

Year 10
Subject
Information
Booklet 2020

Saint Ignatius College Geelong

27 Peninsula Drive, Drysdale. 3222

A Jesuit Partner School

Information in this Handbook is correct as of August 2019

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Contact Names for 2020

Principal	Mr Michael Exton
Deputy Principal - Staff, Identity and Operations	Mr Paul Lewis
Deputy Principal – Learning & Teaching	Mrs Annette Chidzey
Deputy Principal - Students	Mr Michael Timms
Director of Infrastructure and Operations	Mr Bernie Lowes
Victorian Certificate of Education (VCE) Coordinator	Mr Michael Brown
Victorian Certificate of Applied Learning (VCAL) Coordinator	Ms Kirsty Allan
Work & Further Education & Vocational Education & Training (VET) Coordinator	Mr Bruce Connor

Year Level Coordinators:	Year 12	Mr Joe McLean
	Year 11	Ms Kristin Williamson
	Year 10	Mr Brendan O'Brien
	Year 9	Mr Joe Pannuzzo

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			Mrs Rebecca Hose Mrs Debbie Miles Mrs Megan Mallen Mrs Rose McLachlan
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		Principal's Personal Assistant	Mrs Kim Abbott
		Deputy Principals' Secretary	Ms Gail Lambert
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Year 10 Learning Pathways

Year 10 Learning Pathway – Striving for excellence through learning that matters

The Year 10 learning program has been restructured to provide a learning pathway that promotes a culture of learning designed to engage, excite and challenge our students as they embark on senior study in the College.

The program in 2020 has been created to implement three-year teaching and learning sequences to better prepare all students for the rigours of Year 12 study, be that as part of the Victorian Certificate of Education [VCE] pathway or the Victorian Certificate of Applied Learning [VCAL] pathway, both of which formally commence in Year 11.

A rigorous, diverse and flexible three-year curriculum has been generated to ignite student engagement and promote a passion for life-long learning. Key skills and knowledge required to successfully complete both pathways have been identified through backwards mapping with the objective to enable the Year 10 program to improve the performance of all our students including those undertaking the more traditional academic pathway of VCE.

As part of the flexibility in place, Year 10 students who are deemed capable of undertaking accelerated studies will now be able to apply to include a **maximum** of two [2] Unit 1 and 2 VCE subjects in their 2020 learning program. Students who aspire to undertake such higher level study will need to complete a separate application for consideration as part of their learning pathway selection process, the exception being Units 1 / 2 Environmental Studies, Theatre Studies or Unit 1 Indonesian or Italian.

Ignatian education views excellence as one of its intrinsic values. However this distinguishing quality refers to not only academic excellence but excellence in everything attempted by students in Jesuit Companion schools such as Saint Ignatius College, Geelong.

The Year 10 learning program in place for 2020 is focused on depth as opposed to breadth of study options. It provides an opportunity for individual and collective discernment, in particular through the mandated Religious Education units that offer an Ignatian lens on contemporary and traditional Catholic teachings and social justice policy and practices. A focus on leadership is implicit in the increased responsibility placed on students to take prime ownership of their learning as they strive to seek the Magis in all that they do in and out of the classroom.

We look forward to developing students with positive growth mindsets as they move through the senior section of the College and discern their preferred learning pathway in life beyond VCE and VCAL.

We believe their learning journey will be an exciting one that our parents and guardians as well as our teachers, can share in together as we support these young men and women who will act for and with others.

What does the Year 10 Learning Program entail?

Every Year 10 student will complete seven units of study each semester. The units of study comprise a combination of mandated and non-mandated units.

Mandated Units

'Mandated' unit refers to those units that must be studied by all students. Studying these units are requirements of the Victorian Curriculum and Assessment Authority's [VCAA] new 'Victorian Curriculum' and the Catholic Education Melbourne's [CEM] 'Religious Education Framework.'

All Year 10 students must include the following nine mandated units in their Year 10 course of study:

One unit from each of the following subject areas, in **each semester**:

English

Mathematics

Religious Education

Physical Education

One unit from the Science Learning Area for **one semester**.

Non-mandated Units

'Non-mandated' unit refers to those units that are optional. Students can choose from a broad range of Year 10 level units from various learning areas. Students can also apply to accelerate by replacing some of these units with one or two Yr 11 VCE subjects. The descriptions of these acceleration subjects are detailed in the Year 11 2020 information booklet. This can be found on the College website under Teaching and Learning > Course Booklets.

In this booklet, we have placed student options in two separate sections to distinguish between 'mandated' and 'non-mandated' units at Year 10 level that the College is offering in 2020. We have provided indications of how these units provide learning pathways into Years 11 and 12 in subsequent years. **Please note that we cannot guarantee that all units will run.**

Our ability to run units depends on many factors such as student preferences, staff availability and timetabling constraints.

Year 10 Learning Program 2020

Each student will be required to undertake a total of 14 units across both semesters. Seven of these units will be mandated, though in the case of English, Mathematics and Science, there will be options within those mandated subjects that students can select as part of their preferred learning program.

Please note that the Religious Education and Ignatian Learning program comprise three periods per week per semester. Physical Education comprise two periods per week per semester and neither of these require students to make any choices in terms of preferred areas of focus.

All other units of study will be taught for five [5] periods per week.

Students will be asked to complete a learning program that enters their preferences in diagrammatic form as indicated:

<i>Semester</i>	<i>RE</i>	<i>PE</i>	<i>English option</i>	<i>Maths option</i>	<i>Science option</i>		
<i>Semester</i>	<i>RE</i>	<i>PE</i>	<i>English option</i>	<i>Maths option</i>			

English: Students may select one of the following **two** studies for their English program.

English
Literature

NB. There is no opportunity to accelerate in Units 1 and 2 English or Literature for Year 10 2020 students.

Mathematics: There are three Mathematics studies available.

10 Methods
10 General Mathematics
10 Foundation Mathematics

Students who have achieved very high results in Year 9 Mathematics in Semester 1 2019 and whose NAPLAN results and related data reflect their potential in this subject, may be invited to accelerate in VCE Mathematical Methods Units 1 and 2 in Year 10 2020 in place of the above mandated Mathematics studies.

These students who undertake these VCE Mathematical Methods units will be planning to accelerate in Units 3/ 4 Further Mathematics at Year 11 in 2021.

Science

Students may select one of **three** studies to satisfy the mandated Science unit to be completed at Year 10 level. This unit can be studied in **either** semester providing further flexibility to the delivery of the learning program.

Mandated science units include:

Life science
Physical science
Science in the World.

NB. As with Mathematics, students may opt to apply to undertake accelerated study in Units 1 and 2 Biology provided they meet the criteria for such study. Students, who opt to do so, may substitute the mandated Year 10 unit by completing these accelerated units.

Non-mandated Units

Students who wish to continue to study a language at Year 10, be it Indonesian or Italian, will do so for the entire year. By the end of Year 10, the student will have completed VCE Unit 1 in that language study.

In Year 11 2021, should they continue with their preferred language, they will then study VCE Unit 2 for the entire year.

In Year 12 2022, they would then undertake Units 3/ 4 as a learning sequence, one unit in semester one and the second in semester two of that year.

By completing ONE unit only in Year 10 and Year 11, rather than two in the one year, language students will be able to devote more time to oral and aural skill development and become more proficient in these aspects before undertaking Year 12 language studies.

Sample Learning Programs - Examples

A range of sample learning programs are provided below to help students and parents visualize possible combinations of mandated and non-mandated units. Please consider these carefully before downloading a blank learning program from the website and completing it for practice purposes.

Mandated Units	Non-mandated Units
----------------	--------------------

NB. RE and PE combine to form five periods in total: RE and Ignatian Learning totals 3 periods and PE totals 2 periods per week.

Program A

Semester 1	RE	PE (practical)	English	General Maths	Life Sciences	Dance Fit and Flex	Fit for Life
Semester 2	RE	PE (practical)	English	General Maths	Art on Canvas	Psychology	Technology (fashion)

Program B (Year 10 units including a Language)

Semester 1	RE	PE (practical)	Literature	General Maths	Science in the World	Languages: Indonesian	Music 101
Semester 2	RE	PE (practical)	Literature	General Maths	Enterprise Me	Languages: Indonesian	Digital Technologies

Program C [Year 10 Accelerated non-mandated study]

Semester 1	RE	PE (practical)	English	Maths methods	Unit 1 Biology	Hot Spots	Fit for Life
Semester 2	RE	PE (practical)	English	Maths methods	Unit 2 Biology	Capture that Image	Drama "Scene it"

Program D (Year 10 units plus Outdoor and Environmental Studies Units 1 and 2) and an additional accelerated Units 1 & 2 study

Semester 1	RE	PE (practical)	English	General Maths	Life Sciences	Outdoor and Environmental studies 1	Global Politics 1
Semester 2	RE	PE (practical)	English	General Maths	Fit for Life	Outdoor and Environmental studies 2	Global Politics 2

Program E (Year 10 VCE Mathematical Methods and non-mandated unit)

Semester 1	RE	PE (practical)	English	Unit 1 Maths Methods	Physical Science	Music 101	Art on Canvas
Semester 2	RE	PE (practical)	English	Unit 2 Maths Methods	Hot Spots	Digital Technologies	Cooking for Life

Acceleration

There are potential advantages to be gained for some students in completing a VCE Unit 1 and 2 subject at Year 10.

These include:

- To develop skills that build the basis for a Unit 3 / 4 study in Year 11
- To achieve the highest possible ATAR [Tertiary entrance score] to be eligible for a course post secondary school
- To be able to study at a higher level study and test one's ability to achieve at this advanced level
- To cope better with external exams in senior years
- To develop high level organisational and study skills

Students wishing to apply to study a Unit 1 and 2 subject in Year 10 are required to complete and submit a separate detailed acceleration application as indicated on pp12 and13 of this booklet.

Please note that students who have opted to include Units 1 & 2 Outdoor and Environmental Studies, Units 1& 2 Theatre Studies, Unit 1 Languages [Italian or Indonesian] in their chosen learning program in 2020 or who have been issued an invitation to join the Year 10 2020 VCE Units 1 and 2 Maths Methods class **are NOT required to complete a separate acceleration application.**

Acceleration application forms must be completed and attached to the Year 10 Subject Selection Form and handed into the relevant Year 9 Homeroom Teacher **on or before Monday 2nd September 2019.**

Acceleration Disadvantages

There a number of reasons why most Year 10 students will opt to complete only Year 10 mandated and non-mandated units in 2020. Acceleration is not a viable option for a large range of students for a variety of good reasons, some of which are listed below for your consideration and further discussion as a family.

Why NOT accelerate?

- A student needs time and opportunity to consolidate their current learning.
- A student wants to develop a sound skill and knowledge base at Year 10 before moving into VCE studies.
- A student has a poor school attendance record.
- A student lacks confidence in his or her ability or is unduly anxious already.
- A student is seriously over-committed that will compete with required additional study time in and out of class- eg. part-time work; sporting activities three or four times per week
- Be realistic about your abilities. It is not advisable to accelerate if you are not achieving sound results in Year 9.

Semester One 2019 Year 9 Results

In order to assist you make your Unit selections for the Year 10 2020 program, we ask you to begin by recording your Semester 1 2019 academic results in the boxes provided.

Student name: _____ **Homeroom** _____

SEMESTER ONE 2019 Year 9 RESULTS

In order to assist you to make your selections for the 2020 school year, we ask you to record your academic results in the appropriate space.

In **2019**, my Semester One results were:

CORE SUBJECTS

English

Religious Education

Mathematics

Science

Humanities

Health & PE

ELECTIVE SUBJECTS

Do you intend to complete Year 12?

YES

NO

If yes, what are your intentions after Year 12?

OPTIONS (Tick the box)

UNIVERSITY:

Courses I may be interested in pursuing are:

- 1.
- 2.

TAFE:

Courses I may be interest in pursuing are:

- 1.
- 2.

EMPLOYMENT:

Year 10 Subject Selection Planning 2020

STUDENT INFORMATION

NAME:..... HOMEROOM:.....

Religious Education, English, Mathematics, Physical Education and one unit of Science are mandated for all year 10 students.

Semester Unit	Religious Education	Physical Education	English	Maths Unit	Science Unit Sem1 or 2)	Non Mandated Unit	Non Mandated Unit
Semester Unit	Religious Education	Physical Education	English	Maths Unit	Non Mandated Unit	Non Mandated Unit	Non Mandated Unit

English Choices: English, Literature

Mathematics Choices: VCE Mathematical Methods, 10 Method Maths, 10 General Mathematics and 10 Foundation Mathematics. (Two continuous units must be selected)

Science Choices: Life Science, Physical Science and Science in the World (At least one unit must be selected)

Languages: If selecting a language i.e Italian or Indonesian, two continuous semester units must be selected.

English Units	Mathematics Units	Science Unit/s (at least one)

Students will study **5 (non mandated)** semester electives.

Non-Mandated Units
Preference 1-8

1	
2	
3	
4	
5	
6	
7	
8	

Acceleration Units

Accelerated Subjects should be listed as the first and second preference.

Ensure that the **Acceleration Application form** is also submitted with this subject selection form.

Every effort will be made to accommodate student choices.

Student Signature:..... Parent / Guardian Signature:

Due to Year 9 Homeroom Teacher – Monday 2nd September 2019

VCE Units 1 & 2 2020 Acceleration Application Form

Name: _____ **Homeroom: 9** _____

Please complete all sections of this form and attach it to your 2020 Year 10 Subject Planning form. This application is due to your Year 10 Homeroom Teacher by **Monday 2nd September 2019**

NB/ Unit1 / 2 Acceleration Applications will be processed on a case by case basis and may involve an interview in addition to the application itself.

PART ONE

A Year 9 2019 Semester One results

CORE UNITS	%	ELECTIVE	%
ENGLISH		1.	
HEALTH & P E		2.	
HUMANITIES		3.	
MATHEMATICS			
RELIGIOUS EDUCATION			
SCIENCE			

B Proposed Year 10 Learning Program 2020

MANDATED UNITS (both semesters)		NON-MANDATED UNITS	
ENGLISH(option)		1.	
RELIGIOUS EDUCATION		2.	
MATHEMATICS(option)		3.	
SCIENCE (selection)		4.	
		5.	

C Year 11 2021 VCE Proposed Program: Record your subject preferences in the space provided.

SUBJECT	SUBJECT
ENGLISH or LITERATURE (<i>Circle</i>)	4.
RELIGION & SOCIETY	5.
UNIT 3	6.

D Year 12 2022 VCE Proposed Program: Record your intended 3 / 4 Sequenced studies in the box below.

SUBJECT	SUBJECT
1. ENGLISH or LITERATURE (<i>Circle</i>)	3.
2. RELIGION & SOCIETY or SCHOOL-BASED RE	4.
	5.

PART TWO

To complete the application process, you need to discuss your application with each of the following College staff representatives **prior** to submitting the application form.

In the box below, indicate the Unit 1/ 2 subject that you wish to study at an accelerated level in 2020 and provide your reasons for this selection.

UNIT 1/2 SUBJECT: _____

REASON/S:

1/ Learning Area Leader (eg. Biology – Science Learning Area Leader)

Unit 1 / 2 Subject _____

Learning Area Leader - Name _____ Signature _____
Date _____

Application Request supported Yes No Unsure

Comment

2/ Year 9 Level Coordinator – Mr Joe Pannuzzo

Signature _____ Date _____

Application supported Yes No Unsure

Comment

3/ VCE Coordinator– Mr Michael Brown

Signature _____ Date _____

Application supported Yes No Unsure

Comment

4/ Parent / Guardian Name _____

Signature _____ Date _____

Application supported Yes No

Comment

MANDATED UNITS

**The Mandated Units are for
all Year 10 students and are
continued across both semesters
or at least one in the case of science.**

ENGLISH

- English
- Literature

MATHEMATICS

- VCE Unit 1 / 2 Mathematical Methods
- 10 Methods
- 10 General
- 10 Foundation

PHYSICAL EDUCATION

- Physical Education (Practical)

RELIGIOUS EDUCATION

- Religious Education

SCIENCE

- Life Science
- Physical Science
- Science in the World

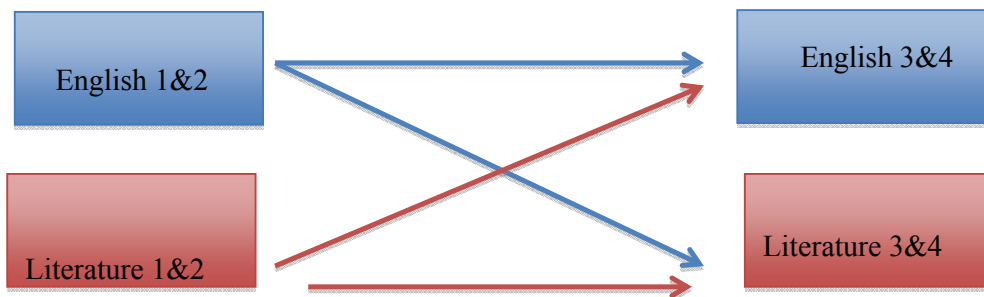
English Pathways

In Year 10 two English options will be available for students to study. Students must select one of the two options and will study their chosen course for the entire year. Each option will consist of five periods per week. There will not be an accelerated VCE English option offered at Year 10.

