YEAR 10 COURSE GUIDE 2022

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NAZARETH COLLEGE

VISION STATEMENT

Nazareth College is a
Catholic Co-educational Regional Secondary College
Est. 1986

"And He returned to Nazareth, and became strong, filled with wisdom; and the favour of God was upon Him."

(Luke 2:40)

Nazareth College is a learning community centred on the person of Jesus Christ.

Through learning and teaching in the Catholic tradition we foster a culture of faith, wisdom and knowledge.

CONTENTS

Please note that all courses run subject to student demand and teacher availability

CURRICULUM

Nazareth College offers six years of comprehensive post-primary education to all students. Subjects undertaken in Years 7 to 10 are designed to prepare students for their entry into the Victorian Certificate of Education (VCE).

Nazareth College's Years 10 -12 curriculum focuses on each student's personal pathway. The curriculum and pastoral care programs cater for a diverse range of needs and interests and ensure access to further study, training and work.

The curriculum at Nazareth therefore has the essential features of a comprehensive curriculum in the Catholic context. It has breadth, balance, coherence, continuity and inclusiveness, whilst promoting a sense of life-long learning in our students.

In the Year 10 academic program, students continue studies with compulsory choices from the core subjects – Religious Education, Pastoral Program, English, Mathematics, Humanities, Health & Physical Education and Science – and select five other semesterised elective units from The Arts, Languages and Technology, including additional choices from Humanities, Health & Physical Education and Science.

Some students in Year 10 may be best suited to the LEAP program which combines both Applied Learning and academic pathways. While this provides an ideal preparation for the Victorian Certificate of Applied Learning (VCAL) course which may be undertaken in Years 11 and 12, it also has the flexibility to allow students to choose a VCE Year 11 pathway.

For Year 10 students, acceleration of a Victorian Certificate of Education (VCE) subject is possible, by invitation, hence providing the possibility for high achievers to eventually complete six VCE Units 3 and 4 study sequences.

Students undertaking VCE at Year 11 will choose ten semester-based units, plus English and Religious Education as core subjects. Alternatively, students in Year 11 have the option of completing the Intermediate Victorian Certificate of Applied Learning (VCAL) course, studying Intermediate Literacy Skills, Intermediate Numeracy Skills, Personal Development, Work Related Skills, Themed Technology Wood & Food and Religious Education as core subjects, along with student-chosen VET studies.

Students at Year 12 choose four Units 3 and 4 elective sequences from across the curriculum and must study English or Literature and Religious Education as core subjects. The VCAL Senior program requires students to study Senior Literacy and Numeracy, Work Related Skills, Personal Development, Themed Technology and Religious Education as core units, along with student-chosen VET studies.

PREREQUISITES AND PATHWAYS DIAGRAMS

At the start of each Learning Area Section in this guide you will find a Pathways Diagram that shows how Year 10 courses lead into course at Years 11 and 12. It is important to note that subjects joined by a solid line indicate that there are prerequisite subjects that must be completed at Year 10 in order to be eligible to select the Year 11 subject that it is joined to. A dotted line indicates that it is possible to proceed from the Year 10 course into the Year 11 course, but this is not the preferred pathway.

e.g. Year 10 Mathematics is a prerequisite for VCE Mathematical Methods Units 1 & 2 and VCE General Mathematics Units 1 & 2

For this reason, when completing online subject selections, students are also asked to write their possible Year 11 VCE subjects on the final printed form to ensure that the relevant Year 10 subjects have been chosen to ensure eligibility for the possibly Year 11 VCE pathway.

PROMOTIONS POLICY

The College Promotions Policy requires that students achieve an average of 60% in pre-requisite Year 10 subjects to ensure that all students have a good grasp of the skills and knowledge required to take them further in Year 11 VCE subjects in the following year, so that they can experience success, and deepen their understanding of the subject matter. Failure to achieve the 60% average could have a significant impact on subject choices and, consequently, on career aspirations.

