact the audience's interpretation of themes and messages. Students will focus on both the aural and visual choices made by the director to support the communication of ideas to complete an essay. To further develop students' ability to analyse texts, students will study the classic novel 'The Great Gatsby' by F. Scott Fitzgerald. The unit will allow students to understand the symbols and characters within the text to explore its connection to larger themes through an analytical response. In Semester Two, the Year 10 General *English* Course explores the 'Growing up in Australia' anthology as a tool to help students explore various short stories to guide their understanding of narrative techniques and writing for a different audience and purpose. The year is concluded with the Presenting and Analysing Argument unit which focuses on how arguments and language are used to position an audience. Students examine current issues in the media and explore argumentative language devices through an oral presentation and article analysis.

### Victorian Curriculum Standards

- Reading and Viewing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Language for Interaction
  - Literature and Context
  - Examining Literature
  - Responding to Literature
  - Texts in Context
  - Interpreting, Analysing, Evaluating
- Writing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Creating Literature
  - Creating Texts
  - Phonics and Word Knowledge



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Speaking and Listening
  - Language for Interaction
  - Responding to Literature
  - Interacting with Others

## Assessment Tasks – Semester One

- 'Just Mercy' Analytical Essay
- 'The Great Gatsby' Oral Presentation
- 'The Great Gatsby' Cover Analysis
- Semester One Exam

## Assessment Tasks – Semester Two

- 'Growing Up in Australia' – Narrative Assessment
- Presenting and Analysing Argument – Oral Presentation
- Semester Two Exam



## Advanced English

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

The Year 10 *Advanced English* course is an alternative to mainstream *English* for students who excel in written and spoken word. The course enables students to interact with various elements of literacy including visual literacy, multimodal texts and persuasive speaking outcomes and analysis of arguments. Influenced by the several VCE *English* options and underpinned by Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening, each semester is constructed to provide continuity of learning and the building of literacy skills to better prepare students for the various VCE *English* pathways in the future. In Semester One, students view and analyse the film 'Just Mercy' and study how the director's use of film techniques impact the audience's interpretation of themes and messages. Students will focus on both the aural and visual choices made by the director to support the communication of ideas to complete an essay. To further develop students' ability to analyse texts, students will study the classic novel 'The Great Gatsby' by F. Scott Fitzgerald. The unit will allow students to understand the symbols and characters within the text to explore its connection to larger themes through an analytical response. In Semester Two, the Year 10 *Advanced English* Course explores creative writing using VCE text 'Only the Animals'. Students will explore various short stories to guide their understanding of narrative techniques and authorial choices to develop their own short story that is reflective of a historical period. The year is concluded with the Presenting and Analysing Argument unit which focuses on how arguments and language are used to position an audience. Students examine current issues in the media to create an oral presentation that develops a contention and uses argumentative language devices. The unit finishes with an article analysis, where students are given a print article to identify and evaluate the author's persuasive language choices to produce a contention.

### Victorian Curriculum Standards

- Reading and Viewing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Language for Interaction
  - Literature and Context
  - Examining Literature
  - Responding to Literature
  - Texts in Context
  - Interpreting, Analysing, Evaluating



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Writing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Creating Literature
  - Creating Texts
  - Phonics and Word Knowledge
- Speaking and Listening
  - Language for Interaction
  - Responding to Literature
  - Interacting with Others

## Assessment Tasks – Semester One

- 'Just Mercy' Analytical Essay
- 'The Great Gatsby' Oral Presentation
- 'The Great Gatsby' Cover Analysis
- Semester One Exam

## Assessment Tasks – Semester Two

- 'Only the Animals' – Narrative Assessment
- Presenting and Analysing Argument – Oral Presentation
- Semester Two Exam



## Applied Mathematics

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

The Year 10 *Applied Mathematics* course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester One, students work with percentages in a real life context involving money, calculating Income tax, budgeting and borrowing money. Students then revisit conversions of metric units and the formulae to calculate the areas and volumes of 2D shapes and 3D solids. In Semester Two, students consolidate their understanding of the different types of data, how to summarise and display it using various graphs such as column graphs, dot plots and stem-and-leaf plots. In Geometry, students revise the properties of angles and shapes and apply scale ratios within maps and scale drawings using real life scenarios. Students use technology to support their learning and numeracy skills throughout the year.

### Victorian Curriculum Standards

- Number and Algebra
  - Real Numbers
  - Money and Financial Mathematics
- Measurement and Geometry
  - Using Units of Measurement
  - Geometric Reasoning
- Statistics and Probability
  - Data Representation and Interpretation

### Assessment Tasks – Semester One

- Money Maths Assessment
- Measurement Assessment

### Assessment Tasks – Semester Two

- Data Assessment
- Space, Shape and Design Assessment



## Pre- General Mathematics

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

The Year 10 *Pre-General Mathematics* course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester One, students work on Matrices addition, subtraction and multiplication by a scalar by hand and with the Ti-Nspire CAS calculator. Students also calculate the area of shapes and the surface area and volume of a variety of solids. In Algebra, students solve linear equations, develop and transpose linear equations, and solve simultaneous equations, both by hand and with technology. Students also discuss event probabilities through Venn diagrams and two-way tables, including conditional probabilities and tree-diagrams for multiple events in the Probability unit. In Semester Two, students apply the Trigonometric ratios to solve practical problems in two dimensions involving right angled triangles. In the Statistics unit, students determined the five-figure summary to investigate the effect of individual data values, construct, interpret and compare box plots. In the area of Number & Algebra, students connect the compound interest formula to repeated application of simple interest using digital technologies. Students also solve problems involving gradients of parallel and perpendicular lines.