Both options will be of equal rigor and contain similar core areas of study, designed to prepare all students to advance into VCE Units 1 / 2 English or Literature in Year 11.

- Year 10 English- This option will focus on key areas: Responding to texts, creating texts, comparing texts and analysing and presenting arguments.
- Year 10 English Literature- This option will incorporate the core elements reflected in the English course, but also focus on an investigation and appreciation of different forms and genres of literature across eras and cultures.

Year 11



English

The study of English encourages the development of literate individuals capable of critical and imaginative thinking and creativity. The mastery of the key knowledge and skills explored in the course underpin effective participation in the contexts of study and work as well as productive citizenship in the twenty-first century.

Literature

The study of Literature is a specialist subject that appeals to students who are active readers and advanced writers. Students examine a range of texts in different forms, including novels, poems, short stories and film. Literature explores how the views and values of the society affect the way texts are created, as well as how texts are constructed to create meaning.

English

Unit Title: English

Learning Area: English

Duration: Full Year

Overview

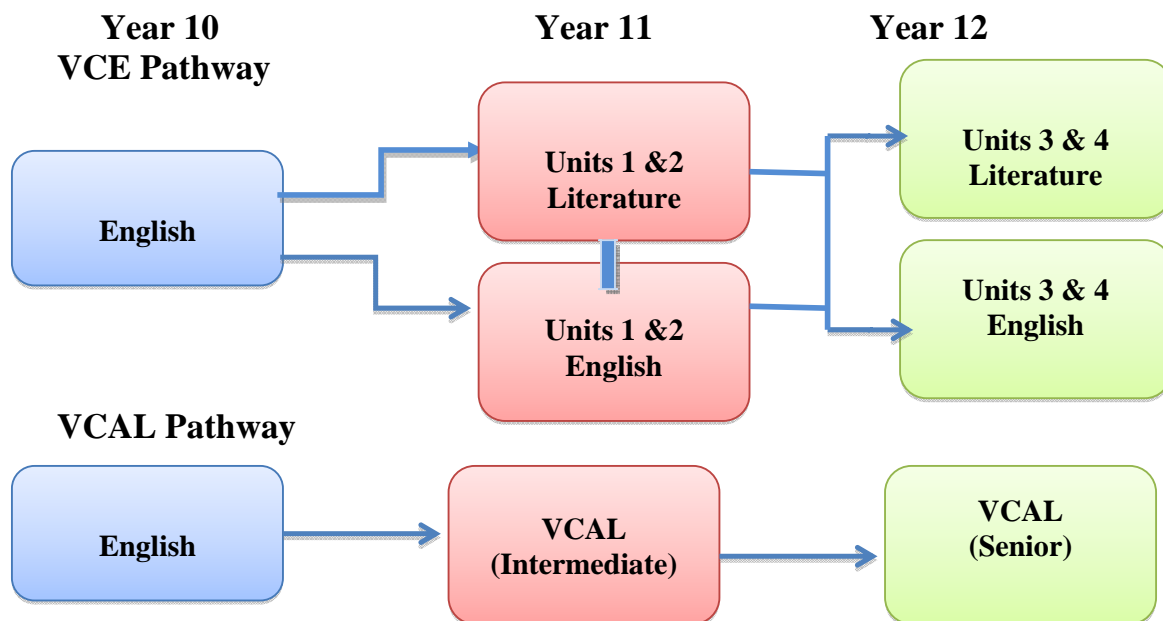
The Year 10 English course is designed in accordance with the Victorian Curriculum Framework, and aims to engage the students in their pursuit of an appreciation for language through their exposure to a variety of texts. The primary focus of the course is to nurture an understanding of various literary forms including written, spoken and multi-modal texts, where students develop their knowledge of key structures and language conventions. Importantly, students are to understand the ways in which authors create meaning: including ideas, issues and concerns and the way the world of the text is portrayed through characters, settings and events.

Key Skills

Through a range of written, spoken and multi-modal texts, students discuss and develop complex ideas and explore social issues of local and global concern. They take into account the demands of purpose and audience in constructing oral presentations by incorporating logical arguments that address different viewpoints, attitudes and perspectives.

Students also aim to identify, explain and analyse characters, settings and events by comparing and contrasting the issues, ideas and concerns conveyed in the studied texts. Students put into practice the features of creative writing, including structure, and language conventions to create their individual voice and style.

Students actively draft, review, edit and refine analytical responses to the texts in focus, where they present their points of view on the issues and ideas raised in the studied texts. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied.



Further Information: See Ms Gemma Etherington

Literature

Unit Title: Literature

Learning Area: English

Duration: Full Year

Overview

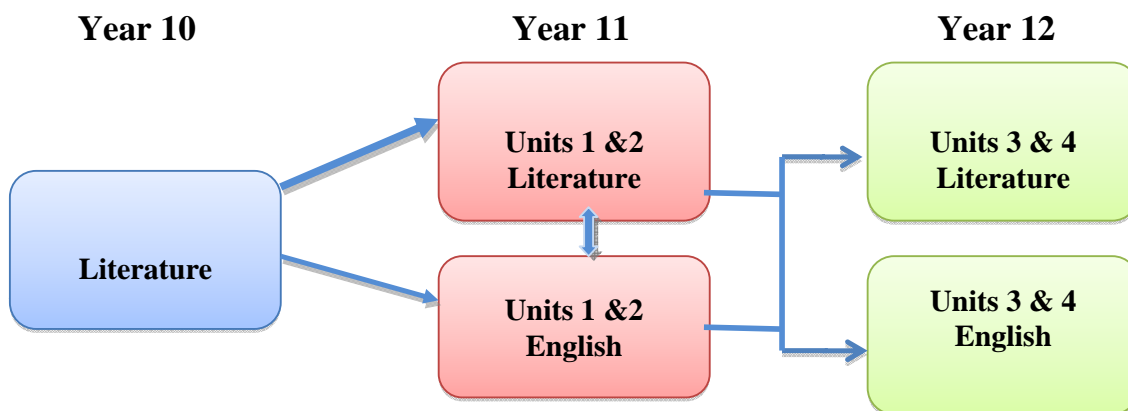
To prepare students for either VCE English or VCE Literature Units.

This course aims to introduce students to the wide variety of forms literature can take. This will occur via an examination of a broad range of literary texts from different eras and cultures. Students will be encouraged to develop an enjoyment of language and literature through reading deeply, widely and critically.

Key Skills

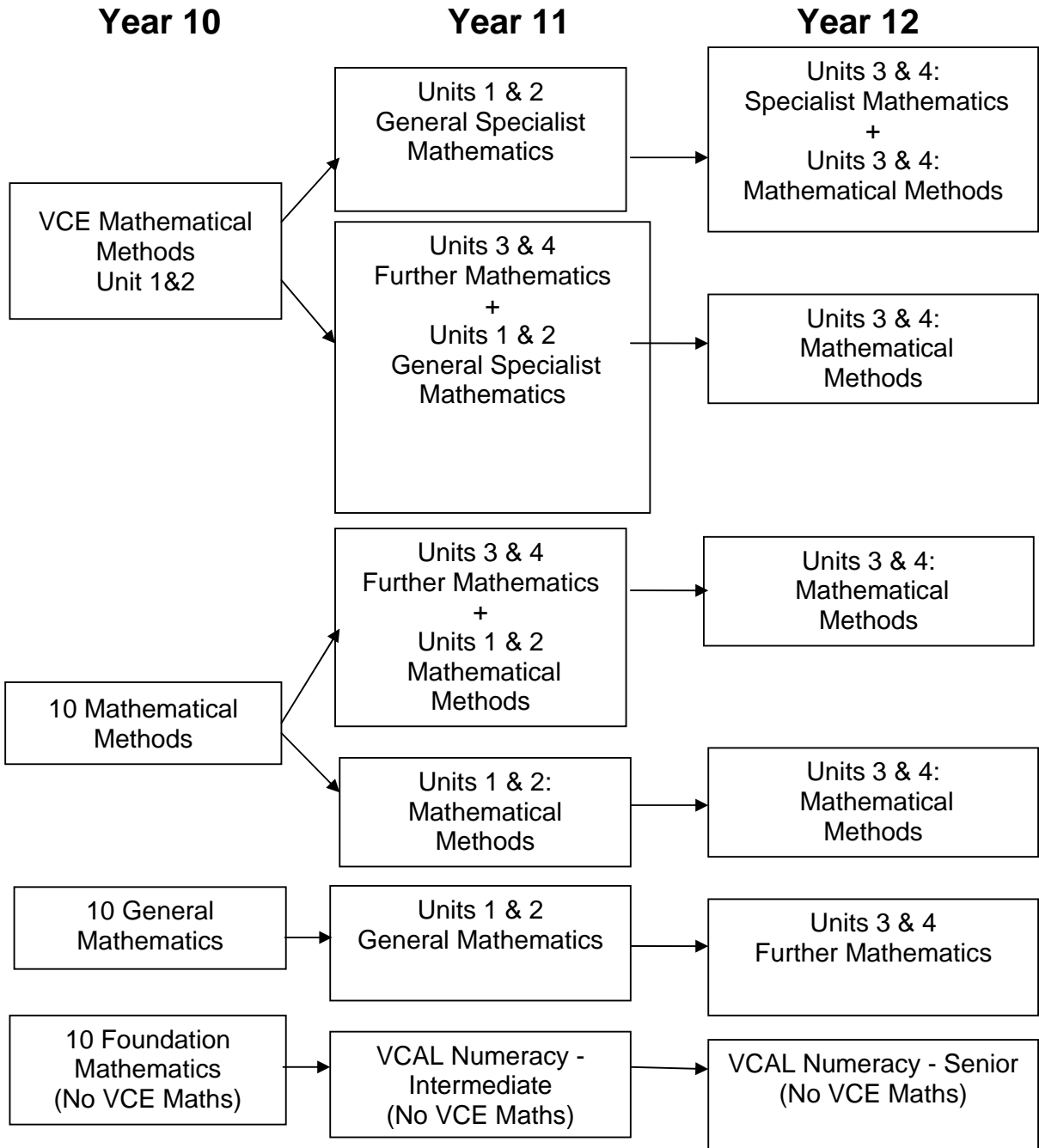
- respond to texts in an expressive and creative way
- develop the capacity for critical thinking and understanding of the relationship between literature and society
- develop the capacity for creativity and self-expression, and the ability to write confident analytical responses
- demonstrate an understanding that the context and perspective of both author and reader influence the reading experience

LEARNING PATHWAY



Further Information: See Mrs Jane Alexander or MsBronwyn Tegousis

Mathematics



Mathematics Pathway

Learning Area: Mathematics

Unit Duration: Full Year

OVERVIEW:

Mathematics in Year 10 is offered in four possible full year options. The possible pathways are numerous and some are depicted in the diagram on page 19.

MANDATED ELECTIVES: Full year (must choose one of the following)

- 10 Mathematical Methods:** This subject is at the expected Year 10 level, however, it has a lot of algebra and takes things a step up from Year 9 in difficulty. This subject is required to be completed by those interested in completing Year 12 Methods. There is a strong emphasis on using technology in the form of the TI-NSpireCAS calculator as well as completing work without the help of technology.
 - 10 General Mathematics:** This subject is less demanding than 10 Mathematical Methods as the subject material is targeted for those wanting to complete Further Mathematics 3/4 in Year 12. There is less algebra and more emphasis on assignment work as well as tests. Technology in the form of the TI-NSpireCAS calculator will be used to help solve problems at all times.
 - 10 Foundation Mathematics:** This subject covers the basic skills to help students get through life and prepare them to continue Mathematics through the VCAL pathway. Students will use their scientific calculator to help solve problems throughout the course. Students do no Maths in VCE after Year 10 but can follow a VCAL pathway in Year 11 Numeracy if chosen.
- VCE Mathematical Methods Unit 1&2:** Only very successful and competent Year 9 Mathematics students **will be invited to follow this pathway**. This subject prepares students for the application needed in VCE Specialist Mathematics and acceleration into Further Mathematics 3/4 in Year 11 in 2021. Student will be working above level 10 Mathematics with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Students who wish to pursue tertiary studies in engineering or science are encouraged to undertake this subject to keep all options open for Year 12. A highly desirable pre-requisite for this pathway is to have completed a semester of Year 9 Advanced Mathematics elective.

VCE Mathematical Methods Units 1 and 2

UNIT TITLE: Mathematical Methods 1 & 2

LEARNING AREA: Mathematics

DURATION: Full Year

UNIT OVERVIEW:

VCE Mathematical Methods 1&2 is designed to provide challenging mathematical learning for students who wish to study Specialist Mathematics or Mathematics Methods in Year 12. It provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Students who wish to pursue tertiary studies in engineering or science are encouraged to undertake this subject to keep all options open for Years 11 & 12.

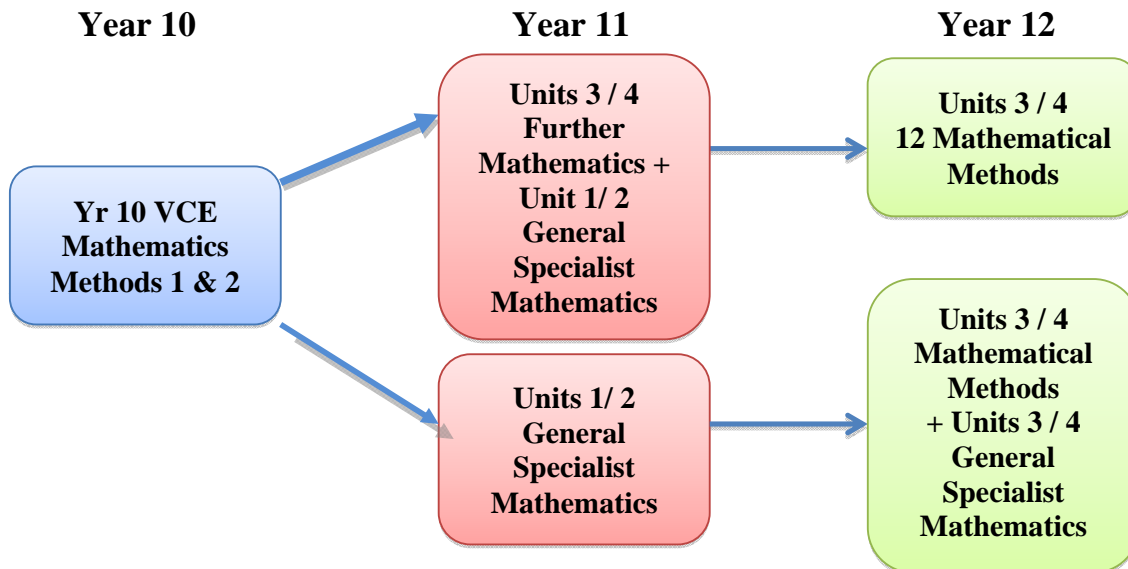
KEY KNOWLEDGE

In this area of study students cover Functions and Graphs, Algebra, Calculus and Probability and Statistics.

KEY SKILLS

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology.

LEARNING PATHWAY



Further Information: See Ms Karen Perkins or Ms Robyn Frigo

10 Mathematical Methods

UNIT TITLE: 10 Mathematical Methods

LEARNING AREA: Mathematics

DURATION: Full Year

UNIT OVERVIEW

This unit will aim to prepare students for the further study of Mathematical Methods and Further Mathematics units at VCE. It caters for students who have experienced success in mainstream Mathematics. Students will develop skills and knowledge in relation to the areas studied and use technology appropriately to enhance learning.

All students will need to purchase a Texas TI-Nspire CX II CAS calculator.