Students will be required to gain teacher recommendation for entry into VCE subjects. After making online subject selections, students will be required to gain the signed recommendation of the relevant current subject teacher for each intended VCE subject. Teachers can either grant a full recommendation (for students clearly above 60%) or indicate reservations (for students close to 60%). Where a teacher would not recommend the student in a subject, the student must choose an alternative subject.
Students unable to form a viable VCE program through this process must appear with parents before the Promotions Board to negotiate conditional selections, subject to Semester Two Results.

Students wishing to enter VCAL or LEAP (Year 10) must attend an information evening and submit a separate written application. This application will detail their intended field of work and/or apprenticeship. Parents will be required to attend an interview with the Applied Learning Coordinator for approval to enter VCAL or LEAP.

2022 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9
RELIGIOUS EDUCATION	Religious Education #	Religious Education #	Religious Education #
ENGLISH	English #	English #	English # Literature *elective*
MATHEMATICS	Mathematics #	Mathematics #	Mathematics #
HEALTH AND PHYSICAL EDUCATION	Physical Education #	Physical Education #	Physical Education # *or* Year 9 Soccer Education # or Year 9 Basketball Education #
SCIENCE	Science #	Science #	Science # STEM *elective*
HUMANITIES	Humanities # *Civics & Citizenship* *Economics* *Geography* *History*	Humanities # *Civics & Citizenship* *Economics* *Geography* *History*	Humanities # *Civics & Citizenship* *Economics* *Geography* *History*
LANGUAGES	Italian # *or* Japanese #	Italian # *or* Japanese #	Italian # *or* Japanese #
THE ARTS	Art * Music *	Visual Communication Drama * *or* Music *	Dance Digital Art Drama Media Music Visual Art Visual Communication
TECHNOLOGY STUDIES	Information Technology * Textiles Technology *	Food Technology * Wood Technology *	Food Technology Information Technology Robotics Design & Technologies Textiles Technology Wood Technology
ELECTIVE SUBJECTS	N/A	N/A	CHOOSE 6 ELECTIVE UNITS (INCLUDING A LANGUAGE WHICH IS 2 UNITS) from: The Arts, Technology, Languages, Health & Physical Education and Literature. (Each elective is for the duration of one semester).