### Victorian Curriculum Standards

- Number and Algebra
  - Patterns and Algebra
  - Linear and Non-linear Relationships
  - Money and Financial Mathematics
- Measurement and Geometry
  - Pythagoras and Trigonometry
  - Using Units of Measurement
- Statistics and Probability
  - Chance
  - Data Representation and Interpretation



## Assessment Tasks – Semester One

- Matrices Test
- Measurement Test
- Algebra Test
- Probability Test
- Semester One Exam

## Assessment Tasks – Semester Two

- Linear Relations Test
- Financial Mathematics Test
- Statistics Test
- Trigonometry Test
- Semester Two Exam



## Pre-Methods Mathematics

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

The Year 10 *Pre-Methods Mathematics* course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester One, students study Indices and Surds, using these to simplify expressions and perform operations pertaining to Logarithms and other Polynomial expressions. In Linear Relations students solve equations, inequalities and simultaneous equations algebraically and graphically. In Probability, students discuss experiments, with and without replacements, investigating the concept of mutually exclusive events. In Semester Two, students use trigonometric ratios to solve a variety of practical problems and explore circular functions based upon their knowledge of the unit circle. They solve Quadratic equations through factorisation and use this knowledge to graph parabolas. Students sketch other various functions and relations involving transformations with and without CAS. In Probability, students discuss event probabilities through Venn diagrams and two-way tables, including conditional probabilities and tree-diagrams for multiple events.

### Victorian Curriculum Standards

- Number and Algebra
  - Patterns and Algebra
  - Real Numbers
  - Linear and Non-linear Relationships
- Measurement and Geometry
  - Pythagoras and Trigonometry
- Statistics and Probability
  - Chance



## Assessment Tasks – Semester One

- Surds and Indices Test
- Logarithms and Polynomials Test
- Linear Relations Test
- Probability Test
- Semester One Exam

## Assessment Tasks – Semester Two

- Trigonometry and Circular Functions Test
- Quadratics Test
- Parabolas and Other Graphs Test
- Probability Test
- Semester Two Exam



## VCE Mathematical Methods Unit 1&2

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 8

### Course Overview

In Unit 1 students complete an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout the unit as applicable. In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti- differentiation with and without the use of technology.

### Victorian Certificate of Education Outcomes

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics



## Assessment Tasks – Unit 1

- Linear & Quadratics Test
- Quadratics Functions Test
- Functions & Relations Test
- Exponential Functions & Logarithms Test
- Probability Test
- Unit 1 Exam

## Assessment Tasks – Unit 2

- Counting Methods Test
- Rates of Change & Differentiation Test
- Applications of Differentiation and Antidifferentiation Test
- Applications of Differentiation and Antidifferentiation Task
- Circular Functions Test
- Polynomial Functions Test
- Unit 2 Exam



## Biology: DNA, Genes & Inheritance

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Biology: DNA, Genes and Inheritance* course is based on Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. Students explore how DNA and genes are related to the transmission of heritable characteristics from one generation to the next. Students use models and diagrams to represent the relationship between DNA, genes and chromosomes. They will describe mutations as changes in DNA or chromosomes and outline the factors that contribute to causing mutations. Students will recognise that genetic information passed onto offspring is from both parents and involves the processes of fertilisation and meiosis. The concept of Mendelian inheritance is explored by focussing on patterns of inheritance of a simple characteristic through generations of a family.

### Victorian Curriculum Standards

- Science Understanding
  - Biological Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating

### Assessment Tasks

- DNA Extraction Practical Report
- Human Genetic Disorder Research Task
- Topic Quizzes
- Exam



## Biology: Evolutionary & Environmental Science

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Biology: Evolutionary and Environmental Science* course is based on the Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine the similarities and differences of the various types of cells and how organisms are classified into groups based on their characteristics. Students learn about biodiversity, why it is important and how it is impacted by both the environment and human intervention. They investigate how these changes in biodiversity can lead to developments within a population's gene pool and therefore give rise to new species. Students specifically research the effects of natural selection in the Galapagos Islands and how this has resulted in the evolution of the organisms that live there. They examine evidence of evolution using the fossil record, biogeography, molecular biology and structural morphology. Lastly, students explore human evolution from ape-like ancestors to modern man.