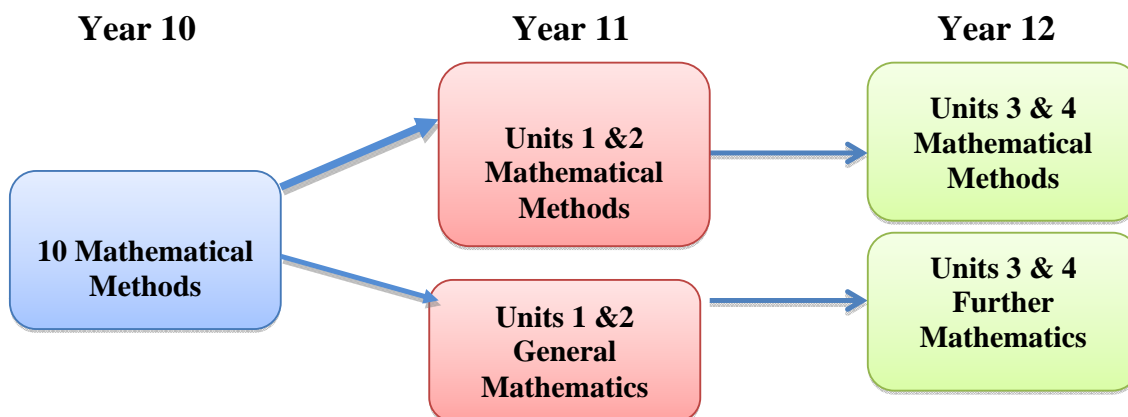
KEY KNOWLEDGE

- Computational Skills
- Linear Relations
- Measurement
- Quadratic equations
- Probability
- Parabolas
- Trigonometry
- Indices and Surds
- Statistics

KEY SKILLS

- Apply routines, techniques and processes for linear and quadratic equations and graphs with and without technology
- Fluency in calculating side lengths and angles in right angled triangles
- Calculating probabilities utilizing Venn diagrams, two way tables and tree diagrams, with and without replacement for two events
- Simplify algebraic products and quotients using index laws.
- Define rational and irrational numbers and perform operations with surds and fractional indices.
- Efficient use of TI-Nspire technology

LEARNING PATHWAY



Further Information: See Ms Colleen Boland or your Year 9 Mathematics Teacher

10 General Mathematics

UNIT TITLE: 10 General Mathematics
LEARNING AREA: Mathematics
DURATION: Full Year

UNIT OVERVIEW:

In General Mathematics, an emphasis is placed on developing an understanding of the fundamental mathematical concepts and key skills in preparation for study of VCE General Mathematics and VCE Further Mathematics.

All students will need to purchase a Texas TI-Nspire CX II CAS calculator.

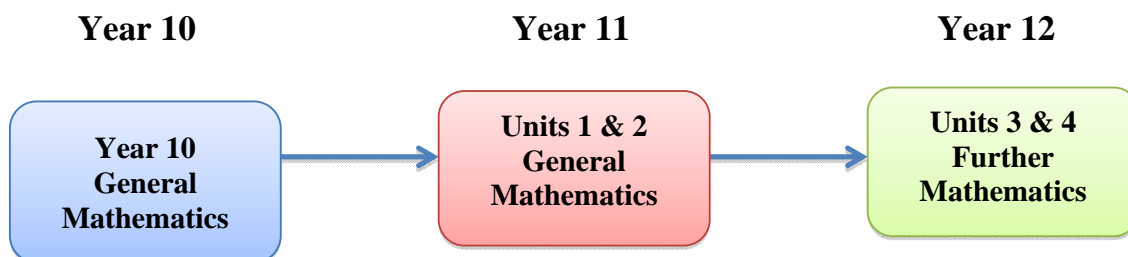
KEY KNOWLEDGE

- Computational Skills with the TI-Nspire CX II CAS
- Measurement
- Straight-line graphs
- Statistics
- Matrices
- Consumer Arithmetic
- Pythagoras' theorem and trigonometry
- Networks
- Probability

KEY SKILLS

- Develop fluency with algebraic skills in solving linear equations and their application within linear graphing.
- Apply logical reasoning to geometrical figures in 2 dimensions.
- Solve right angled triangle problems involving length, angle and direction.
- Develop fluency in determining probability using tree diagrams, Venn diagrams and two-way table.
- Interpretation and construction of Univariate and Bi-variate data.
- Calculation of areas, volumes and lengths.
- Application and understanding of irrational and rational numbers.

LEARNING PATHWAY



Further Information: See Ms Colleen Boland or your Year 9 Mathematics Teacher

10 Foundation Mathematics

UNIT TITLE: 10 Foundation Mathematics
LEARNING AREA: Mathematics
DURATION: Full Year

UNIT OVERVIEW:

A blend of mathematical themes and topics, that offers a viable alternative for Year 10 students who are challenged in engaging with mainstream mathematics. Foundation Mathematics caters for a range of learning styles. It is ideal for students who are continuing onto an applied learning pathway at Year 11 VCAL Numeracy. The course builds on concepts developed in Year 7 – 9 and opportunities for everyday applications.

NB. It does not lead onto any VCE Mathematics studies.

KEY KNOWLEDGE

- Measurement
- Straight line graphs
- Probability
- Consumer Mathematics
- Number
- Trigonometry
- Pythagoras
- Geometry
- Statistics
- Algebra and Indices

KEY SKILLS

- Basic conversions of fraction, decimals and percentages
- Graphing straight lines with given rules \, and interpreting everyday graphs (distance – time graphs)
- Determining probability from Venn diagrams and two way tables
- Everyday budgeting and planning
- Solving simple interest problems
- Fluency in calculating side lengths and angles in right angled triangles
- Determining mean median and mode and draw appropriate statistical diagrams

LEARNING PATHWAY

Year 10

**Foundation
Mathematics**

Further Information: See Ms Colleen Boland or Mrs Claire Hewitt

Physical Education (Practical)

Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Physical Education promotes an appreciation of how movement in all its forms is central to daily life — from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices.

Practical classes need to address the following categories of movement:

Active play and minor games addresses how students move and use their bodies to develop, practise and refine motor skills, balance, strength and coordination.

Challenge and adventure activities addresses how individuals participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments.

Challenge and adventure activities include initiative games, movement challenges (as individuals and in teams or groups), recreational activities in natural and outdoor settings and navigational challenges.

With access to specialised facilities and equipment and relevant teacher expertise, these activities can also include martial arts, surfing, stand-up paddle boarding and swimming.

Rhythmic and expressive movement activities addresses how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes and includes creative movement, movement exploration and dance.

Games and sports addresses the development of movement skills, concepts and strategies through a variety of games and sports. The games and sports focus area builds on learning in active play and minor games and fundamental movement skills.

Lifelong physical activities addresses how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan and includes individuals and group fitness activities and active recreation activities. With access to specialised facilities, equipment and expertise, these activities can also include swimming, yoga, lawn bowls and golf.

Religious Education

UNIT TITLE: Religious Education
LEARNING AREA: Religious Education
DURATION: Full Year

UNIT OVERVIEW:

The study of Religious Education in Year 10 at Saint Ignatius College develops further the knowledge and skills gained in previous years. Major themes for the year include Ancient and Indigenous Religions, the Gospel of Mark, the Reformation Period, Right Relationships and the development of a social justice initiative that supports the work of Jesuit Mission.

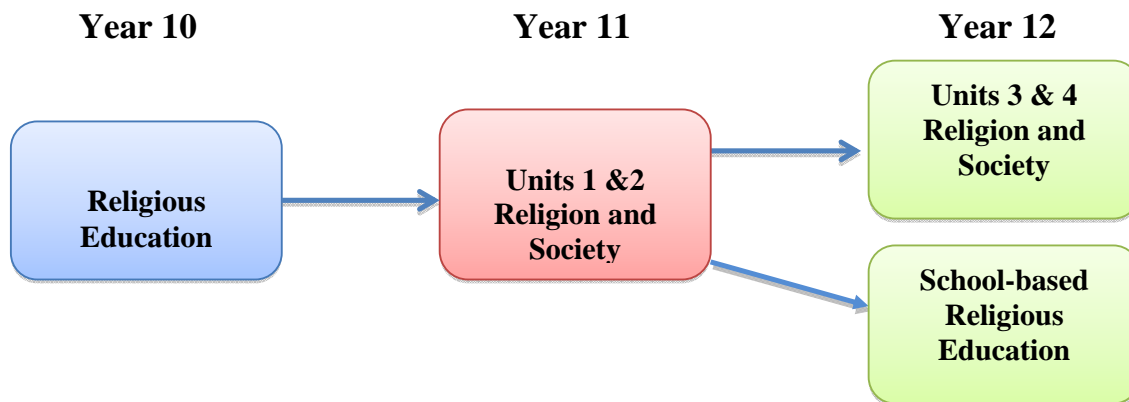
KEY KNOWLEDGE

- Why do people believe in religion?
- What is the significance of coming together to celebrate community?
- How do we respond to challenge and change?
- How can we interpret our world?
- How does the Church respond to change?
- How do we make right life choices.

KEY SKILLS

- Analytical skills
- Comparing and contrasting skills
- Research and investigative skills.
- Exam preparation and revision skills

LEARNING PATHWAY



Further Information: See Mr Brendan Nicholls

Science Pathways

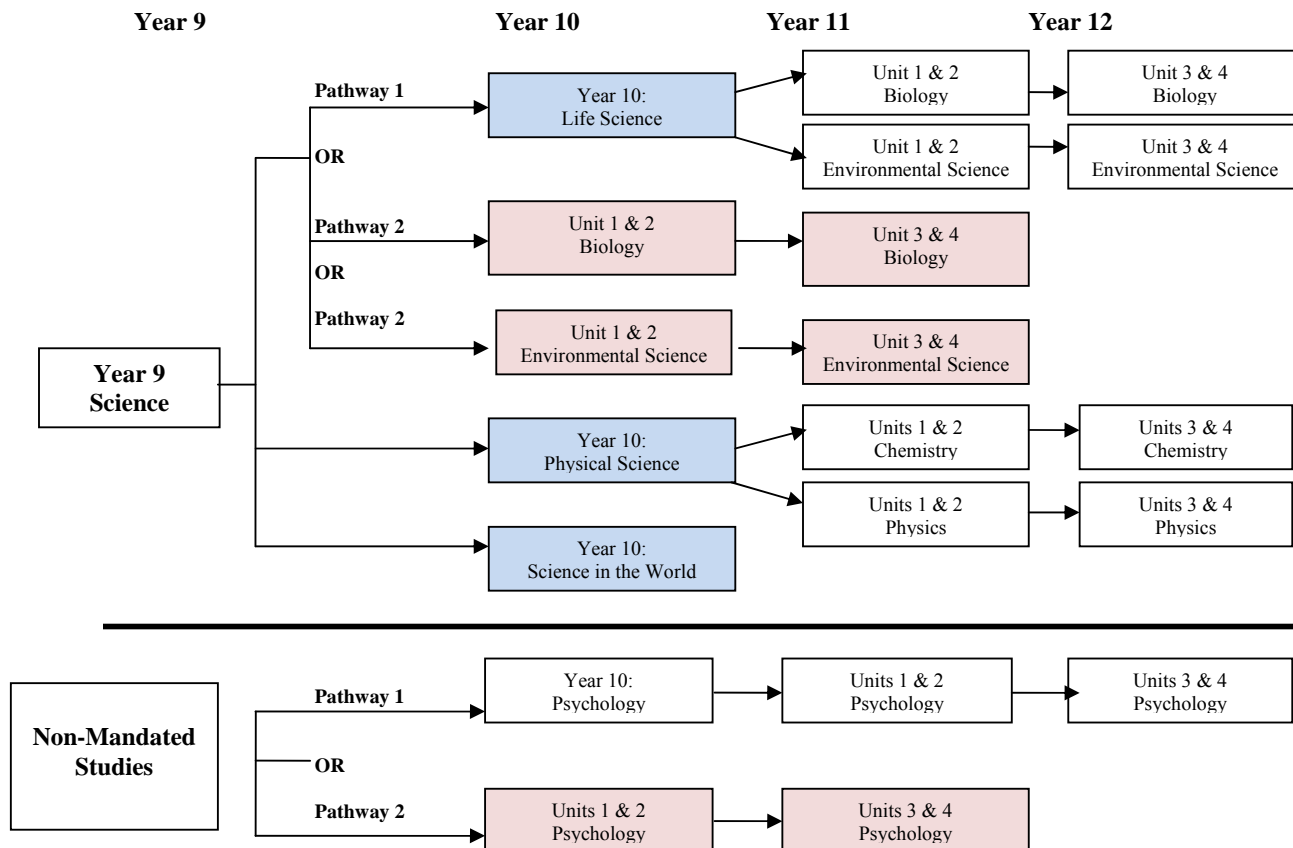
In Year 10 all students are required to select a **minimum** of one Science Unit (1 semester). They may choose to complete more than one using the Unit blocks and this is highly recommended for students wishing to undertake multiple VCE Science subjects. The chart below provides information on the Year 10 Science Units and the VCE Science pathways that each subject leads towards.

Students must study at least one of the following Year 10 Science Units (blue boxes on the chart):

- Life Science
- Physical Science
- Science in the World

Students may choose to undertake one acceleration pathway in VCE Biology, Environmental Science or Psychology (pink boxes on chart). This is a yearlong option taken instead of the relevant Year 10 Science Unit and can only be undertaken by students who meet the criteria and are approved for acceleration as outlined on page 12 - 13.

It is recommended that students speak to their Year 9 Science teacher or to Ms. Elise Meehan (Science Leader) if they need any advice on which Science pathway best suits their needs and abilities.



Further information: See Ms Elise Meehan

Life Science

Unit Title: Life Science

Learning Area: Science

Duration: Semester

Overview

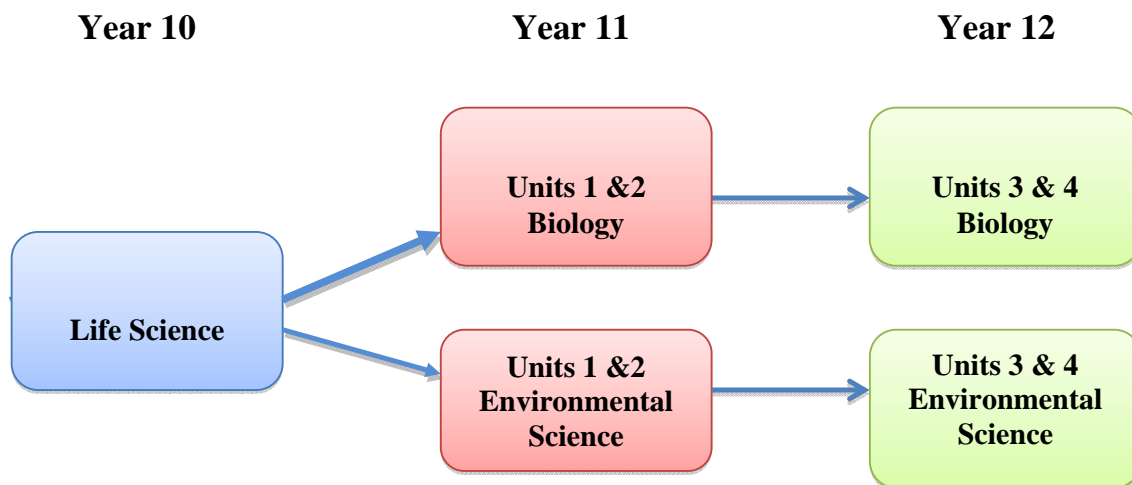
Students will develop skills and understanding that will prepare them for VCE studies in Biology and Environmental Science. Throughout this unit, students will explore the mechanisms of inheritance, cell division and causes of variation, both genetic and environmental. They will examine the processes of evolution and investigate the origin and diversity of living organisms. Students will investigate the Earth's systems and their interactions. They will explore pollution and the impacts on it has on the local and global environments.