**CORE**

***** **1 UNIT OF EACH AT THIS YEAR LEVEL**

2022 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 10	YEAR 11 (VCE Units 1 & 2)	YEAR 12 (VCE Units 3 & 4)
RELIGIOUS EDUCATION #	Religious Education *or* Youth Ministry	VCE Religion & Society *or* Youth Ministry (CSYMI/ACU Youth Academy)	VCE Religion & Society *or* Religious Education *or* Youth Ministry (CSYMI/ACU Youth Academy)
ENGLISH #	*# One of:* English EAL English Literature Foundation English	*# One or more of:* VCE English VCE EAL English VCE Literature VCE English Language	*One or more of:* VCE English VCE EAL English VCE Literature VCE English Language
MATHEMATICS	*# One of:* Mathematics Advanced Mathematics Mathematics – Foundation	VCE General Mathematics VCE Mathematical Methods VCE Specialist Mathematics VCE Foundation Mathematics	VCE Further Mathematics VCE Mathematical Methods VCE Specialist Mathematics
HEALTH AND PHYSICAL EDUCATION	*# One or more of:* Physical Education Sports Science Health Education Duke of Edinburgh	VCE Health & Human Development VCE Physical Education VCE Outdoor & Environmental Studies	VCE Health & Human Development VCE Physical Education
SCIENCE	*# One or more of:* Core Science Environmental Chemistry Life Within Us Mission to Mars	VCE Biology VCE Chemistry VCE Environmental Science VCE Physics VCE Psychology	VCE Biology VCE Chemistry VCE Environmental Science VCE Physics VCE Psychology
LANGUAGES	Chinese (First Language) Italian – Language & Culture Italian – Prerequisite for VCE Italian Japanese (Second Language)	VCE Chinese (First Language) VCE Italian VCE Japanese (Second Language)	VCE Chinese (First Language) VCE Italian VCE Japanese (Second Language)
HUMANITIES	*# One or more of:* Legal Studies & Economics Business Management & Accounting History	VCE Accounting VCE Business Management VCE Economics VCE Legal Studies VCE Modern History	VCE Accounting VCE Business Management VCE Economics VCE Legal Studies VCE History: Revolutions
THE VISUAL ARTS	Media Studio Art Visual Communication Design	VCE Media VCE Studio Arts VCE Visual Communication Design	VCE Media VCE Studio Arts VCE Visual Communication Design
THE PERFORMING ARTS	Drama & Theatre Studies Dance Music	VCE Theatre Studies VET Dance II VET Music Certificate II	VCE Theatre Studies VET Dance III VET Music Certificate III
TECHNOLOGY STUDIES	Food Technology Information Technology Wood Technology – Build a Ukulele Design & Technologies Textiles Technology	VCE Food Studies VCE Applied Computing VCE Product Design & Technology: Wood VCE Product Design & Technology: Textiles	VCE Food Studies VCE Applied Computing Data Analytics VCE Product Design & Technology: Wood VCE Product Design & Technology: Textiles
ELECTIVE SUBJECTS	CHOOSE 8 ELECTIVE UNITS *(including 1 from each of Humanities, Health & PE and Science)*	CHOOSE 14 SEMESTER UNITS *(including 2 from English and RE)*	CHOOSE 12 SEMESTER UNITS *(including 2 from each of English and RE)*
VET in VCE Courses *These courses are all off-campus and are also available in VCAL and to select LEAP students who are certain of the career path they wish to trial and have demonstrated maturity, independence and a commitment to complete the year's VET study half a day a week.*		For a full listing of the wide range of VET courses available to Nazareth College students, please see the VET Subjects list in the VCE, VCAL and VET Course Guide 2022.	