### Victorian Curriculum Standards

- Science Understanding
  - Biological Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating

### Assessment Tasks

- Homo Genus Timeline Task
- Galapagos Islands Documentary Response
- Chicken Wing Dissection Practical Report
- Exam



## Chemistry

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Chemistry* course is based on the Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. Students explore Chemical Sciences of matter focusing on the brief history of the atom, atomic structures, periodic trends, physical and chemical properties of elements and compounds. The unit explores metallic, ionic and covalent bonding along with chemical reactions and conservation of mass. Students are introduced to the Area of Study 1 in VCE Chemistry where they study the concept of Stoichiometry through The Mole, relative atomic mass and molar mass. Avogadro's Constant is used to perform quantitative calculations and volumetric analysis allow the concentration of unknown solutions to be found from practical titration. The practical components allow students to demonstrate their Science Inquiry Skills. Students conduct practicals throughout the course to collect and record data for their Practical Data Analysis Task. Risk assessments are carried out with each practical to analyse and evaluate methods in practicals related to periodic trends and reactivity.

### Victorian Curriculum Standards

- Science Understanding
  - Chemical Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating

### Assessment Tasks

- Practical Data Analysis
- Topic Test – Bonding, Equation Writing and Chemical Reactions
- Acid Base Titration Practical Report
- Exam



## Everyday Science

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Everyday Science* course is based on the Victorian Curriculum strands of Science Inquiry, Science Understanding and Critical and Creative Thinking. Students learn laboratory skills through hands on practical based learning. Concepts that are explored throughout the unit using practical based experiments include safety when conducting Scientific investigations and becoming more proficient in laboratory based skills. Students will learn about the steps in the Scientific method and will develop a self-designed experiment, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is to be related to knowledge and skills developed in the Scientific Method based on a research question and is conducted by the student through laboratory work, fieldwork and/or observational studies.

### Victorian Curriculum Standards

- Science Understanding
  - Chemical Sciences
  - Biological Sciences
  - Physical Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating
- Critical & Creative Thinking
  - Questions and Possibilities
  - Metacognition
  - Reasoning

### Assessment Tasks

- Salt or Sugar Practical Report
- Exothermic & Endothermic Practical Report
- Self-designed Experiment Practical Report
- Examination



## Physics: Laws of Motion

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Physics: Laws of Motion* course is based on the Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. Students explore using appropriate Scientific International units, calculations and describing the difference between speed and velocity, graphing the motion of an object, calculations on acceleration, looking at Newton's Laws of motion regarding forces, calculations involving forces in two dimensions.

### Victorian Curriculum Standards

- Science Understanding
  - Physical Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating
- Measurement and Geometry
  - Pythagoras and Trigonometry
- Critical & Creative Thinking
  - Questions and Possibilities
  - Metacognition

### Assessment Tasks

- Measuring Average and Instantaneous Speed Experiment
- Extended Practical Investigation
- Exam



## Physics: Mechatronics

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Physics: Mechatronics* course is based on the Victorian Curriculum standards of Science Understanding and Science Inquiry Skills. Students use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets. Practical tasks undertaken include the building of both series and parallel electric circuits and the measurement of various circuit properties, including voltage drop, current flow through various components and calculations using Ohm's Law. This knowledge of building electrical circuits and the function of electronic components including microprocessors will be used to create electronics models such as simple games, various sensor models, and basic robots. Students will also explore and model the relationship between electricity and magnetic fields and how this phenomenon is used in the production of electricity and to build simple motors.

### Victorian Curriculum Standards

- Science Understanding
  - Physical Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating
- Critical & Creative Thinking
  - Questions and Possibilities
  - Metacognition

### Assessment Tasks

- Concept Map – Electricity & Electric Circuits
- Ohm's Law Investigation Analysis Task
- Electronics Models Portfolio & Presentation
- Electricity & Magnetic Fields Topic Test
- Exam



## VCE Biology Units 1&2

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

In Unit 1, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

### Victorian Certificate of Education Outcomes

- Cellular structure and function
- The cell cycle
- Cell growth
- Cell death
- Cell differentiation
- Functioning systems
- Regulations of systems
- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance
- Reproductive strategies
- Adaptations and diversity



## Assessment Tasks – Unit 1

- Annotated Practical and Summary Report Investigation
- Media Response
- Student Directed Practical Investigation
- Unit 1 Exam

## Assessment Tasks – Unit 2

- Data Analysis
- Bioinformatics Activity
- Student Directed Practical Investigation
- Unit 2 Exam



## Civics & Citizenship

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

Year 10 *Civics & Citizenship* course is based on the Victorian Curriculum strands of Government and Democracy, Law and Citizens and Citizenship, Diversity and Identity. Students investigate the Australian parliamentary system, democracy and the Commonwealth Constitution. They compare Australia's system of government with Indonesia's and explore how the High Court of Australia can play an activist role in the protection of Australian rights within the Constitution. Finally, students are provided with an introduction into Legal Studies Unit 1 through an exploration of criminal law and its application to actual or hypothetical scenarios.

### Victorian Curriculum Standards

- Civics and Citizenship
  - Citizenship, Diversity and Identity
  - Government and Democracy
  - Laws and Citizens

### Assessment Tasks

- Media Bias Analysis
- Political System Comparison Extended Response
- High Court of Australia Case Study
- Exam



## Economics & Business

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Economics and Business* course is based on the Victorian Curriculum strands of Resource Allocation and Making Choices, Consumer and Financial Literacy, The Business Environment, Enterprising Behaviours and Capabilities, Economic and Business Reasoning and Interpretation and Work and Work Futures. The study begins with an exploration of economic concepts and the participants of the Australian economy. Students consider a range of indicators for assessing the performance of the economy in a local and global context. They examine why and how Australian businesses seek competitive advantages in different markets and the motivations of people to start their own business. Students also learn about the types of business structures and the range of factors that impact the operation of a business. The unit concludes with a study of the obligations of employers when operating a business.