KEY SKILLS

Students will continue to develop these skills with increasing depth:

- Communicating scientific knowledge
- Planning and safely conducting a range of experiments
- Independent research skills
- Critical thinking and analytical skills
- Field work skills
- Applying key knowledge to new situations

LEARNING PATHWAY



Further Information: See Ms Elise Meehan or Ms Latasha Slocombe

Physical Science

Unit Title: Physical Science

Learning Area: Science

Duration: Semester

Overview

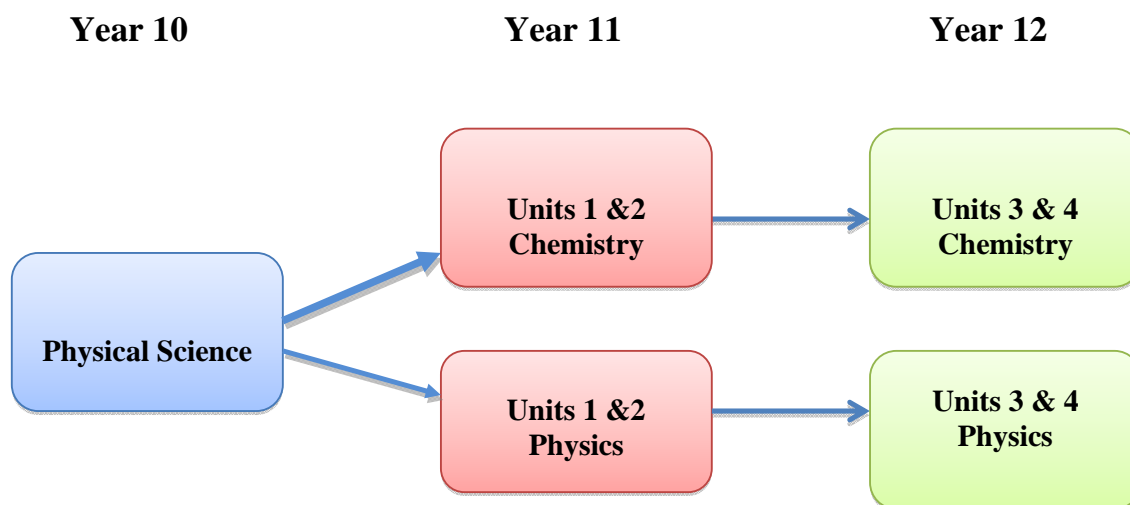
Students will develop skills and understanding that will prepare them for VCE studies in Chemistry and Physics. Students will investigate different types of chemical reactions that are used to produce a range of products at different rates. They will represent chemical reactions by balanced chemical equations. They will conduct a variety of chemical reactions including combustion reactions and reactions of acids and bases which are important in both non-living and living systems. Students will study the motion of objects in one dimension, which involves interaction of forces and the exchange of energy by using the laws of physics, specifically Newton's laws of motion.

KEY SKILLS

Students will develop the following skills:

- Planning and safely conducting a range of experiments
- Accurately collecting reliable data and recording observations
- Working co-operatively in groups
- Communicating results using appropriate terminology
- Critical thinking and analytical skills
- Independent and collaborative research skills

LEARNING PATHWAY



Further Information: See Mr Michael Brown

Science in the World

Unit Title: Science in the World

Learning Area: Science

Duration: Semester

Overview

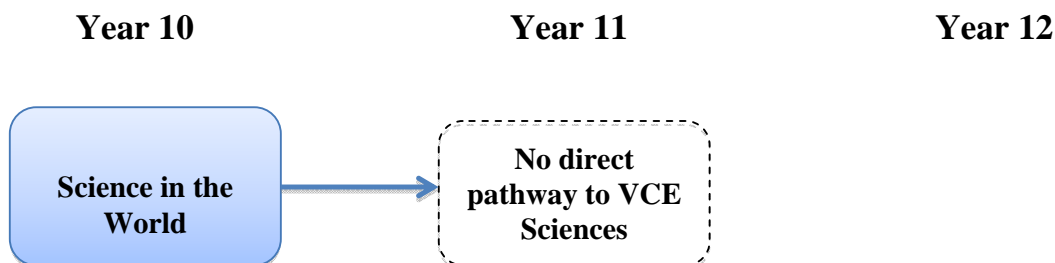
Students will gain an understanding of the science that underpins everyday life. The Science in the World Unit encourages students to think about themselves as consumers in society, the challenges facing our environment and the ever-growing importance of health and technology. This unit will develop their scientific knowledge, literacy and understanding of ethics to help them participate as conscientious global citizens.

KEY SKILLS

Students will develop the following skills:

- Planning and safely conducting a range of experiments
- Accurately collecting reliable data and recording observations
- Working co-operatively in groups
- Communicating results using appropriate terminology
- Critical thinking and analytical skills
- Independent and collaborative research skills

LEARNING PATHWAY



Further Information: See Mr Craig Browne

NON-MANDATED UNITS

APPLIED LEARNING

- Learning for Life

FOOD TECHNOLOGY

- Cooking For Life
- Food and You

HEALTH & PE

- VET Certificate II in Sport & Recreation
- Fit for Life
- Health and Nutrition
- Outdoor and Environmental Studies Units 1 & 2

HUMANITIES

- Enterprise Me
- Global Politics Units 1 & 2
- Hot Spots

LANGUAGES

- Indonesian Unit 1
- Italian Unit 1

PERFORMING ARTS

- Performing Arts Pathways
- Dance
- Drama
- Music 101
- Music Industry
- Theatre Studies Units 1 & 2

RELIGIOUS EDUCATION

- Meditation and Prayer in the 21st Century

SCIENCE

- Psychology

TECHNOLOGY

- Digital Technologies
- Fashion
- Metals & Plastic
- Woodwork
- Robotic Mechanical & Electronic Systems

VISUAL ARTS

- Arkitect
- Art on Canvas
- Art on Paper
- Capture That Image Advanced
- Designworks
- Making Movies

Learning for Life

Unit Title: Learning for Life
Learning Area: Applied Learning Unit
Duration: Semester

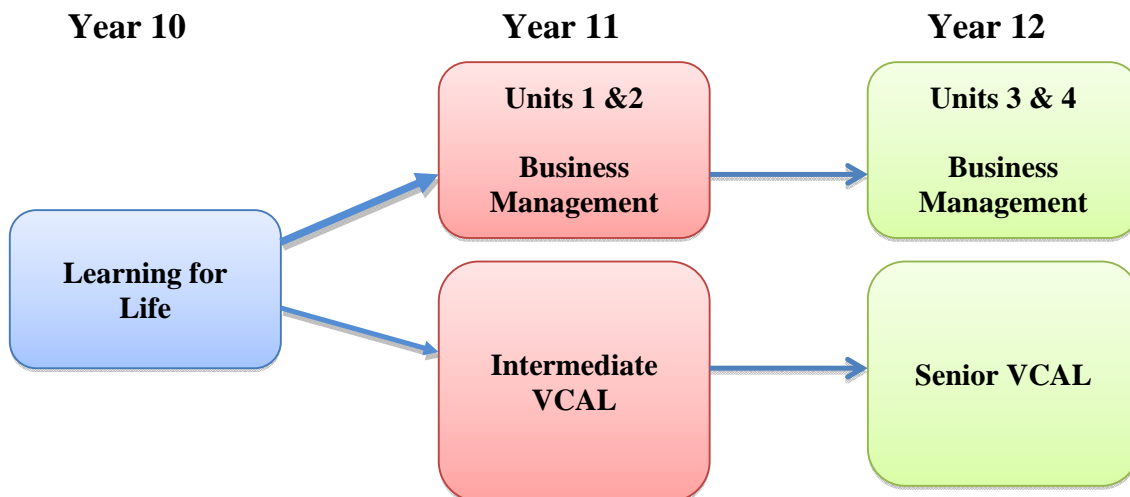
Overview

Throughout this elective, students will develop skills that are important not only in the workplace, but everyday life. A skillset known as transferable skills, will be developed through project based learning. Students will engage in a negotiated (social justice) themed unit based upon their choice. The students will work together in teams to communicate awareness of the issue in a range of formats as well as to organise and implement an event or project to reflect their findings. They will also investigate industry, finance (such as personal banking and budgets) and careers.

KEY SKILLS

- Development and understanding of employability skills
- An ability to work within a team; working together to research, plan, implement and review a simple project
- Independent research skills
- Communication
- Personal Development skills

LEARNING PATHWAY



Further Information: See Ms Kirsty Allan

Cooking for Life

Unit Title: **Cooking For Life**
Learning Area: **Food Technology**
Duration: **Semester**

Overview

The Cooking For Life unit will prepare students in understanding the basic principals of food preparation and processing. Students will be equipped with understanding cooking methods, preservation methods and using key foods to produce successful products. The Unit is suited for students wishing to further develop their practical skills and food knowledge for VCE Food Studies. Each week consists of one practical cooking class(2 periods) and 3 single theory lessons.

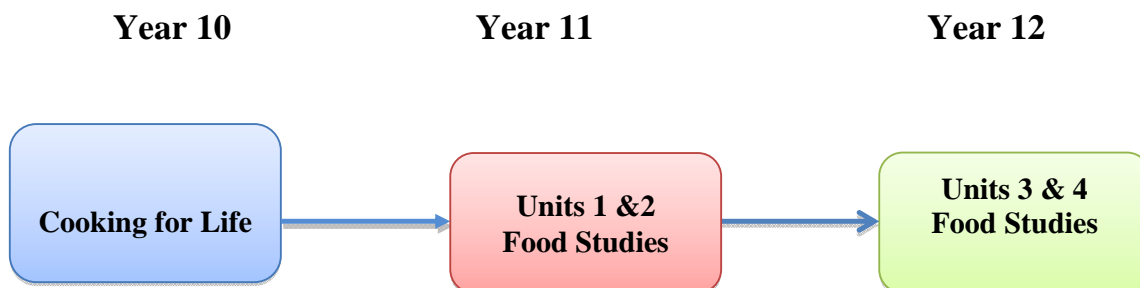
Key Knowledge

- The principals of food hygiene and kitchen safety.
- Food trends in modern society.
- Food presentation and food photography for optimum sensory appeal.
- Methods of sensory evaluation.
- Origin, structure, classification and natural components of key foods such as fruit, vegetables, herbs and spices, dairy, nuts and legumes, seafood, eggs, meat and poultry.
- Understanding the functional properties of sugars, starches, acids, alkalis, enzymes and fats in food and their role in the cooking of products.
- Preservation methods in cookery.
- Wet and dry methods of cookery e.g. baking, roasting, frying, steaming, blanching, boiling.
- Tools and equipment used in the kitchen.

KEY SKILLS

- Apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.
- Develop design briefs based on identified needs or opportunities.
- Use the design process to investigate, generate design ideas, plan and evaluate products.

LEARNING PATHWAY



Further Information: See Ms Kate Kearney

Food and You

Unit Title: Food and You
Learning Area: Food Technology
Duration: Semester

Overview

Food and You is a subject that will equip students with the knowledge, skills and capacity to make informed food choices. Students will build practical food skills in order to prepare and produce a range of food meals whilst promoting healthy eating and supporting a sustainable environment. Each week consists of one practical cooking class (2 periods) and 3 single theory lessons.

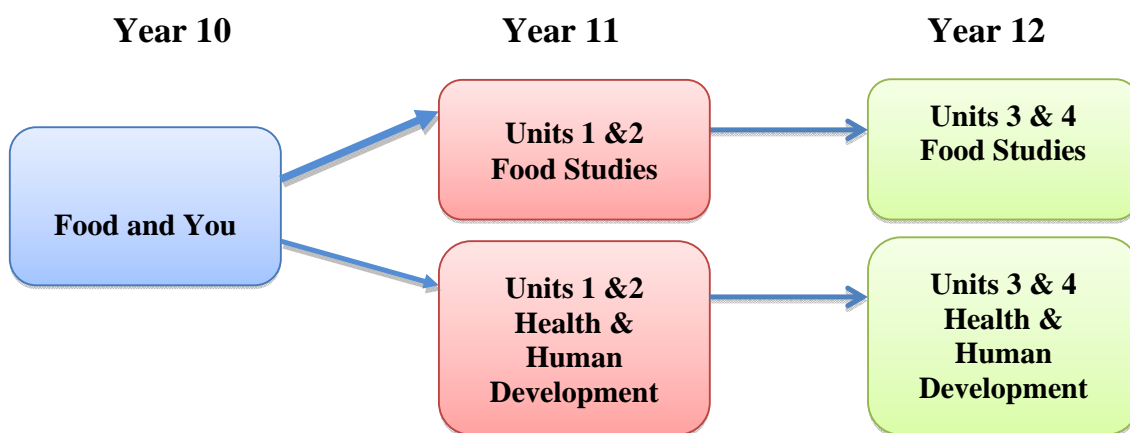
Key Knowledge

- Nutritional requirements and dietary needs (including the Australian Dietary Guidelines)
- Digestion and function of macronutrients (fats, carbohydrates and protein) in the body.
- Eating a wide variety of nutritious food and using the Australian Guide to Healthy Eating.
- Diet related illness such as lifestyle diseases (e.g. diabetes, Cardiovascular disease, Obesity)
- Preparing and cooking food, budgeting and modifying recipes for optimum health.
- Understanding sustainable and ethical concerns in food production such as food availability, food insecurity, food waste, fair trade and environmental packaging.
- The influences of the media, social behaviours, mental health, community, health information and popular culture in making healthy food choices
- Interpreting food labels, messages and advertising.
- Understanding commercial food product development

KEY SKILLS

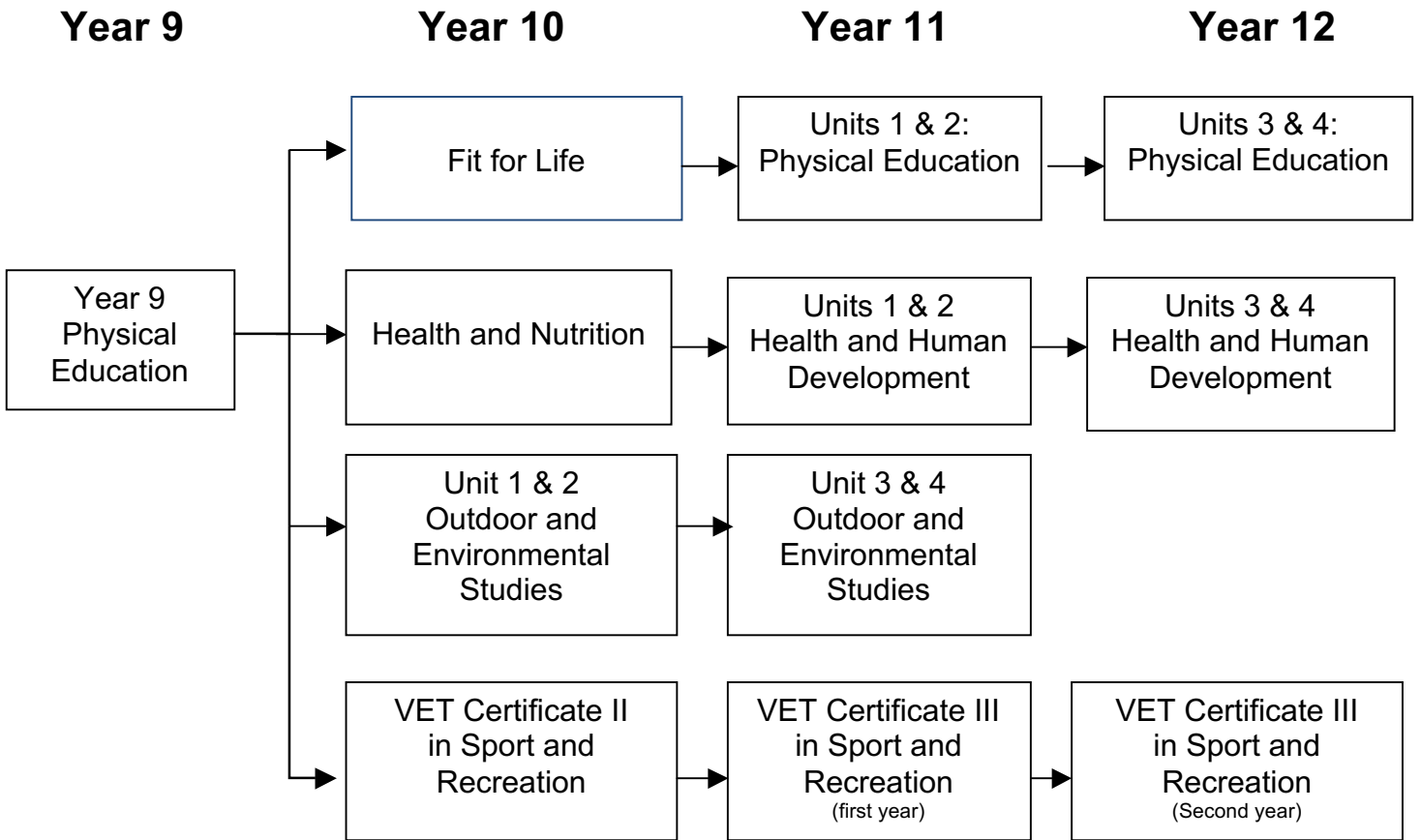
- Apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.
- Use the design process to investigate, generate design ideas, plan and evaluate products.
- Use the Australian Guide to Healthy eating to design and create healthy and sustainable meals.