 # CORE

HIGH ACHIEVER PROGRAM

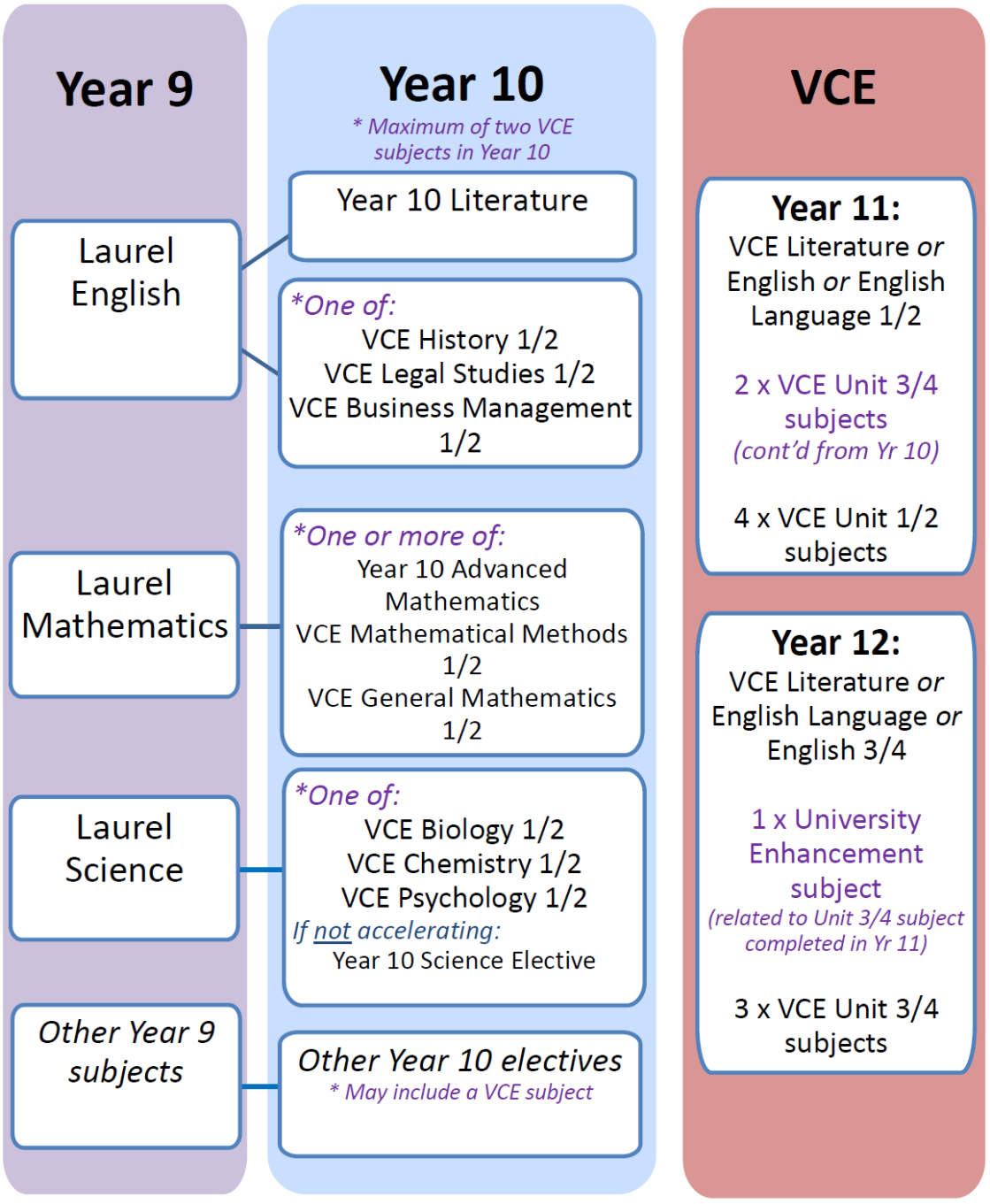
Nazareth College prides itself in catering to the needs of high achievers. Since 2015, we have delivered the Laurel program for high achievers. High achievers are identified by the use of NAPLAN, PAT and reporting data. Laurel high achievers in English and Maths are invited to be part of the Knowledge stream in our flexible Year 7 and 8 Program for differentiated learning. The Year 7 and 8 English and Maths program allows students to choose their own level of learning for units of work so that learning is personalized. Students who achieve good academic results are then offered the opportunity to participate in Year 9 Laurel English or Maths, and to accelerate in Year 10. High achievers in Science are invited to be a part of the separate Laurel Science class from Year 7 to 9. These classes undertake the Science curriculum at a faster pace, allowing for acceleration right through to VCE. Students also participate in STEM/ Science-based extracurricular activities.

Successful completion of all Year 9 Laurel Subjects may place students in a position to accelerate into one or two appropriate VCE Units 1 & 2 subjects in Year 10. The Laurel Program will enable completion of up to two VCE Units 3 & 4 subjects in Year 11, allowing students to undertake University Enhancement courses in Year 12 as both an early start to Tertiary Studies and additional ATAR boost. Continued good academic performance is necessary for students to remain in the Laurel Program. Acceleration in a VCE subject is reliant on students achieving high academic results across subject areas.

Please see the pathways diagram on the next page for recommended VCE Acceleration Subjects.

HIGH ACHIEVER PROGRAM

The diagram below shows the possible pathways for Year 9 Laurel students; conditional on successful completion of Year 9 Laurel courses.



CONTACTS FOR FURTHER INFORMATION

Should you have further questions about courses after reading this course guide, you may contact either your child's subject teachers or the relevant 2019 Learning Leader, as listed below.