### Victorian Curriculum Standards

- Economics and Business
  - Resource Allocation and Making Choices
  - Consumer and Financial Literacy
  - The Business Environment
  - Enterprising Behaviours and Capabilities
  - Economic and Business Reasoning and Interpretation
  - Work and Work Futures

### Assessment Tasks

- Our Economy Short Answer Test
- State of the Nation Sway
- Business Investigation Annotated Report
- Exam



## Geography

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Geography* course is based on the Victorian Curriculum standards of Geography Concepts and Skills and Geographical Knowledge. The course teaches students to consider changes in the characteristics of places and the implications of these on human and other life. Through an exploration of environmental geography, students examine environmental change and the factors that influence it. They conduct field work in order to observe and investigate different coastal features and to understand how these were formed over time, as well as how these areas are protected and managed. Students also study the concept of human wellbeing, in which they consider global, national and local differences in human wellbeing between places. They examine the different constructs and measures of human wellbeing, as well as the spatial and perceptive differences that exist. Through their study, students further develop their understanding of geographical concepts, including place, space and interconnection and data and information collection.

### Victorian Curriculum Standards

- Geographical Concepts and Skills
  - Place, Space and Interconnection
  - Data and Information
- Geographical Knowledge
  - Environmental Change and Management
  - Geographies of Human Wellbeing

### Assessment Tasks

- Annotated Visual Display
- Student Inquiry Report
- Exam



## History: Civil Rights Movement

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *History: Civil Rights Movement* course is based on the Victorian Curriculum strands of Historical Concepts and Skills and Historical Knowledge. The course also introduces students to VCE Unit 1 Twentieth Century History content to help prepare them for future studies in History. Students examine the United States' Civil Rights Movement and its influence on Australia's Indigenous Rights. They explore the causes of struggles experienced by Aboriginal and Torres Strait Islander peoples for rights and freedoms through an analysis of a range of significant events and individuals. They also evaluate the continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia.

### Victorian Curriculum Standards

- Historical Concepts and Skills
  - Chronology
  - Historical Sources as Evidence
  - Continuity and Change
  - Cause and Effect
  - Historical Significance
- Historical Knowledge
  - The Modern World and Australia
  - Rights and Freedoms (1945 – the present)

### Assessment Tasks

- Civil Rights Movement Extended Response
- Civil Rights Test
- Exam



## History: WWII

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *History: WWII* course is based on the Victorian Curriculum strands of Historical Concepts and Skills and Historical Knowledge. The course also introduces students to VCE Unit 1 Twentieth Century History content to help prepare them for future studies in History. Students explore the cause and effect of World War II through an investigation of significant events and the nature of warfare, including the Holocaust and use of the atomic bomb. They analyse historical interpretations and debates of key events leading up to and after the war and consider its short term and lasting effects.

### Victorian Curriculum Standards

- Historical Concepts and Skills
  - Chronology
  - Historical Sources as Evidence
  - Continuity and Change
  - Cause and Effect
  - Historical Significance
- Historical Knowledge
  - The Modern World and Australia
  - Australia at War (1914 – 1945)
  - World War II

### Assessment Tasks

- Inter War Years Source Analysis
- WWII Test
- Exam



## Health

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 2

### Course Overview

The Year 10 *Health* course is based on the Victorian Curriculum standard of Personal, Social and Community Health. In Semester One, students explore concepts relating to the importance of physical activity and the health consequences of living a sedentary lifestyle. They have also looked at Australia's health status and the prevalence of various National Health Priority Areas and the Closing the Gap campaign which looks at reducing the life expectancy gap between Indigenous and Non-Indigenous Australians. Students also study the human body, specifically the skeletal and muscular systems. In Semester Two, students explore concepts relating to Illicit Drugs - and more specifically Methamphetamine - as well as the changing dynamic of relationships for people at their current age and maturity. They also study harm minimisation strategies and how effective communication plays an important role in the safety and security of young people today. Furthermore, students explore the nature of gender stereotypes and the impact these views hold within society.

### Victorian Curriculum Standards

- Personal, Social and Community Health
  - Being healthy, safe and active
  - Communicating and interacting
  - Contributing to healthy and active communities for health and wellbeing

### Assessment Tasks – Semester One

- Lifestyle Diseases Presentation
- Health Promotion Campaign
- Skeletal and Muscular Systems Test

### Assessment Tasks – Semester Two

- Illicit Drugs and Ice Passbook
- Relationships and Sexuality Passbook
- Exam



## Physical Education

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 3

### Course Overview

The Year 10 *Physical Education* course is based on the Victorian Curriculum standard of Movement and Physical Activity. In Semester One, students participate in a Recreation unit to supplement studies in Health relating to Active Lifestyles and reinforce the importance of implementing these practices. During the Expressive Movement unit, students are exposed to a range of experiences and then allowed self-guided discovery and refinement of a chosen expressive movement genre. Students explore and refine the basics of tennis and table tennis, scoring systems and consider strategies that can be employed during match play. In Semester Two, students develop their teamwork and leadership skills as they plan, organise and implement "The Warrior Challenge". Students are also exposed to a variety of new games and recreation-based activities to encourage participation in physical activity for fun and enjoyment, with the aim also of achieving the goal of participation in sport for life.