LEARNING PATHWAY



Further Information: See Ms Kate Kearney

Physical Education Pathway Overview



VET Certificate II in Sport & Recreation

Unit Title: VET Certificate II in Sport & Recreation

Learning Area: Health and Physical Education

Duration: Full Year

Overview:

This year long VET course is a blend of hands-on theoretical learning about the Sport and Recreation industry and is a great entry level qualification for students. It can lead onto VET Certificate 111 in Sport & Recreation which is a separate two- year certificate course. The Certificate 11 course comprises core and elective units covering a range of learning areas including the sport, fitness and recreation industry, first aid and emergency situations, sport safety, customer and quality service and equipment maintenance

Key Skills:

- To obtain practical knowledge in sport, fitness and recreation events
- To learn how to operate effectively in sport, fitness and recreation environments
- To participate safely in a workplace environment
- To learn how to successfully stage a sport, fitness or recreation event

LEARNING PATHWAY



Further Information: See Mr Jason Broadbear

Fit for Life

Unit Title: Fit For Life
Learning Area: Health and Physical Education
Duration: Semester

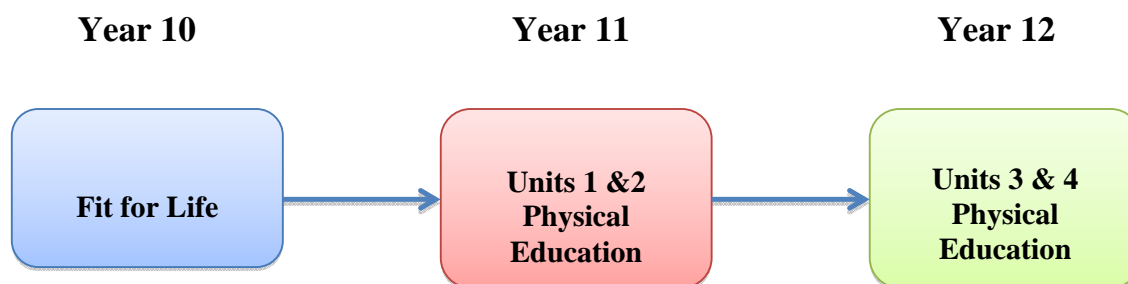
Overview:

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. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

Key Skills:

- Define and participate in a range of physical activities, sports and exercise
- Use and apply correct anatomical terminology to the working of the musculoskeletal system in producing human movement
- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise to explain
- The interaction between bones, muscles, joints and joint actions responsible for movement
- Describe the role of agonists, antagonists and stabilizers in movement use and apply correct anatomical terminology to identify the structures and function of the cardiovascular and respiratory systems
- Describe the role and function of blood components
- Analyse the relationship between stroke volume, heart rate and cardiac output at rest and during submaximal and maximal exercise
- Describe the process of gaseous exchange
- Perform, measure and report on changes to the cardiovascular and respiratory systems at rest compared with exercise
- Participate in a variety of physical activities and describe, using appropriate terminology, the interplay and relative contribution of the energy systems
- Perform, observe, analyse and report on laboratory exercises designed to explore the relationship between the energy systems during physical activity and recovery
- Explain the changes in oxygen demand and supply at rest, and during sub-maximal and maximal activity
- Participate in physical activities to collect and analyse data on the range of acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body
- Conduct a valid and reliable assessment of fitness using ethical protocols.

LEARNING PATHWAY



Further Information: See Mr Jason Broadbear and Mr Roddy Nash

Health and Nutrition

Unit Title: Health and Nutrition
Learning Area: Health and Physical Education
Duration: Semester

Overview:

Students will develop skills and understanding that will prepare them for VCE studies in Health and Human Development. Throughout this unit, students will explore healthy eating and the importance of a nutritious and well-balanced diet. They will examine tools that can be used for improving their food intake and they will also discuss factors that impact on their food choices such as advertising.

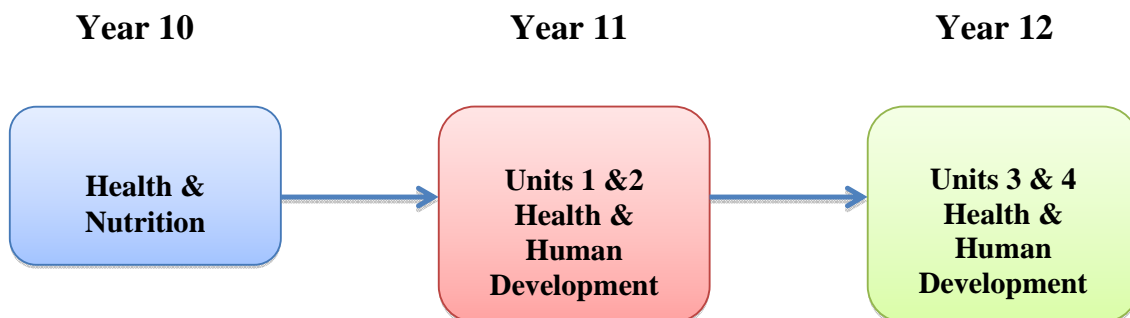
Students will learn the importance of a range of nutrients and how they can be used to prevent lifestyle diseases. They will also investigate the health issues facing Australia's youth and the impacts of excessive fast food consumption. Health and Nutrition is beneficial for those students who wish to improve their understanding of their own health and wellbeing which is essential in order to lead a fulfilling and happy life.

Key Skills:

Students will continue to develop these skills with increasing depth:

- Analyse their own nutrient intake and the impact healthy eating has on one's health.
- Plan an optimal nutritional intake for peak physical performance.
- Read and interpret nutritional food labels.
- Increase their use of research skills to investigate a youth health issue and a diet-related disease.
- Understand and apply the concepts of health and wellbeing and development.
- Improve their ability to select a wide variety of foods as part of a balanced diet.

LEARNING PATHWAY



Further Information: See Ms Stacey Learmonth and Ms Bek Spencer

Unit 1 & 2 Outdoor & Environmental Studies

Unit Title: Unit 1 & 2 Outdoor & Environmental Studies

Learning Area: Health and Physical Education

Duration: Semester

Overview:

This study explores the relationships humans have with the outdoor environment, which includes natural environments subject to both minimal and extensive human intervention. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have been constructed.

Students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments

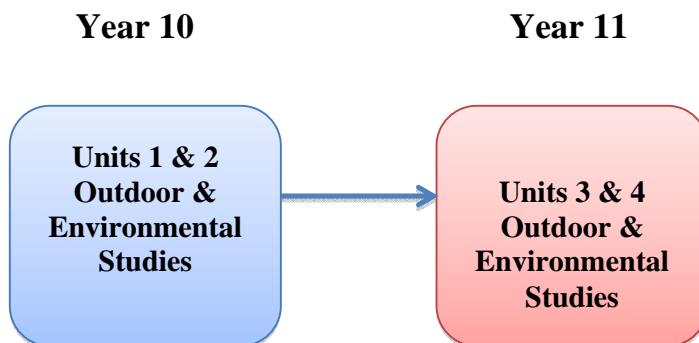
Students will focus on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

Key Skills:

Students will continue to develop these skills with increasing depth:

- To describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences
- To describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences
- To describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.
- To evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

LEARNING PATHWAY



Further Information: See Mr Byron Mitchell

Humanities Overview

Why study the humanities?

Research into the human experience adds to our knowledge about our world.

Through exploration of the humanities we learn how to think creatively and critically, to reason, and to ask questions. Due to these skills it allow us to gain new insights into everything from human endeavours and the law, to business models and politics, humanistic subjects have been at the heart of a sound education since the ancient Greeks first used the humanities to school their citizens.

Today, humanistic knowledge continues to provide the ideal foundation for exploring and understanding the human experience. Learning about the legal system might get you thinking about ethical questions. Investigating a past historical event might help you gain an appreciation for the similarities in different cultures. Reading a book from another region of the world, might help you think about the meaning of democracy. Learning about a young entrepreneur may inspire you to start a small business of your own and follow your dreams. Listening to a history course might help you better understand the past; while at the same time offer you a clearer picture of the future.

History – (Hot Spots)

Here we look at Australia's involvement in recent conflicts. From the First World War through to the War on Terror, from Korea to Vietnam, we investigate Australia's important role in helping to maintain democracy in a world increasingly relying on violence.

Politics: Australian and Global Politics

Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues and events.

Commerce: Business Management (Enterprise Me)

In a world where start-ups are becoming more and more common, this subject looks at what it takes to become not just a business owner, but an entrepreneur. Enterprise Me is about becoming a more alert and aware global financial citizen in a world where you can buy an overseas product with the tap of a finger.

Business Management - Enterprise Me

Unit Title: Business Management - Enterprise Me

Learning Area: Humanities

Duration: Semester

Overview

Are you enterprising? How economical are you?

This unit enables you to explore the fundamentals of enterprise and what it takes to become an entrepreneur. There will be some focus on innovation, e-commerce and how the Internet has changed the way we buy and sell goods and services as global citizens.

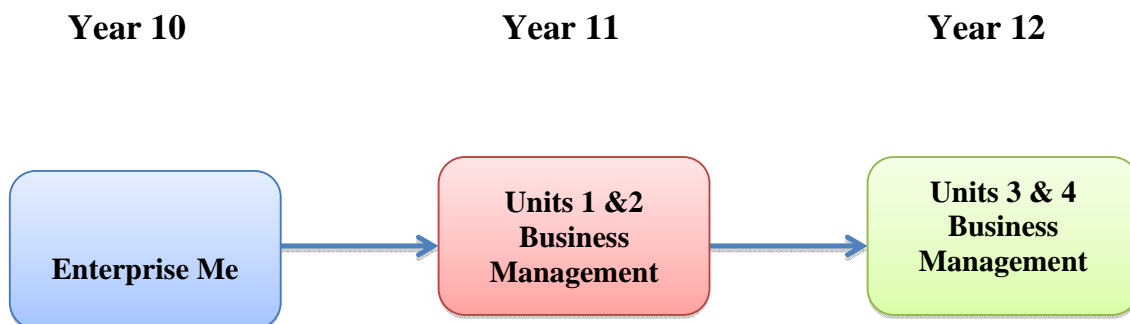
What is economics? Many of us are influenced by the world of commerce but how? Economics is a term we often hear about in the news. How many times have you heard terms such as ‘global economic downturn’ ‘economic recovery’. Often our government, business leaders and we as citizens debate the state of our economy and its impact on us. You will explore basic economics, effects on consumer decisions, production of goods and services, employment and income, role of government and measuring economic performance.

‘Enterprise Me’ will provide students with a solid foundation for continuing into VCE Business Management.

KEY SKILLS

- Understand concepts of enterprise, innovation and commerce
- Personal development skills
- Exploration of e-commerce and the impact of the Internet
- Understanding the notion of being a global citizen
- Introduction to the foundations of economics
- Investigating productions and consumer choices
- Understanding the role government
- Evaluating economic performance

LEARNING PATHWAY



Further Information: Mr Bill Miles or Ms Deanne Allen-Emery

Australian and Global Politics Unit 1 and 2

Unit Title: Australian and Global Politics Unit 1 & 2
Learning Area: Humanities
Duration: Full Year

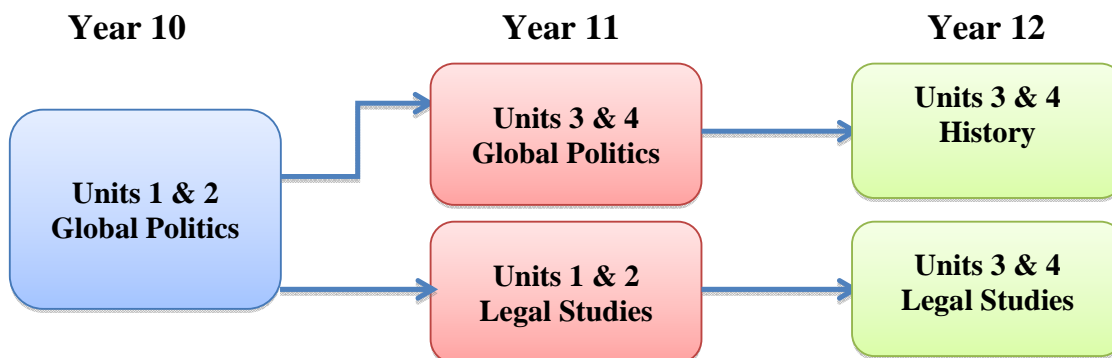
Overview

Australian Politics considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech. Australian Politics compares Australian democracy with the system of democracy of the United States of America. The study also examines the ways that the national government uses its power to make and implement public policy, and the international challenges that influence that policy. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

KEY SKILLS

- Examine the ideas and features of political systems including political parties, interest groups and the role of the media.
- Explain the characteristics of Australian democracy
- Compare a non democratic political system with the Australian political systems
- Use contemporary case examples to analyse and develop explanations and arguments
- Investigate Australia's participation in the global community
- Investigate, analyse and explain the nature of global issues and global responses.

LEARNING PATHWAY



Further Information: See Ms Allen-Emery or Mrs Chidzey

History – (Hot Spots)

Unit Title: History (Hot Spots)

Learning Area: Humanities

Duration: Semester

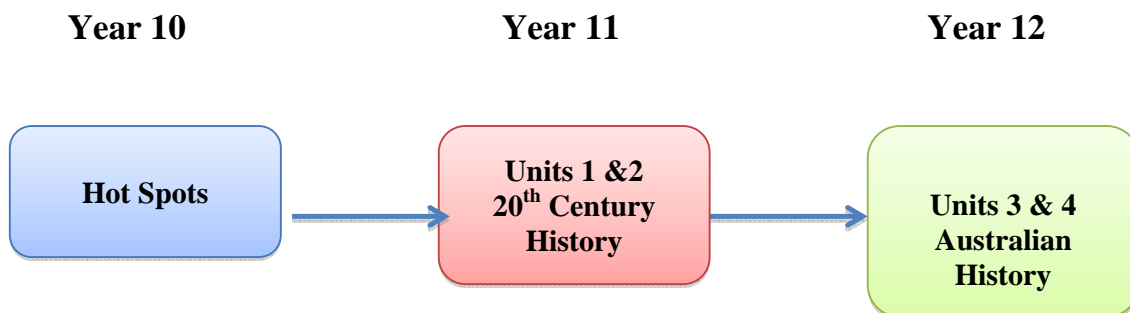
Overview

In this unit students will look at Australia's involvement in global conflicts of the 20th century and the many influences these conflicts had on the modern world. Students will look at Australia's involvement in World War I and World War II, the Cold War, Korean War, Vietnam War, Gulf Wars and the War on Terror. Be ready to examine soldier experiences, primary and secondary sources and look at just how influential these wars were on Australian society in the 20th Century.

KEY SKILLS

- **Chronology:** Analyse and evaluate the broad patterns of change over the 20th Century.
- **Historical sources as evidence:** Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability; Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values; Evaluate different historical interpretations and contested debates
- **Continuity and change:** Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
- **Cause and effect:** Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments
- **Historical significance:** Evaluate the historical significance of an event, idea, individual or place

LEARNING PATHWAY



Further Information: Mr Terry Tolan

Indonesian – VCE Unit 1

Unit Title: Indonesian

Learning Area: Languages

Duration: Full Year

Unit Overview

The study of an additional language contributes to the overall education of students, most particularly in the area of communication, but also in the area of cross-cultural understanding, cognitive development, literacy and general knowledge. The study of a language at VCE level can also boost your ATAR score. The study of Indonesian develops students' ability to understand and use the language of a country which is one of our closest neighbours. The study of Indonesian promotes the strengthening of these links and many tertiary institutions provide pathways for further study of Indonesian. A knowledge of Indonesian in conjunction with other skills can provide employment opportunities in areas such as tourism, hospitality, social services, banking, defence, commerce, and translating and interpreting. Students will complete Unit 1 Indonesian over the course of the year on topics including holidaying in Indonesia, shopping and bargaining, food and health.

KEY SKILLS

Unit 1 assesses key skills through three outcomes:

- Exchange meaning in a spoken interaction.
- Interpret information from texts and respond in writing.
- Present concepts and ideas in writing.