Instructional Leaders

Applied Learning	Ms Caitlin Mackay Caitlin.Mackay@nazareth.vic.edu.au
English	Mr Mark O'Sullivan Mark.OSullivan@nazareth.vic.edu.au
Health & Physical Education	Ms Emily Morris Emily.Morris@nazareth.vic.edu.au
Humanities	Ms Donna Watts Donna.Watts@nazareth.vic.edu.au
Languages	Ms Joanna Marletta Joanna.Marletta@nazareth.vic.edu.au
Learning Enhancement	Ms Emma Wray Emma.Wray@nazareth.vic.edu.au
Mathematics	Ms Shelley Pendlebury Shelley.Pendlebury@nazareth.vic.edu.au
Performing Arts	Ms Amanda Mauceri Amanda.Mauceri@nazareth.vic.edu.au
Religious Education	Mr Peter Nathan Peter.Nathan@nazareth.vic.edu.au
Science	Ms Heather Murtagh Heather.Murtagh@nazareth.vic.edu.au
Visual Arts & Technology	Ms Christine Vaughan Christine.Vaughan@nazareth.vic.edu.au
Careers and Pathways Coordinator	Mrs Elena Flodstrom Elena.Flodstrom@nazareth.vic.edu.au

Heads of House

Ms Deirdre Hughes Head of House Chisholm Deirdre.Hughes@nazareth.vic.edu.au	Mr Rodney Diaz Head of House Knox Rodney.Diaz@nazareth.vic.edu.au
Mr Victor Brusco Head of House MacKillop Victor.Brusco@nazareth.vic.edu.au	Mr Brendan McAleer Head of House Mannix Brendan.Mcaleer@nazareth.vic.edu.au
Ms Marjoleine Dekker Head of House McAuley Marjoleine.Dekker@nazareth.vic.edu.au	Mrs Barbara Murphy Head of House McCormack Barbara.Murphy@nazareth.vic.edu.au

OVERVIEW OF YEAR 10 ACADEMIC PROGRAMS

Over the two semesters, all students in Year 10 will complete four Compulsory Subjects, then choose at least one semester each from Science, Humanities and Health & PE, and then choose five additional Elective Subjects from the list below.

YEAR 10 COMPULSORY SUBJECTS

Please note that Year 10 LEAP students will have certain additions and restrictions to the course below: please see LEAP section for details.

These subjects are taken over two semesters:

- Religious Education *or* Youth Ministry
- Pastoral Program
- English *or* Literature
- Mathematics *or* Advanced Mathematics *or* Foundation Mathematics

Students must also choose at least one semester unit from each of:

- Humanities
- Science
- Health & PE *(practical)*

ELECTIVE (FREE CHOICE) SUBJECTS

Elective subjects are available from the key learning areas of:

The Arts	***Technology***
Drama	Food Technology
Media	Information Technology
Music	Textiles Technology
Studio Arts	Design & Technologies
Visual Communication Design	Wood Technology – Build a Ukuleke

Humanities	***Science***
History	Core Science
Business Management & Accounting	Environmental Chemistry
Legal Studies & Economics	Life Within Us
	Mission to Mars

Languages	***Health & Physical Education***
Italian	Physical Education
Japanese	Sports Science
	Health Education
	Duke of Edinburgh

Students may be eligible to do a Year 11 VCE or VET Subject as part of the Accelerated Program. Please note that to be eligible for this, the student must be a high achiever, and therefore must have demonstrated outstanding results in all Year 9 Subject Studies (or good results in a Laurel Subject). Also, it is advised that if students choose a VCE or VET Subject, they consider the implications for subject choices in Years 11 and 12. Students will be invited to participate in the Acceleration Program during Term 3.

EXAMPLES OF YEAR 10 ACADEMIC PROGRAMS

Year 10 Program including a Language		**Year 10 Program without a Language, i.e. NO Japanese or Italian**	
Core Subjects (Semesters 1 & 2) ● Religious Education ● Pastoral Program ● English ● Mathematics or Advanced Mathematics		**Core Subjects (Semesters 1 & 2)** ● Youth Ministry CSYMI ● Pastoral Program ● Literature ● Mathematics or Advanced Mathematics	
Core Subjects (Semesters 1 or 2) ● Core Science ● History ● Physical Education		**Core Subjects (Semesters 1 or 2)** ● Environmental Chemistry ● Legal Studies & Economics ● Physical Education	
Elective Subjects (Semesters 1 or 2) ● Arts e.g. Studio Art ● Technology e.g. Food Technology ● Science e.g. Life Within Us ● LOTE e.g. Italian	1 unit 1 unit 1 unit 2 units	**Elective Subjects (Semesters 1 or 2)** ● Arts e.g. Drama & Theatre Studies ● Technology e.g. Food Technology e.g. Information Technology ● Humanities e.g. Business Management & Accounting ● Science e.g. Life Within Us	1 unit 1 unit 1 unit 1 unit 1 unit 1 unit
TOTAL - 5 Elective units		**TOTAL** - 5 Elective units	