### Victorian Curriculum Standards

- Movement and Physical Activity
  - Moving the body
  - Understanding movement
  - Learning through movement

### Assessment Tasks – Semester One

- Recreation
- Expressive Movement
- Tennis and Table Tennis

### Assessment Tasks – Semester Two

- Warrior Challenge
- New Games and Recreation Sport



## Pathways

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 3

### Course Overview

The Year 10 *Pathways* course is based on the Victorian Curriculum Standard of Economics & Business. The Semester One Year 10 Pathways course is designed around the 'World of Work' and focuses on the key topics of Workplace Health and Safety, 21st Century Skills, Mock Interviews and Senior Secondary preparation. Students undertake one week of work experience. Students are assessed through a Workplace Health and Safety portfolio that covers a variety of materials such as a visual safety audit of the College, completion of their Safe@Work Certificates and Work Experience Reflection. In Semester Two, students in Pathways finalised the unit on the World of Work, comprising of future labour market trends, careers planning and choosing their subject pathways. Students were then immersed in the life of an entrepreneur, where, through various theoretical and practical activities they were able to work collaboratively in designing and marketing a product in the \$20 Boss program.

### Victorian Curriculum Standards

- Economics & Business
  - Enterprising Behaviours and Capabilities
  - Work and Work Futures

### Assessment Tasks – Semester One

- Secrets to Successful Senior Secondary Education Booklet
- Consumerism in Today's Society
- Safe@Work Certificates
- Mock Interview Reflection

### Assessment Tasks – Semester Two

- Future Careers Planner
- Justification Report
- \$20 Boss Pitch
- \$20 Boss Evaluation and Reflection



## Pastoral Care

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 1

### Course Overview

The Year 10 *Pastoral Care* course is built around the Victorian Curriculum Personal and Social Capability. In Semester One, students participate in a number of activities that assist in nurturing mental wellbeing and developing resilience. They participate in several opportunities to explore topics such as the College pillars, personal strengths and weaknesses, character, and emotional literacy. Students continue to explore wellbeing, coping strategies, and study techniques. In Semester Two, students engage in a number of activities and presentations including Carmen's Road Safety, Road Smart, Walk for Water, Mental Health and Wellbeing, Reflective Writing, and Homeroom Games. These activities promote collegiality, social and emotional awareness, social justice, and relevant life skills and experiences for their age group.

### Victorian Curriculum Standards

- Personal and Social Capability
  - Self-Awareness and Management
  - Social-Awareness and Management



## Languages: Italian

**Course Type:** Elective Subject

**Course Length:** Year Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Italian* course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One, students study the following topics: travel and immigration. In Semester Two, students explore the following topics: environment, future plans and Italian film studies. In this unit, students developed their Italian communication skills and are assessed in the areas of writing, reading, listening and speaking.

### Victorian Curriculum Standards

- Communicating
  - Socialising
  - Informing
  - Creating
  - Translating
  - Reflecting
- Understanding
  - Systems of language
  - Language variation and change
  - Role of language and culture

### Assessment Tasks – Semester One

- Speaking Assessment – General Conversation
- Listening Assessment - Travel
- Reading Assessment – Italian Immigration
- Grammar Assessment – Past Tense

### Assessment Tasks – Semester Two

- Speaking Assessment – Film Study
- Listening Assessment – Future Plans
- Reading Assessment – The Environment
- Writing Assessment – Future Plans
- Exam



## Languages: Japanese

**Course Type:** Elective Subject

**Course Length:** Year Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Japanese* course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One, students study the following topics: foreigners living in Japan, healthy diet and shopping. In Semester Two, students explore the following topics: exploring the city and countryside in Japan, travelling to Japan, part time jobs and future plans. In this unit students developed their Japanese communication skills, and are assessed in the areas of writing, reading, listening and speaking.

### Victorian Curriculum Standards

- Communicating
  - Socialising
  - Informing
  - Creating
  - Translating
  - Reflecting
- Understanding
  - Systems of language
  - Language variation and change
  - Role of language and culture

### Assessment Tasks – Semester One

- Listening Assessment – Nationalities and Languages
- Speaking Assessment – Personal Background Conversation
- Reading Assessment – Healthy Eating
- Writing Assessment – Healthy Eating Letter
- Oral Exam – General Conversation

### Assessment Tasks – Semester Two

- Listening Assessment – Directions
- Speaking Assessment – Future Plans
- Reading Assessment – Job Advertisement
- Writing Assessment – Itinerary
- Written Exam



## Reading History

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

Students in the Year 10 *Reading History* elective students work towards the English Curriculum modes of Reading and Viewing, Writing and Speaking and Listening. Through viewing and engaging with historical fiction multimodal texts, students investigate two specific times in historical history. During Unit 1, students will explore the division of Germany and the Berlin Wall following the conclusion of WWII. Students will read the text 'Stasiland' and engage in other multimodal texts such as podcasts to gather an understanding of life within a surveillance state. Comparing their historical knowledge with historical fiction, students will complete an analytical essay examining the literary devices within the texts to develop a contention of the period's factuality and representation of human experience. In Unit 2, students learn about the Iranian Revolution to compare their knowledge of this historical period with the graphic novel and film 'Persepolis'. Engaging in genre and literary and language techniques, students will create their own creative piece that embodies the techniques studied whilst portraying human experiences and life within this particular regime.