To build their language skills, students will also use ICT to complete non-outcome assessment tasks over the course of the year, such as role-plays, and comics

LEARNING PATHWAY



Further Information: See Mrs Norma Ellis and Ms Julia Hall

Italian – VCE Unit 1

Unit Title: Italian
Learning Area: Languages
Duration: Full Year

Unit Overview

The study of an additional language contributes to the overall education of students, most particularly in the area of communication, but also in the area of cross-cultural understanding, cognitive development, literacy and general knowledge. The study of a language at VCE level can also boost your ATAR score. The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and one of the most widely spoken languages in Australia. A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, hospitality, social services, banking, commerce, and translating and interpreting. Students will complete Unit 1 Italian over the course of the year on topics including: sport and hobbies, schooling in Italy, holidays and travel, the family and immigration.

KEY SKILLS

Unit 1 assesses key skills through three outcomes:

- Exchange meaning in a spoken interaction.
- Interpret information from texts and respond in writing.
- Present concepts and ideas in writing.

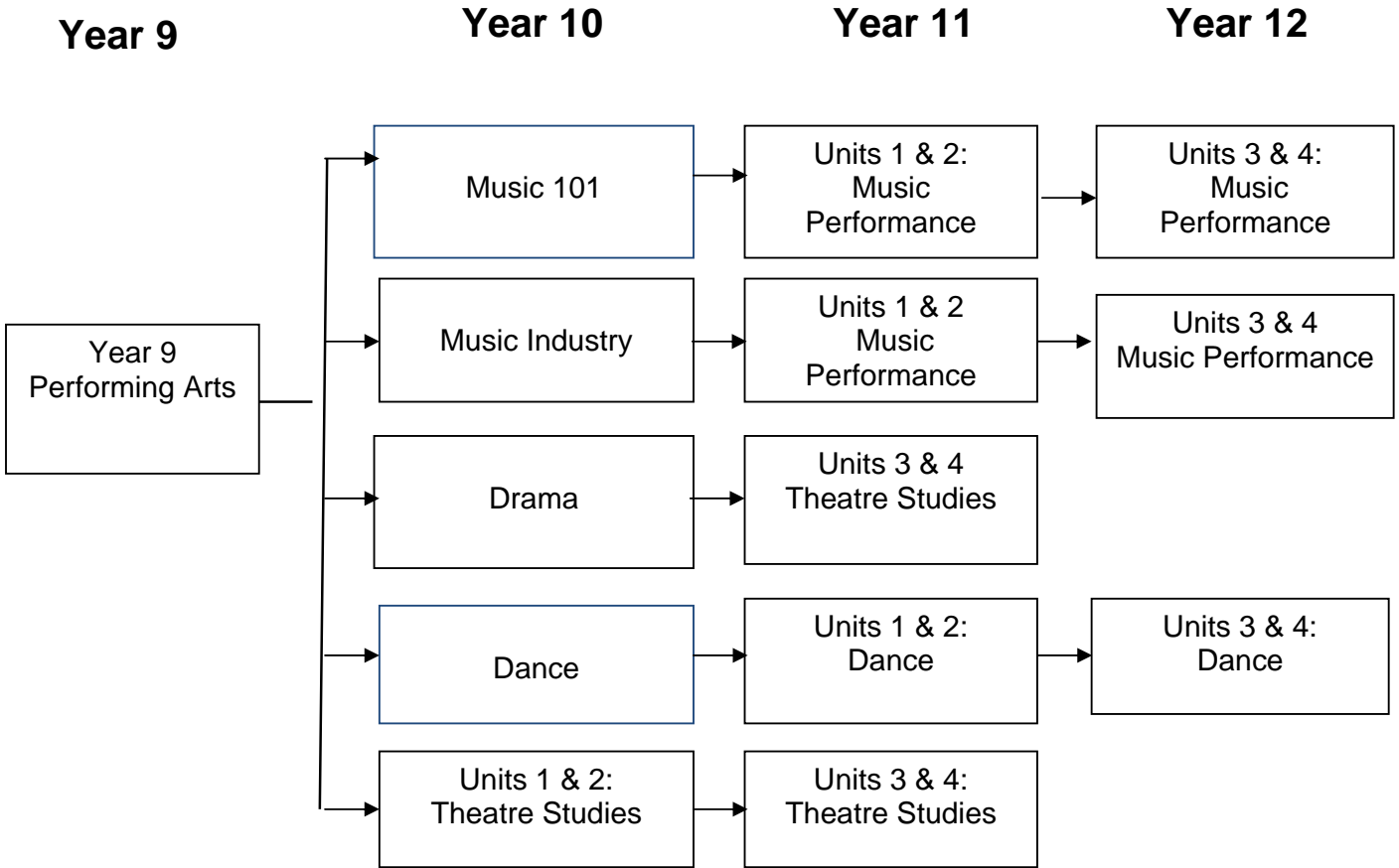
To build their language skills, students will also use ICT to complete non-outcome assessment tasks over the course of the year, such as role-plays and writing tasks.

LEARNING PATHWAY



Further Information: See Mr Christian Berti and Mr Francesco Melli

Performing Arts Pathways



Dance

Unit Title: Dance

Learning Area: Performing Arts

Duration: Semester

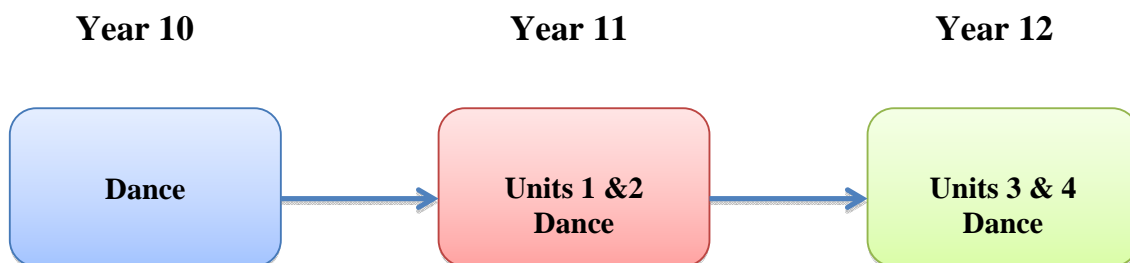
Overview

Year 10 Dance helps students develop as dancers to reach their full potential whether they are at a beginner, intermediate or advanced level. Students will focus on dance fitness, including increasing cardiovascular fitness, core and body strength, their range of flexibility and understanding of anatomy. They will refine their dance skills through exploration of new dance styles and genres and analyse famous dance works to help inform their own choreographic work. They will refine their performance skills and creatively explore performing in a range of performance spaces.

KEY SKILLS

- Ability to explore a new range of movement.
- Application of correct dance technique, alignment and safe dance practice.
- Anatomical knowledge.
- Application of a variety of choreographic techniques.
- Performance techniques specific to dance styles/genres.
- Evaluation of own and other's choreography.
- Analysis of dance from contemporary and past times.

LEARNING PATHWAY



Further Information: See MrsKate Lehman

Drama – Year 10 Production

Unit Title: Drama - Production

Learning Area: Performing Arts

Duration: Semester

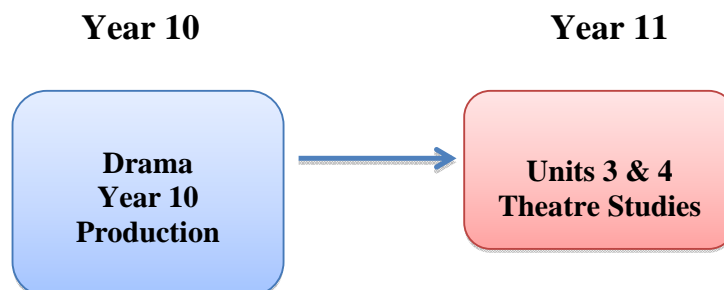
Unit Overview

In Year 10 Production students will work collaboratively in a production role whilst devising a theatrical performance for an audience. A wide variety of theatrical styles will be practically explored, culminating in an excursion to see a live performance where students will gain an insight into the world of professional theatre. Based on this experience, they will analyse and evaluate performance techniques. Students will develop industry skills in a wide range of production roles; as an actor, director, set and/or lighting designer, sound, costume and make up design and establish what it takes to be a reliable stage manager.

KEY SKILLS

- Students devise, design, rehearse and evaluate performances of their own and others' work through direction and acting.
- Students examine how the directors' intentions created meaning for an audience.
- Students' experience theatre styles and conventions from different cultures, places and times.
- Students maintain focus and manipulate space and time, language, ideas and dramatic action.
- Students experiment with mood, use devices such as contrast, juxtaposition and dramatic symbol, modifying production elements

LEARNING PATHWAY



Further Information: See Ms Rhea Walker

Music 101

Unit Title: Music 101
Learning Area: Performing Arts: Music
Duration: Semester

Unit Overview

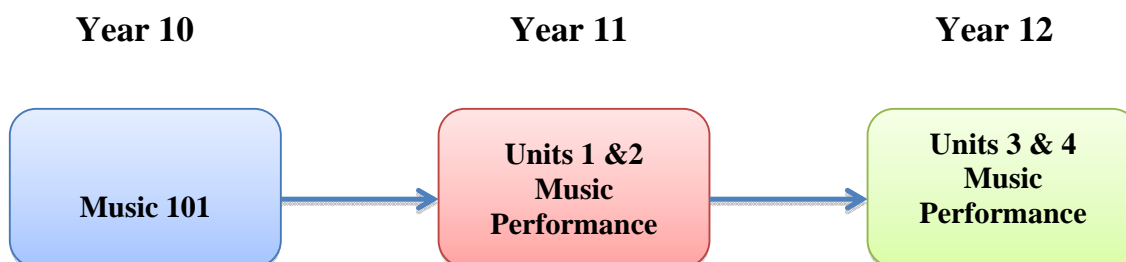
Music 101 is the ultimate preparation for those students intending to study VCE Music Performance. In this subject, students will enjoy the art of performing whilst developing their musicianship skills. Music 101 gives students an opportunity to be creative musically and to develop their skills as instrumentalists and performers in both solo and group settings. It gives students an opportunity to participate in real world musical performances in settings such as performance masterclasses, reviews and performances at professional venues. Students will develop an understanding of the use of musical elements in a range of performance styles. They will also learn about social and cultural traditions in the history of music, and examine a range of approaches and interpretations in music performance. This unit allows students to develop skills in musicianship, aural, composition and analysis in preparation for VCE Music. Music 101 is designed for the student who is keen to take his/her musical studies further. Students who enjoy Music Performance and take Voice or Instrumental music lessons are also strongly encouraged to take this Unit subject.

KEY SKILLS

In **Music 101** students:

- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.
- Develop technical control, expression and stylistic understanding on their selected instrument.
- Use listening and aural skills to enhance their performances.
- Use knowledge of the elements of music, style and notation to compose, document and share their music.
- Aurally analyse and evaluate works and performances of different musical styles.
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

LEARNING PATHWAY



Further Information: See Mrs Marina Brown or Ms Caitlin Doble

Music Industry

Unit Title: Music Industry
Learning Area: Performing Arts
Duration: Semester

Unit Overview

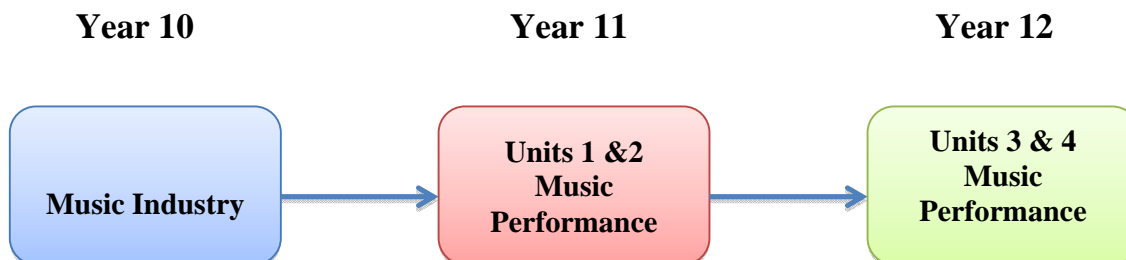
The Music Industry is constantly changing. New technologies and trends shape the way we perform, write, buy and enjoy music. In ‘Music Industry’ students will learn about the Music Industry including a history of popular music styles in Australia, retailing, marketing, business, legal studies related to the music industry, management skills and how to get their music career started. They will investigate recording technologies and how the internet has changed the way we utilise music in the modern society. Students will explore composition through the use of music technology, aural skills and the study of music history and literature. In preparation for VCE Music, they will work on their own performance development and develop their theoretical knowledge in ways which will assist them to write their ideas down with enhanced music language. Through a range of practical sessions such as recording and mixing a basic music demo, providing sound reinforcement and setting up and operating vocal and band PA systems, students will learn how to play as a soloist and a band as well as learn about the steps involved in preparing for a concert.

Key Skills

In **Music Industry** students will:

- Develop technical control, expression and stylistic understanding on their selected instrument.
- Use listening and aural skills to enhance their performances.
- Use knowledge of the elements of music, style and notation to compose, document and share their music.
- Aurally analyse and evaluate works and performances of different musical styles.
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

LEARNING PATHWAY



Further Information: See Mrs Marina Brown or Ms Caitlin Doble

Theatre Studies

Unit Title: Theatre Studies
Learning Area: Performing Arts
Duration: Full Year

Unit Overview

The study of Theatre Studies will appeal to students who are interested in acting, directing, design (costume, light, sound, make-up, set) and other disciplines involved in the performing arts.

Students will learn about the history of theatre and study the methods of its key practitioners and their styles. Students work towards becoming independent theatre makers, which culminates in the performance of group work to the public and a monologue in the Unit 4 exam.

Analysis of professional theatre is undertaken so that students have an understanding of what is possible in the theatre and how the process of interpretation is accomplished.

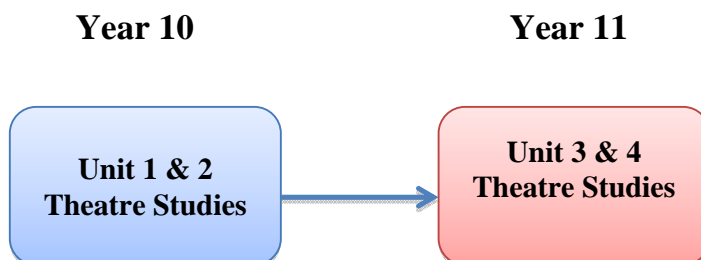
Key Skills

In **Theatre Studies** students will:

- Focus on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Student's work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance.
- Study and analyse a play in performance. Theatrical Styles covered this semester include Ancient Greek, Roman, Liturgical Drama, Commedia Dell 'Arte, Shakespearean and Asian theatre styles.
- Study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft.
- Work with playscripts from the modern era, focusing on works from the 1920s to the present day. They complete a theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.
- Styles include Epic Theatre, Theatre of the Absurd, Political Drama, Feminist Theatre, Expressionism, Physical Theatre and monologue.

Theatre Studies can only be studied in Year 10 from 2020. No Acceleration application form is required.

LEARNING PATHWAY



Further Information: See Ms Rhea Walker

Psychology

Unit Title: Psychology

Learning Area: Science

Duration: Semester

Overview

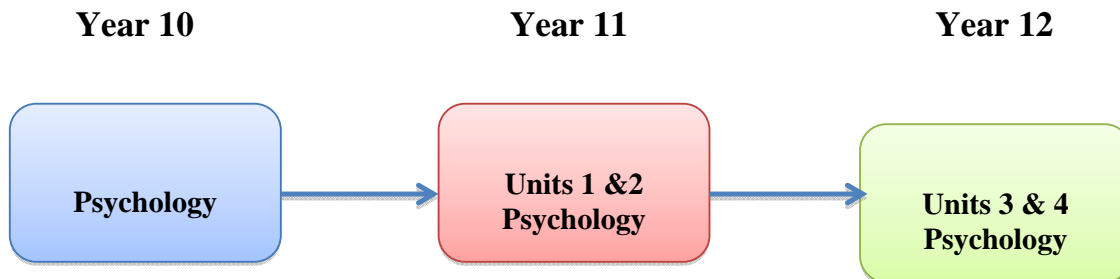
Students will develop the skills and understanding that will prepare them for VCE studies in Psychology. Throughout this Unit, students will explore the process of the human mind and behavior. They will examine how we think, what makes us who we are, what makes us unique and individual and the qualities we share as humans. Students will investigate aspects of Forensic and Sport Psychology, including what motivates people, how they are assessed and methods in changing human behavior.