EXAMPLES OF YEAR 10 ACADEMIC PROGRAMS

Year 10 Program without a Language i.e. NO Japanese or Italian

Core Subjects (Semesters 1 & 2)

- Youth Ministry CSYMI
- Pastoral Program
- English
- Mathematics or Advanced Mathematics

Core Subjects (Semesters 1 or 2)

- Core Science
- Legal Studies & Economics
- Duke of Edinburgh

Elective Subjects (Semesters 1 or 2)

- Arts
  e.g. Visual Communication 1 unit

- Technology
  e.g. Textiles Technology 1 unit
  e.g. Food Technology 1 unit

- Humanities
  e.g. Business Management & Accounting 1 unit

- Science
  e.g. Environmental Chemistry 1 unit

TOTAL - 5 Elective units

Year 10 Program without a Language i.e. NO Japanese or Italian

Core Subjects (Semesters 1 & 2)

- Religious Education
- Pastoral Program
- EAL
- Mathematics or Advanced Mathematics

Core Subjects (Semester 1 or 2)

- Life Within Us
- History
- Health Education

Elective Subjects (Semesters 1 or 2)

- Arts
  e.g. Media 1 unit
  e.g. Music 1 unit

- Technology
  e.g. Information Technology 1 unit

- Humanities
  e.g. Business Management & Accounting 1 unit
  e.g. Legal Studies and Economics 1 unit

TOTAL - 5 Elective units

EXAMPLES OF YEAR 10 ACADEMIC PROGRAMS

Year 10 Program without a Language i.e. NO Japanese or Italian

Core Subjects (Semesters 1 & 2)
- Religious Education
- Pastoral Program
- Literature
- Mathematics or Advanced Mathematics

Core Subjects (Semesters 1 or 2)
- Physical Education
- Core Science
- History

Elective Subjects (Semesters 1 or 2)
- Arts
  e.g. Media — 1 unit
- Technology
  e.g. Food Technology — 1 unit
  e.g. Information Technology — 1 unit
- Health & Physical Education
  e.g. Health Education — 1 unit
- Science
  e.g. Mission to Mars — 1 unit

TOTAL - 5 Elective units

Year 10 Program without a Language i.e. NO Japanese or Italian, but with Accelerated Subject (by invitation only)

Core Subjects (Semesters 1 & 2)
- Youth Ministry CSYMI
- Pastoral Program
- English
- Mathematics or Advanced Mathematics

Core Subjects (Semesters 1 or 2)
- Duke of Edinburgh
- Mission to Mars
- Legal Studies & Economics

Elective Subjects (Semesters 1 and/or 2)
- Arts
  e.g. Music — 1 unit
  e.g. Media — 1 unit
- Technology
  e.g. Textiles — 1 unit
- Humanities
  e.g. Modern History — 2 units