### Victorian Curriculum Standards

- Reading and Viewing
  - Text Structure and Organisation
  - Language for Interaction
  - Expressing and Developing Ideas
  - Literature and Context
  - Responding to Literature
  - Examining Literature
  - Texts in Context
  - Interpreting, Analysing, Evaluating
- Writing
  - Text Structure and Organisation
  - Creating Literature
  - Creating Texts
- Speaking and Listening
  - Language for Interaction
  - Responding to Literature
  - Interacting with others



## Assessment Tasks

- 'Stasiland' Analytical Essay
- 'Persepolis' Creative Writing Task
- Exam



## Behavioural Science

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Behavioural Science* elective course is based on the Victorian Curriculum standards of Science Understanding and Science Inquiry Skills. Students study the scientific link between human behaviour and the mental processes that happen in the brain. The course enables them to examine classic and contemporary studies that have contributed to our understanding of human thoughts, feelings and behaviours. Students will also discover to actively reflect on our society in the ways psychological understanding is used as well as our role within that society. They also delve into exploring various areas of the Psychology disciplines and how it can influence our day-to-day lives. Students will also be assessed on tasks relating to the following topics: Introduction to Psychology, Research Methods, Mental Health & Neuropsychology, Forensic Psychology and Memory. They will use the Scientific Method to conduct experiments of their own.

### Victorian Curriculum Standards

- Science Understanding
  - Biological Sciences
  - Science As A Human Endeavour
- Science Inquiry Skills
  - Analysing and Evaluating
  - Communicating
- Critical & Creative Thinking
  - Metacognition

### Assessment Tasks

- Criminal Profile Analysis Report
- Making Australia Happy Media Analysis
- Memory Empirical Research Activity
- Exam



## VCE Psychology Units 1&2

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

In Unit 1 students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. In Unit 2 students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluated the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explored a variety of factors and contexts that can influence the behaviour of an individual and groups. They examined the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

### Victorian Certificate of Education Outcomes

- Role of the brain in mental processes and behaviour
- Brain plasticity and brain damage
- The complex nature of psychological development
- Atypical psychological development
- Sensation and perception
- Distortions of perception
- Social cognition
- Social influences on behaviour



## Assessment Tasks – Unit 1

- Topic Test
- Media Analysis
- Student Directed Research Investigation
- Unit 1 Exam

## Assessment Tasks – Unit 2

- Response to Set of Structured Questions
- Media Analysis
- Student Directed Research Investigation
- Unit 2 Exam



## STEM: Experiments in Space

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *STEM: Experiments in Space* course provides students with the opportunity to be exposed to real-life applications of concepts covered within Science and Mathematics classes, using space and space exploration as the context. Students learn coding techniques and develop critical thinking skills to solve problems linked with space exploration, in addition to developing an understanding of technological developments which have assisted human flight into space. Students explore phases of rocket launches and build and test model rockets; analysing speed, acceleration and flight trajectories of the rocket.

### Victorian Curriculum Standards

- Science Understanding
  - Physical Sciences
  - Earth & Space Sciences
- Science Inquiry Skills
  - Questioning & Predicting
  - Recording & Processing
  - Analysing & Evaluating
  - Communicating
- Measurement & Geometry
  - Pythagoras & Trigonometry
- Critical & Creative Thinking
  - Metacognition
  - Questions & Possibilities

### Assessment Tasks

- Coding Planetary Orbits Practical Report
- Space Spinoffs Oral Presentation
- Rocket Launch Analysis Booklet
- Exam



## Outdoor Education

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Outdoor Education* course is based on the Victorian Curriculum standards of Movement and Physical Activity, Personal, Social and Community Health and Personal, Ethical Capability and Social Capability. Students are immersed in 'experiential learning' by participating in practical sessions to explore concepts covered in class. Topics include Personal Responses to Fear, Impacts of Technology on Outdoor Experiences and Relationships between Real and Perceived Risk. Students are also introduced to concepts within the VCE Outdoor and Environmental Studies Study Design.