KEY SKILLS

Students will continue to develop these skills with increasing depth:

- Communicate and explain scientific ideas through producing psychological reports
- Investigate the connection between psychological and physical systems
- Independent research skills through a variety of sources
- Critical thinking and analytical skills
- Improve memory and learning by employing relevant strategies
- Plan and undertake investigations to gather data and interpret patterns of behavior

LEARNING PATHWAY



Further Information: See Mrs Alex Simpson

Digital Technologies

Unit Title: Digital Technologies

Learning Area: Technology

Duration: Semester

Overview

In Digital Technology students will have the opportunity to acquire and apply specific ways of thinking about problem solving to create innovative, purpose-designed digital solutions.

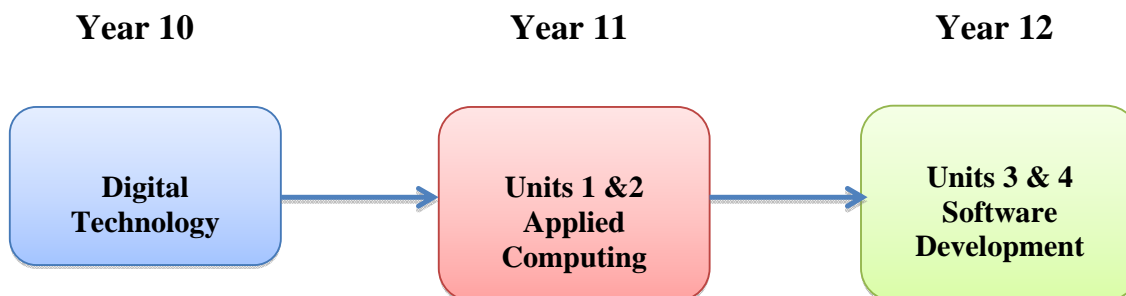
Digital technologies empowers students to become more confident users and consumers of digital systems - ICT as a general capability - to be discerning and creative problem solvers, equipped for an increasingly knowledge-based economy and society.

Students will create digital solutions that use data, information and digital systems. Digital systems are often referred to as either digital technologies or ICT. Digital resources, such as tablets, notebooks, cameras, phones and data probes allow students to manipulate the data and information and decide how it is stored and communicated.

KEY SKILLS

- Collaboratively creating interactive solutions
- Exploring real world problems in the area of Digital Technologies
- Creating complex programs using appropriate programming language
- Critiquing and evaluating student developed solutions for existing information systems

LEARNING PATHWAY



Further Information: See MrBrenton Reid

Fashion

Unit Title: Fashion
Learning Area: Technology
Duration: Semester

Overview

During this course you will develop how to use and adapt commercial patterns to create simple garments using new and existing construction techniques and technologies. You will also present and maintain a professional portfolio.

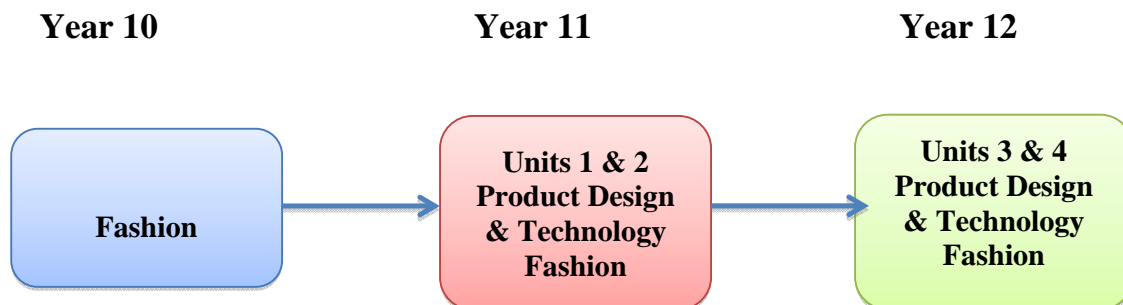
Included in the course:

- Study fashion design through past and present designers.
- Explore current and emerging trends in music, arts and fashion and how to apply them to design.
- Discover new decoration techniques.
- Discover new fashion illustration techniques for a professional looking portfolio.
- Decode commercial sewing patterns and how to use and adapt them.
- Develop new sewing techniques using fabric manipulation and technologies to produce more detailed garments.
- Explore how zero waste can be achieved in Fashion by using the ‘re-rolls’ method to create new fabric from off-cuts

KEY SKILLS

- Research past and present designers and how they have shaped fashion and design today.
- Apply current and emerging trends to create own design work.
- Further develop ways to reduce waste in the fashion industry.
- Prototyping of new construction techniques and fabric manipulation.
- Use and develop commercial sewing patterns to create a product.
- Accessing other technologies to create and decorate a garment.
- Develop skills in CAD fashion illustration techniques using Adobe Illustrator/Photoshop.
- Maintaining a folio of research and development work.
- Examine and analyse completed designs, listing processes used, and costings for sale.

LEARNING PATHWAY



Further Information: See Mrs Kerry Horbowsky

Metals and Plastics

Unit Title: Metal andPlastics

Learning Area: Technology

Duration: Semester

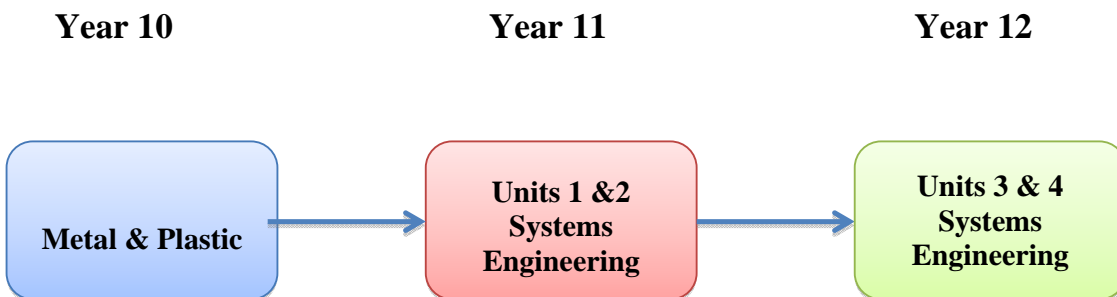
Overview

The Metal & Plastics course will provide students with an extension to new machines, tools and equipment used within industry and today's society. Typical machines would be the Lathe, MIG Welder, Laser Cutter, Milling Machine and etc. Students will be given the opportunity to develop skills and knowledge appropriate to the metal and plastic industry using a range of processed materials. This study will also take on a research, design, manufacture and evaluation process.

KEY SKILLS

Learn to produce illustrator drawings so that they can produce products on the laser cutter.
 Produce products using machines such as the Laser Cutter, Metal Lathe, MIG welder and etc.
 Manufacture products using a range of processed materials.
 Develop an understanding of material classifications and their properties.
 Develop safe working practices whilst using machines, tools and equipment.
 Maintain a folio of theoretical knowledge and concepts.
 Complete product evaluation reports.
 Maintain a journal of production tasks completed.
 The ability to plan and carry out activities in a logical sequence is also a feature of this study.

LEARNING PATHWAY



Further Information: See Mr Ben Zanghi

Woodwork

Unit Title: Woodwork
Learning Area: Technology
Duration: Semester

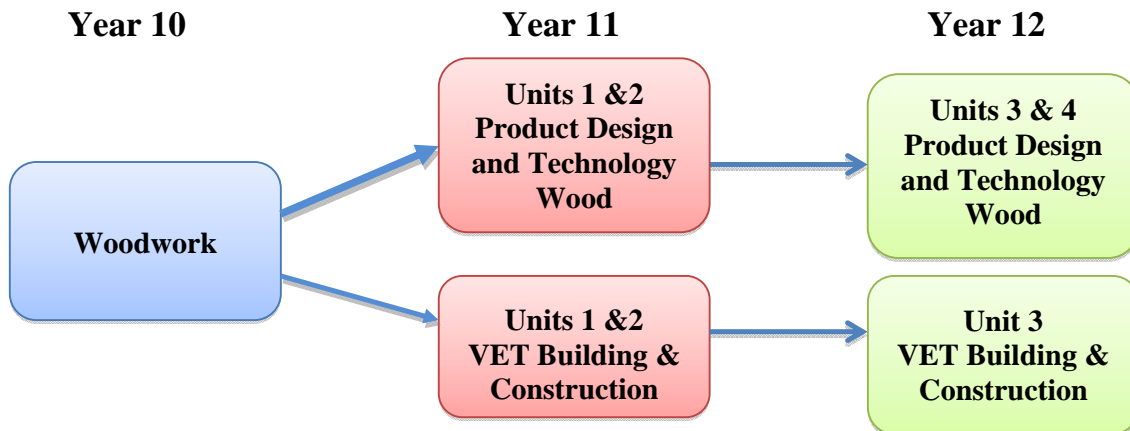
Overview

In this unit students work on more advanced practical tasks involving the construction and use of complex joints and then a more demanding problem solving project. The main project requires students to work through the “Product Design Process”,. Identifying a need, gather and analyse relevant material, produce a design proposal to fulfill the design criteria, develop their chosen solution and finally plan and produce a quality three dimensional product within stated constraints and limitations. The students continually evaluate their work and where necessary modify their solutions to enable the required design criteria to be fulfilled and ensure success. The use of further materials in addition to timber is encouraged as the design solution demands. Safe working practices are taught throughout the course. Students wishing to undertake Product Design Technology Wood or VET Building and Construction in VCE are encouraged to undertake this unit.

KEY SKILLS

- Follow the “Design Process” and build a piece of furniture that meets the criteria of the design brief
- You will be instructed in the correct use of hand and power tools to successfully build your project
- Write detailed design briefs and identify areas for research
- Develop a variety of communication techniques (Concept sketches, isometric and orthographic drawing)
- Practice basic and complex construction and finishing techniques
- Develop a knowledge and understanding of material classifications and their properties
- Develop safe working practices whilst using machines, tools and equipment
- Maintain a record of theoretical knowledge and concepts
- Evaluate the finished product and make comparisons to the original design.

LEARNING PATHWAY



Further Information: See Mr Coffey or Mr Nathan Patterson.

Robotic Mechanical & Electronic Systems

Unit Title: Robotic Mechanical & Electronic Systems

Learning Area: Technology

Duration: Semester

Overview

This unit is an extension to basic electronic and mechanical systems and how they work. Various systems will be examined to determine their function, operation and control. This will be mainly covered in a practical method but some theoretical studies will also be investigated. This also includes the development of safe working practices whilst using tools and equipment common to the electronics and robotic fields.

This subject and Automotive Systems are highly recommended for students wishing to progress into VCE Systems Engineering.

KEY SKILLS

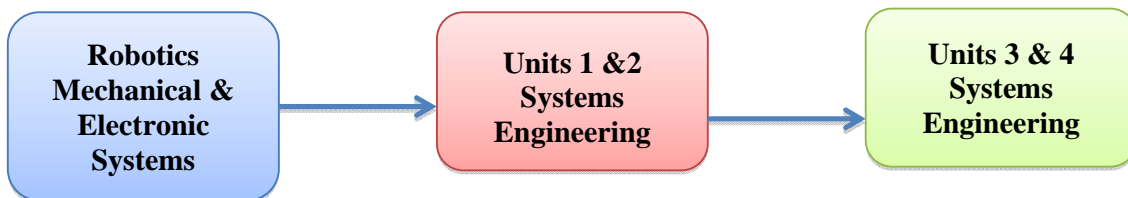
- Examine various electronic and robotic systems by designing, assembling, operating and testing different electronic and robotic components.
- Develop diagnostic, problem solving and repair skills relevant to electronic and robotic systems.
- Research, investigate and report on systems and how they are controlled and operated.
- Maintain a folio of theoretical knowledge and concepts.
- Maintain journal of production tasks completed.
- The ability to plan and carry out activities in a logical sequence is also a feature of this study.

LEARNING PATHWAY

Year 10

Year 11

Year 12



Further Information: See Mr Ben Zanghi

Arkitekt

Unit Title: Arkitekt
Learning Area: Visual Arts
Duration: Semester

Unit Overview

Arkitekt is a technically orientated course that looks at the different types of drawing projections. Students will undertake the study of how to design floor plans in a two-dimensional format and change them into a both three dimensional models and drawings. The course will involve manual drawing skills, computer drafting software (Illustrator, Sweet Home 3D, Google Sketch up) and design techniques.

KEY KNOWLEDGE

- an understanding of the design process
- an understanding of two dimensional drawing
- an understanding of three dimensional drawing
- an understanding of observational, visualization, presentation drawing
- an understanding of computer aided drawing

KEY SKILLS

Investigating and designing

Students will identify ideas, problems, needs wants and opportunities. A design brief can be a starting point or it can be developed to clearly define the idea, problem need, want or opportunity and requirements for a solution. Students undertake research and investigation and combine practical and design skills and record creative methods of generating and depicting possible design options.

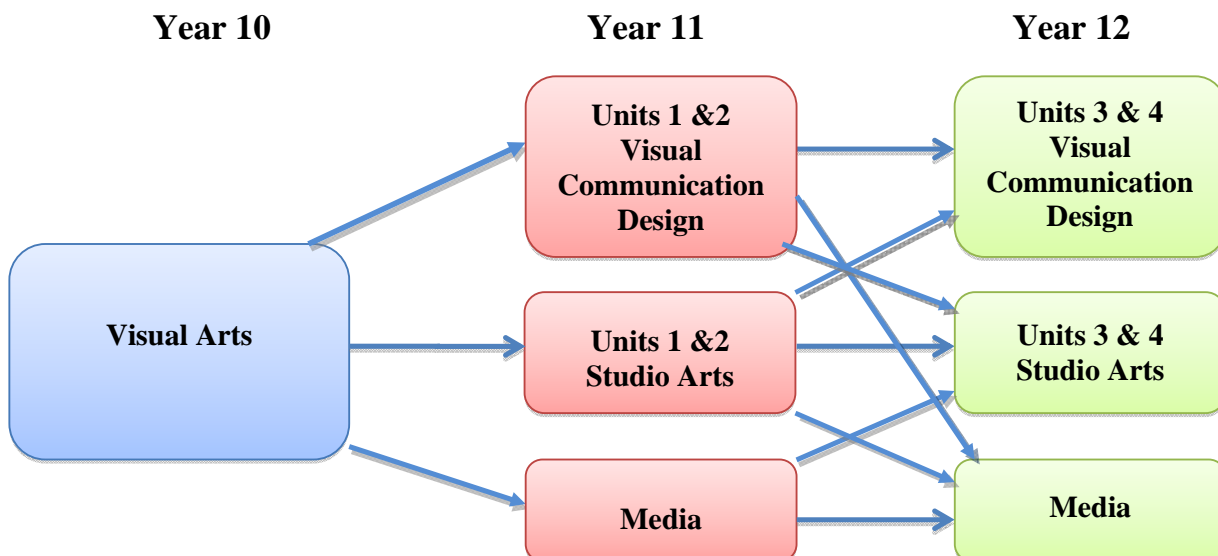
Producing

Students move into the production stages using tools, equipment and materials to carry out the process of producing a quality product.

Analyzing and evaluation

Students are to compare their outcomes of design and production activities with earlier design work and planned design briefs.

LEARNING PATHWAY



Further Information: See Mr Malcolm Campbell

Art on Canvas

Unit Title: Art on Canvas
Learning Area: Visual Arts
Duration: Semester

Unit Overview

In this subject students will maintain a folio of experimental and development work. They will be introduced to a variety of painting materials, techniques and processes in the production of their artworks. They will develop their painting and drawing skills and explore creative ways of using a variety of materials and techniques.

Students will study the work of 20th Century artists and in completing the research tasks they will develop their understanding of aesthetics and art terminology in making and responding to artworks.