### Victorian Curriculum Standards

- Movement and Physical Activity
  - Moving the body
  - Understanding movement
  - Learning through movement
- Personal, Social and Community Health
  - Being healthy, safe and active
  - Communicating and interacting
  - Contributing to healthy and active communities for health and wellbeing
- Geography
  - Geographical Knowledge
- Ethical Capability
  - Decision Making and Actions
- Personal and Social Capability
  - Self-Awareness and Management

### Assessment Tasks

- Surfing Tecnology Research Task
- Australian Threatened Species Presentation
- Practical Experiences Journal
- Exam



## Sport & Exercise Science

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Sport and Exercise Science* course is based on the Victorian Curriculum standard of Movement and Physical Activity. Students explore concepts relating to the human body, specifically the cardiorespiratory system and energy systems. Students also review fitness training methods and related principles and participate and design their own fitness program assessing the relevant training goals that they set for themselves.

### Victorian Curriculum Standards

- Movement and Physical Activity
  - Moving the body
  - Understanding movement
  - Learning through movement

### Assessment Tasks

- Fitness Components Assessment Task
- Body Systems Practical Learning Activity
- Cardiovascular, Respiratory and Energy Systems Test
- Training Principles and Training Methods Assessment
- Exam



## Youth Health & Movement Skills

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Youth Health and Movement Skills* course is based on the Victorian Curriculum standards of Movement and Physical Activity and Personal, Social and Community Health. Students explore the concept of skill development and coaching and analyse 'Remember the Titans', using this to provide context to various styles of coaching. They investigate health issues facing youth, including alcohol, mental health and road safety.

### Victorian Curriculum Standards

- Movement and Physical Activity
  - Moving the body
  - Understanding movement
  - Learning through movement
- Personal, Social and Community Health
  - Being healthy, safe and active
  - Communicating and interacting
  - Contributing to healthy and active communities for health and wellbeing

### Assessment Tasks

- 'Remember The Titans' – Review and Response
- Primary School Coaching – Lesson Plan
- Youth Risk Task
- Exam



## VCE Health & Human Development Units 1&2

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

In Unit 1 students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area. In Unit 2 students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

### Victorian Certificate of Education Outcomes

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing
- Developmental transitions
- Health care in Australia



## Assessment Tasks – Unit 1

- Health perspectives and influences (Data Analysis)
- Health and nutrition (Case Study Analysis)
- Youth health and wellbeing (Research Investigation)
- Unit 1 Exam

## Assessment Tasks – Unit 2

- Developmental transitions (Data Analysis)
- Health care in Australia (Test – Structured Questions)
- Unit 2 Exam



## VCE Physical Education Units 1&2

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system. In Unit 2, students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

### Victorian Certificate of Education Outcomes

- How the Musculoskeletal systems produces movement
- How the Cardiorespiratory system function at rest and during physical activity
- Relationships between physical activity, sport, health and society
- Contemporary issues associated with physical activity and sport



## Assessment Tasks – Unit 1

- Written Report
- Case Study Analysis
- Test
- Unit 1 Exam

## Assessment Tasks – Unit 2

- Written Plan and Reflective Folio
- Multimedia Presentation
- Written Report
- Unit 2 Exam



## Digital Technology

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Digital Technology* course is based on the Victorian Curriculum standards of Digital Systems and Data and Information. Within the course students design and code websites and web-based applications. The design tools used to design websites include site-maps, layout diagrams and mock-ups. When designing web-based applications, students are introduced to the design tools used in VCE computing studies including IPO charts, pseudocode, desk checking, object descriptions and data flow diagrams. Students code and style websites and web applications using HTML, CSS and JavaScript.

### Victorian Curriculum Standards

- Digital Systems
- Data and Information
- Creating Digital Solutions

### Assessment Tasks

- Website Design, Structure and Styling
- Interactive Program Design
- Interactive Website Design
- Exam



## Fashion

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Fashion* course is based on the Victorian Curriculum standard of Creating Designed Solutions. Within the course students investigate and understand commercial patterns for garment construction and cut fabric pieces to construct a skirt using the over locker and sewing machine. Students also complete a design brief for a bespoke jacket. By creating a mood board as inspiration for their design, students construct a decorated jacket that reflects their chosen theme. Both tasks require students to document every aspect of their work as a record of their progress throughout this unit.

### Victorian Curriculum Standards

- Creating Designed Solutions
  - Investigating
  - Generating
  - Producing
  - Evaluating
  - Planning and Managing
- Critical and Creative Thinking
  - Questions and Possibilities

### Assessment Tasks

- Skirt
- Bespoke Jacket
- Exam



## Food Technology

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Food Technology* course is based on the Victorian Curriculum standards of Technologies and Society, Technologies Contexts: Food Specialisations and Creating Designed Solutions. Within the course students explain how people working in design and technology occupations consider factors that impact on design decisions and the technologies used to create designed solutions. Students also identify the changes necessary for design while reviewing the design brief learning task. They investigate and generate ideas for solutions that have been identified by the needs or opportunities outlined in the design brief. Students then manage and collaborate the task and produce and finally evaluate the solution made in terms of the solution (knowledge gained as well as skills developed) in this learning task. They also review the features of technologies and their appropriateness for purpose for one or more of the technology contexts.

### Victorian Curriculum Standards

- Technologies and Society
- Technologies Contexts
  - Food and Fibre Production
  - Food Specifications
  - Materials and Technologies Specialisations
- Creating Designed Solutions
  - Investigating
  - Generating
  - Producing
  - Evaluating
  - Planning and Managing

### Assessment Tasks

- Food Production Development
- Food Allergy and Intolerance Assessment
- Exam



## Wood Work

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Wood Work* course is based on the Victorian Curriculum standards of Designed Technologies and Creating Designed Solutions. Students refine the skills learned and developed in Year 8 and Year 9 and build upon this foundation to explore further woodworking techniques. Students design, develop and create a timber project with a particular client in mind. This project must meet the specifications outlined by this client. The design and construction process is documented in a folio and this combined with the project and an exam forms the overall assessment.

### Victorian Curriculum Standards

- Design and Technologies
- Creating Designed Solutions
- Technologies Contexts Design

### Assessment Tasks

- Chopping Board
- Sustainability - Pallet Upcycling
- Exam



## Dance

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Dance* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Dance Practices, Present and Perform and Respond and Interpret. Within the course students develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. Students choreograph and perform styles of dance. Students evaluate performance pieces to improve their understanding.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Dance Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Choreography Task
- Solo Performance
- Research Task
- Exam



## Drama

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Drama* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. The course is designed to experiment with a range of dramatic forms and performance conventions, including different styles and types of performance, scripted, devised performance, investigation into stagecraft elements, acting, and the importance of timing, conflict, blocking, voice projection and use of space as well as performing an ensemble devised drama.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Theatre Review
- Non-naturalistic Performance
- Ensemble Performance
- Exam



## Theatre Studies

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Theatre Studies* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. Students have the opportunity to develop their skills in creating theatre. Students focus exclusively on areas of design (e.g. costume, makeup, set design, props, sound, lighting, publicity and acting). Students will learn how to analyse play scripts to better understand how to interpret them in a performance. Students also complete an investigation into improvisation, theatre technologies, character development, theatre reviews, script interpretation and stagecraft elements.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Stagecraft Project
- Ensemble Performance
- Theatre Review
- Exam



## Music Performance

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Music Performance* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Music Practices, Present and Perform and Respond and Interpret. Within the course students have the opportunity to enhance their knowledge of music styles and performance techniques by refining their technical musicianship skills. This is undertaken through investigating and presenting a performance technique as a written / practical assessment task. The composition unit (focused around Social Justice) provides students with a range of song writing skills and different modes of music delivery including traditional notation and the use of Music Technology. Alongside this, students continue with their practical performance skills through collaboration and live music performances. Students explore written and aural music forms including scales, intervals, chords, as well as rhythmic and melodic dictation. Music Language also includes listening analysis of excerpts from popular, modern and classical genres.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Preparing for Performance – Presentation & Performance
- Music Language – Aural Training
- A Call to Justice Song Writing Composition/Arrangement
- Music Performance (Solo/Group)
- Music and Moving Images
- Exam



## Music Sound Production

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Music Sound Production* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Music Practices, Present and Perform and Respond and Interpret. In this subject, students explore the modern world of music-making. This includes writing and performing original music, learning to mix tracks, as well as recording and mixing their own songs.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Original Song Performance
- Mixing & Mastering Project
- Original Song Recording
- Exam



## Digital Photography

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Digital Photography* course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform and Respond and Interpret. Students focus on the elements and principles of Art and use photography skills and knowledge to capture, develop, and produce images that communicate their ideas. Students will explore the following subject areas: photography techniques and skills, digital editing and manipulation presentation of artworks.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Surreal Photography
- Studio Photography
- Student Choice Photography
- Exam



## Media

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Media* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Media Practices, Present and Perform and Respond and Interpret. Throughout the course, the students analyse film, examining how film codes and conventions work to create meaning for audiences. The students spend the first part of the unit deconstructing and producing a written analysis of the film *Vertigo*. The students work both individually and in groups to construct their own short films and folios, by following the production process. In the latter part of the course, students design a series of film posters to demonstrate their understanding of the relationship between film and print media.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Media Arts Practices
- Present and Perform
- Respond and Interpret
- Personal and Social Capability
  - Social Awareness and Management
  - Collaboration

### Assessment Tasks

- 'The Truman Show' Film Analysis
- Film Trailer Production
- Film Poster Design Series
- Exam



## Visual Art

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Visual Arts* course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform. Students are exposed to a range of techniques and mediums to expand and build upon their artistic abilities. There is a strong focus on the development of a folio and applying artistic processes. Students gain insight into using a range of mediums such as clay, printmaking techniques, multi-media drawing and by investigating artists and their artworks.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Ceramics
- Printmaking Exploration
- Exam



## Visual Communication Design

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 5

### Course Overview

The Year 10 *Visual Communication Design* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Visual Communication Design Practices, Present and Perform and Respond and Interpret. Students focus on the elements and principles of design and use the design process to meet solutions to a given brief. Students will explore the following subject areas: history of design, graphic design, digital and manual drawing methods.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- History of Design
- Skateboard Design
- Screen Printing Design
- Exam



## Assessment Calendar

For information regarding the timing of Assessments for Core and Elective Subjects for students in Year 10 the College's Learning Management System SEQTA, should be consulted.

The timings and types of Assessment Tasks are subject to change based on school activities and events and curriculum directions.