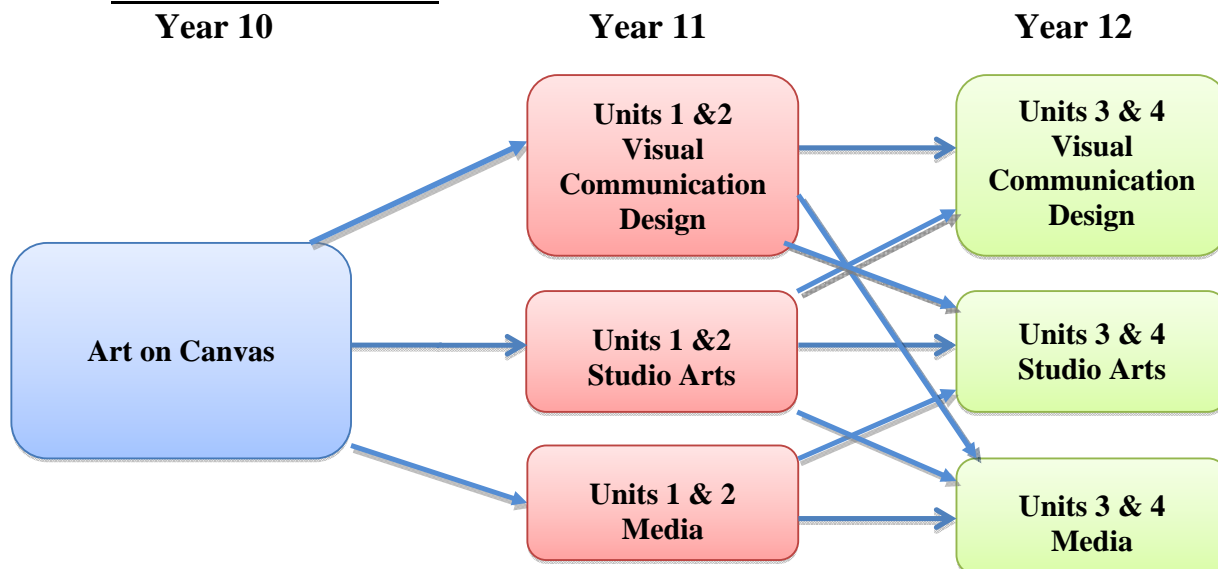
KEY KNOWLEDGE

- an understanding of diverse sources of inspiration used to generate ideas
- an understanding of a range of methods for communicating ideas, observations and experiences through artworks
- an understanding of types of visual and written methods used for recording the reflection of ideas and work produced
- an understanding of materials and techniques to produce a range of visual effects
- an understanding of methods for recording and evaluation the process of making artworks
- understanding of art language and vocabulary

KEY SKILLS

- the ability to generate ideas and identify sources of inspiration □
- the ability to select, create, organise and use visual reference material to support artmaking
- the ability to investigate and explore materials and techniques in artmaking
- the ability to explore the expressive qualities of materials and techniques to convey individual ideas
- the ability to evaluate and record the exploration and use of materials and techniques
- the ability to appropriately use of art language and vocabulary in the discussion of artworks.

LEARNING PATHWAY



Further Information: See Ms Alicia Leonard

Art on Paper

Unit Title: Art on Paper

Learning Area: Visual Arts

Duration: Semester

Unit Overview

In this subject students will be introduced to a variety of printing and drawing processes in the production of their artworks. They will develop their art skills through the exploration of the aesthetic qualities in art making. Students will use a range of materials and techniques to create their major artwork and a folio of developmental work. They will study the work of Australian and International artists in their investigation tasks and use these as starting points for their artworks.

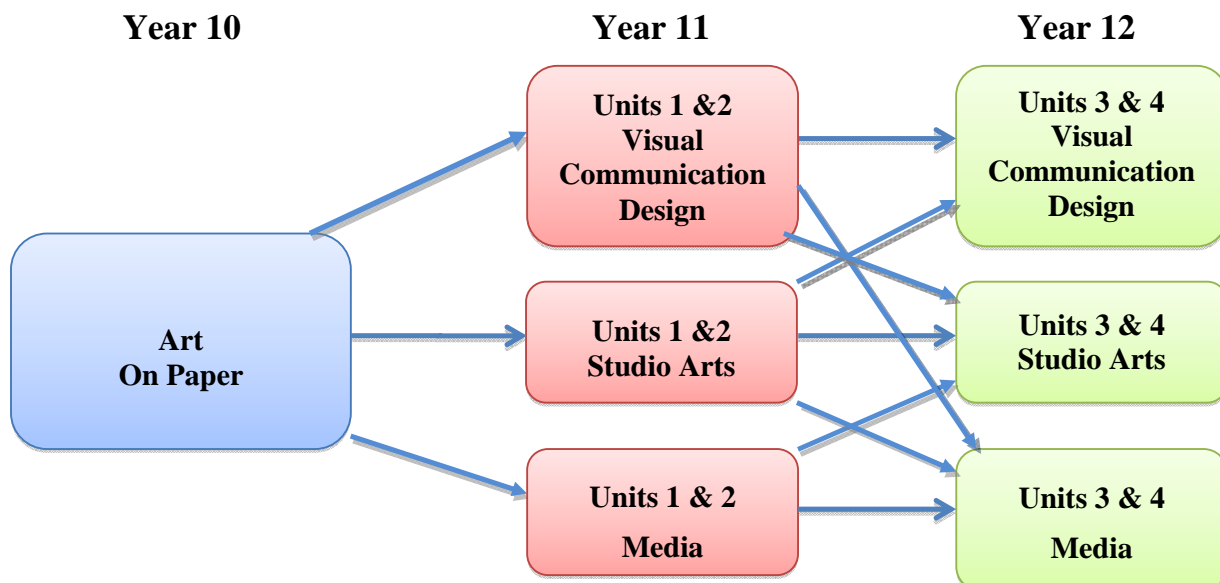
KEY KNOWLEDGE

- an understanding of diverse sources of inspiration used to generate ideas □
- an understanding of a range of methods for communicating ideas, observations and experiences through artworks
- an understanding of types of visual and written methods used for recording the reflection of ideas and work produced
- an understanding of materials and techniques to produce a range of visual effects
- an understanding of methods for recording and evaluation the process of making artworks
- understanding of art language and vocabulary

KEY SKILLS

- the ability to generate ideas and identify sources of inspiration
- the ability to select, create, organise and use visual reference material to support artmaking
- the ability to investigate and explore materials and techniques in artmaking
- the ability to explore the expressive qualities of materials and techniques to convey individual ideas
- the ability to evaluate and record the exploration and use of materials and techniques
- the ability to appropriate use of art language and vocabulary in the discussion of artworks.

LEARNING PATHWAY



Further Information: See Ms Alicia Leonard

Capture That Image Advanced

Unit Title: Capture That Image Advanced
Learning Area: Visual Arts
Duration: Semester

Unit Overview:

During this Unit students will learn how to use a Digital Single Lens Reflex (DSLR) camera. Students will learn and practice basic skills in relation to using a DSLR in various Shooting Modes and finally using a DSLR in full Manual Mode individually controlling Aperture, ISO, Shutter Speed and Focus. Students will have the opportunity to explore and produce images in a range of photography genres and styles. Photoshop skills will be further developed with students creating digital art incorporating their own photographs.

KEY KNOWLEDGE

Understanding of artistic and creative capabilities of Photoshop in the enhancement and creation of digital images

Understanding of visual and artistic capabilities of a Digital Single Lens Reflex (DSLR) camera.

Understanding of the technical capabilities of a Digital Single Lens Reflex (DSLR) camera.

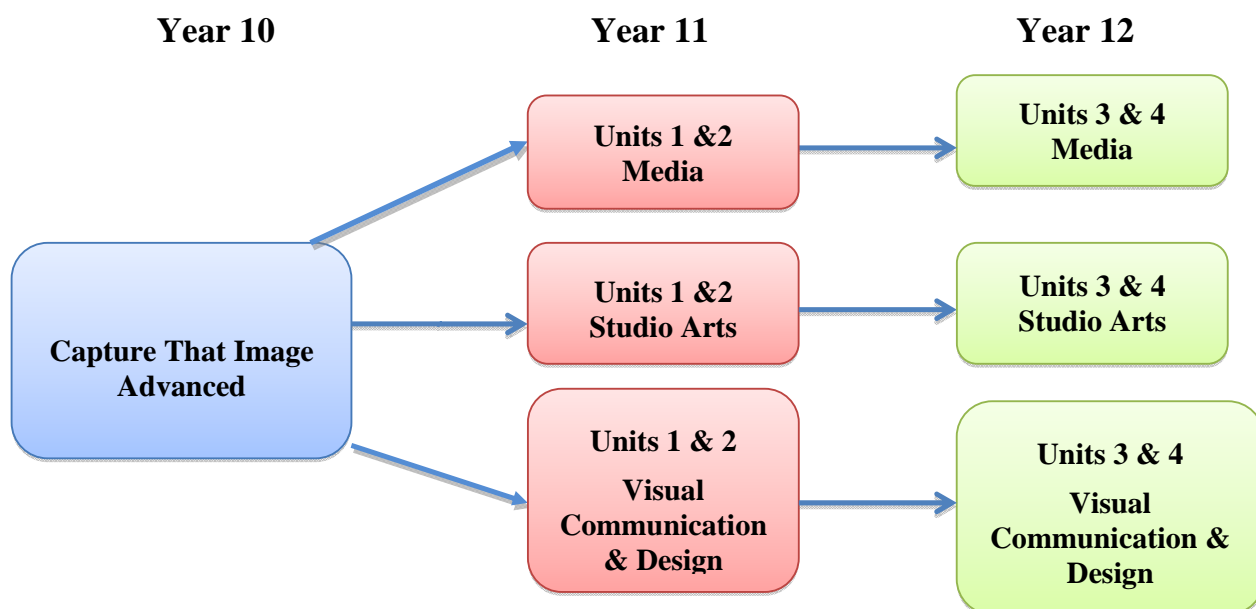
Knowledge of different photography genres and styles.

Knowledge of different modes of photographic presentation.

KEY SKILLS

- Develop, practice and refinement of specialized skills in photography and digital imaging.
- Development of online photography gallery and practice different modes of photographic presentation
- Use the manual controls of a DSLR camera to control exposure, shutter speed and depth of field of photographs.
- Use digital imaging software to control development and aesthetic enhancement of digital images.
- Produce photographic images in various photographic styles and genres.
- Apply the use of design elements, principles and camera techniques in a range of photographs.

LEARNING PATHWAY



Further Information: See Mr Paul O'Brien

Designworks

Unit Title: Designworks

Learning Area: Visual Arts

Duration: Semester

Students are inspired to take a creative-minded approach to their work—agitating concepts to their bare foundations, flipping ideas on their heads, whilst exchanging design ideologies with mentors. Students complete their studies with a potent print and digital portfolio, solid knowledge of the Adobe Creative Suite. At the beginning of the course you will be introduced at a grass-roots level to what graphic design is and what we do as designers. During their time in Designworks, they will create design solutions for briefs, using digital media including covering areas such as branding, logo design, layout and typography, digital publications, packaging, pre-press, digital design including responsive, advertising, design history and best professional practices.

KEY KNOWLEDGE

- an understanding of the design process
- an understanding of two dimensional drawing
- an understanding of three dimensional drawing
- an understanding of observational, visualization, presentation drawing
- an understanding of computer aided drawing

KEY SKILLS

Investigating and designing

The ability to identify ideas, problems, needs wants and opportunities.

The ability to undertake research and investigation and combine practical and design skills and record creative methods of generating and depicting possible design options.

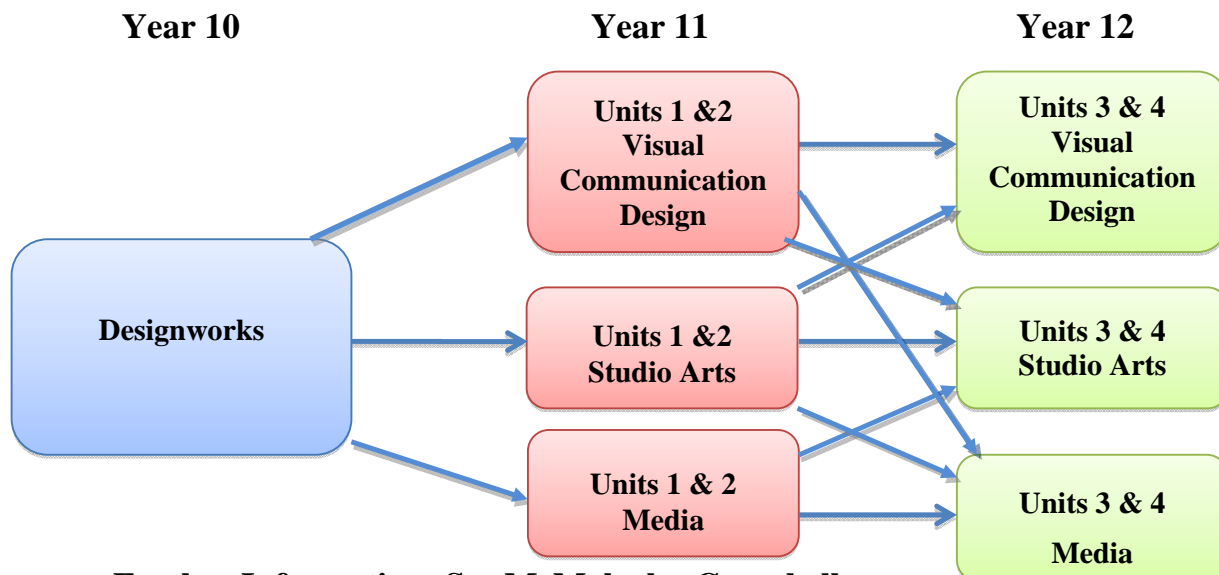
Producing

The ability to undertake production stages using tools, equipment and materials to carry out the process of producing a quality product.

Analyzing and evaluation

The ability to compare their outcomes of design and production activities with earlier design work and planned design briefs.

LEARNING PATHWAY



Further Information: See MrMalcolm Campbell

Making Movies

Unit Title: Making Movies

Learning Area: Visual Arts

Duration: Semester

Unit Overview:

In Making Movies students will learn about the language of film and the stages film production. Students will then apply this knowledge to develop their practical skills in planning and shooting their own short narrative films. Students will have the opportunity to use digital video cameras, audio recording equipment iMovie and Garage Band to bring their ideas to life.

KEY KNOWLEDGE

History of film and film making equipment.

Current hardware, software and video equipment used in film production.

The visual and audio elements and language of film.

The key stages and roles of film production.

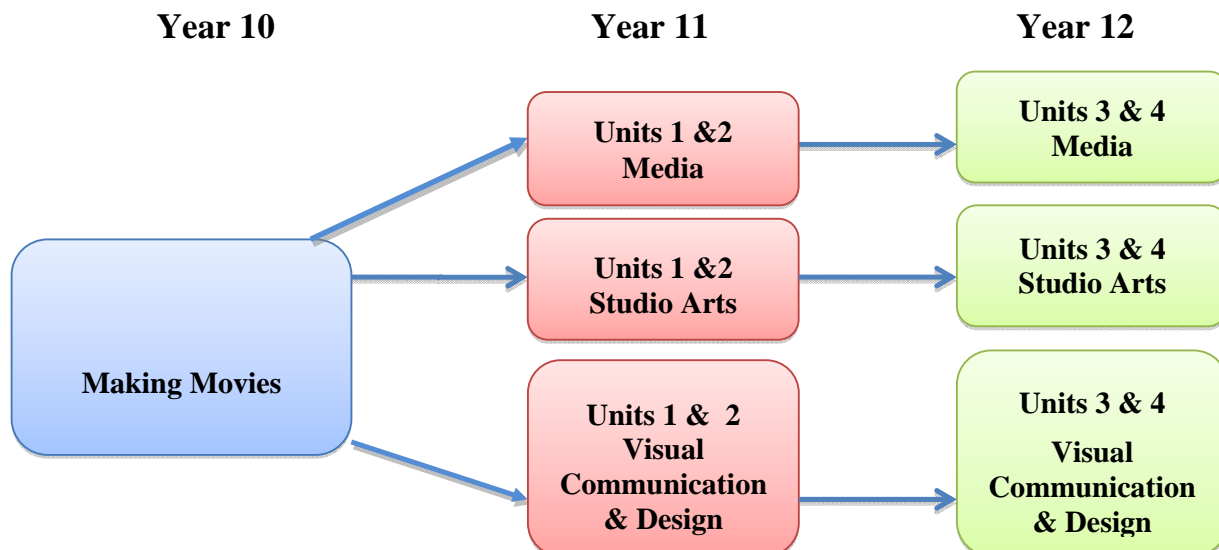
The characteristics and elements of different film genres.

Understanding of capabilities and use digital video cameras & audio & visual editing software.

KEY SKILLS

- The ability to describe the history of film and film production technology through visual means.
- The ability to identify the visual and audio elements of narrative film.
- The ability to develop an idea through the completion of pre-production for short narrative films.
- The ability to use digital video cameras, audio & visual editing software to create short narrative films.

LEARNING PATHWAY



Further Information: See Mr Paul O'Brien

Appendix A

The following units are **NOT AVAILABLE** for Year 10 acceleration in 2020.

Learning Area	
Religious Education	Units 1 & 2
English or Literature	Units 1 & 2
Mathematics	Mathematical Methods 1 / 2 – by invitation General Mathematics 1/ 2
Science	Physics 1 / 2 Chemistry 1/ 2