TOTAL - 5 Elective units

YEAR 10 ACADEMIC PROGRAM PLANNING SHEET

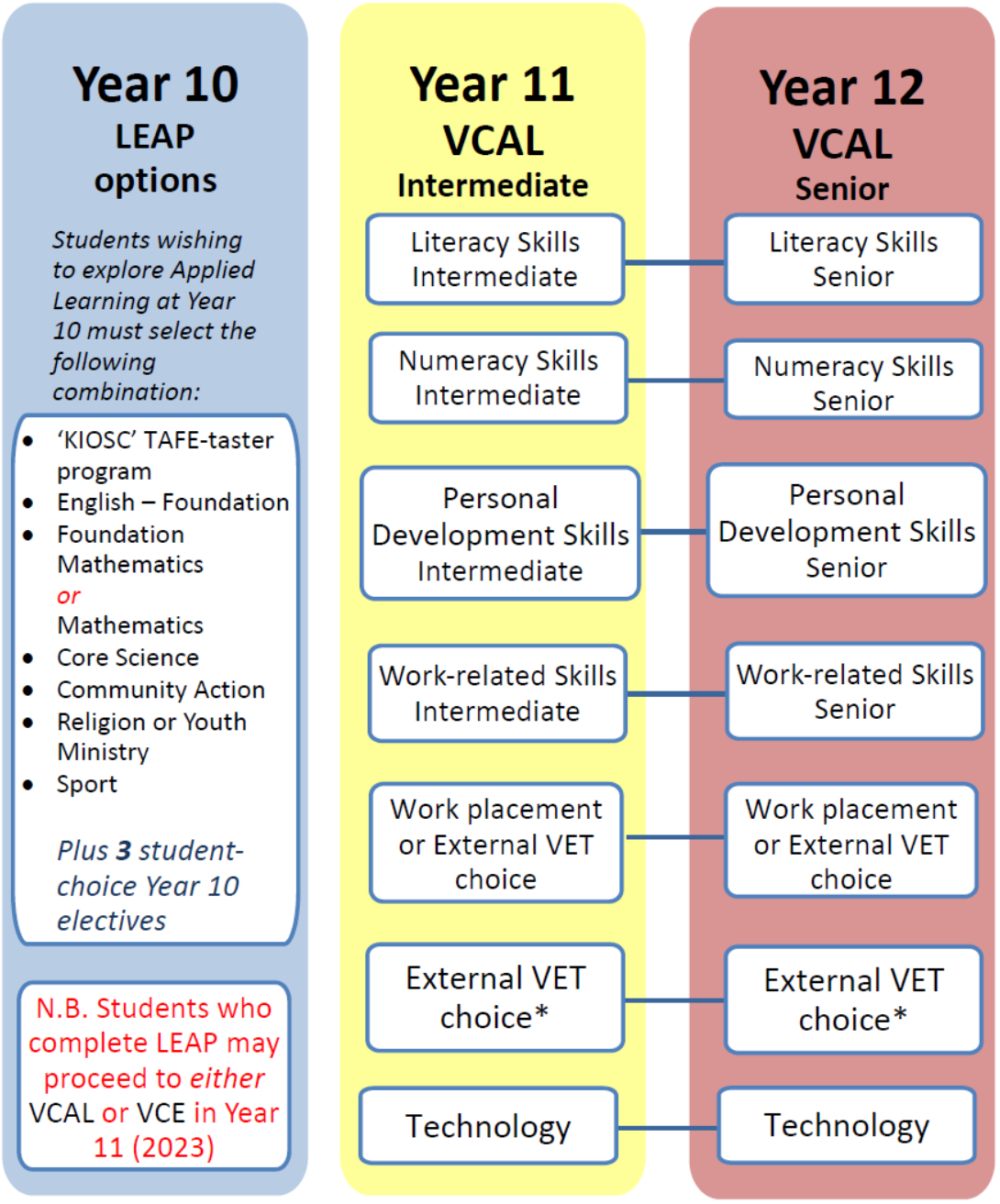
- Experiment with Year 10 program choices here. Place subject names in order of choice in theboxes below.
- Please note that LEAP students do not need to use this form.

6 Compulsory choices	**RELIGIOUS EDUCATION** • Religious Education • Youth Ministry CSYMI	COMPULSORY CHOICE:
	ENGLISH • Foundation English • English • Literature	COMPULSORY CHOICE:
	MATHEMATICS • Foundation Mathematics • Mathematics • Advanced Mathematics	COMPULSORY CHOICE:
	SCIENCE • Core Science • Life With Us • Environmental Chemistry • Mission to Mars	COMPULSORY CHOICE:
	HUMANITIES • History • Business Management & Accounting • Legal Studies & Economics	COMPULSORY CHOICE:
	HEALTH & PHYSICAL EDUCATION (*Practical*) • Physical Education • Duke of Edinburgh • Sports Science • Health Education	COMPULSORY CHOICE:

5 Free choices	**FREE CHOICES** *May also include additional Science, Humanities and Health & Physical Education subjects as listed above* • Italian – Language & Culture • Italian – Prerequisite for VCE Italian • Japanese *(= 2 choices)* • Drama & Theatre Studies • Media • Music • Studio Arts • Visual Communication • Food Technology • Information Technology • Textiles Technology • Design & Technologies • Wood Technology – Build a Ukulele • Accelerated VCE subject *(by invitation only) = 2 choices*	FREE CHOICE: FREE CHOICE: FREE CHOICE: FREE CHOICE: FREE CHOICE: **RESERVE A:** **RESERVE B:**

LEAP & APPLIED LEARNING

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



* VET choices may be selected from any of the VET courses listed on as listed in the **VET Subjects list** on the Nazareth College website.

LEAP
Learning Excellence through Applied Pathways

Course Description
The LEAP program – Learning Excellence through Applied Pathways – is an exciting program at Year 10. It is offered to students who enjoy more 'hands on learning' and project and team-based activities. LEAP students will study a combination of Year 10 Academic Subjects along with some Competency-Based Courses, where assessment focuses on the acquirement and demonstration of knowledge and skills.

Applied Learning requires a student to be organised, motivated, able to work well on their own and when in a team. An important element of this program is involvement in regular Community Service activities. As a key component of their studies, students will select from a vast range of Certificate II VET Course Modules at the DREAM Centre at Chisholm Institute, Dandenong OR Swinburne Wantirna's KIOSC In making this personal selection, students will have an engaging year of study. These TAFE opportunities will provide a 'taste' of a number of possible VET pathways for inclusion in future VCE or VCAL study as well as teaching students the necessary skills for their community service and provide a smooth transition to adulthood and the world of work. VET courses are likely to be timetabled on Monday afternoons or Wednesday afternoons if sufficient numbers are not enrolled for the Monday program. Students may select a VET in a similar industry or change to something different in VCE or VCAL.

Areas of Study:

LEAP <u>Compulsory</u> Core Units of Work:

Taster VET courses at **Chisholm TAFE Dandenong DREAM Centre** *OR* **Swinburne Wantirna's KIOSC –** *includes selections from the following:*Building & Furniture Making; Hairdressing & Beauty; Engineering & Electronics; Health & Early Childhood Education; or Cookery Skills & Patisserie. (To be confirmed by Chisholm and Swinburne in Term 3, as there may be more selections available)

- **English – Foundation**
- **Foundation Mathematics** *or* **Mathematics**
- **Core Science**
- **Religion**
- **Community Action**
- **Sport**

Choices within the LEAP program
- **Foundation Mathematics** or **Mathematics**
- **Elective 1** *(Student choice from any Year 10 Humanities, The Arts, Science, Health & PE, Technology)*
- **Elective 2** *(Student choice from any Year 10 Humanities, The Arts, Science, Health & PE, Technology)*

- **Elective 3** *(Student choice from any Year 10 Humanities, The Arts, Science, Health & PE, Technology)*

Details for most of these courses may be found in the Year 10 Academic Courses pages, as the courses are also part of the Year 10 Academic Pathway (with the exception of the VET 'Circle' Course, Community Action and Sport).

There are no examinations in the LEAP Core Subjects - Community Action or Sport in the LEAP program.

LEAP

Future Pathways:

- Year 11 & 12 VCE, including a VET Certificate II or III Qualification
- Year 11 & 12 VCAL Certificates/Qualifications, including a VET Certificate II or III Qualification
- Year 11 & 12 VCAL **and** an Australian School Based Apprenticeship & Traineeship (SBAT) ●

  Full time work or apprenticeship
- Pre-apprenticeship Course full-time at TAFE (6 months)
- TAFE Certificate III or IV
- TAFE Diploma
- TAFE Advanced Diploma
- University Bachelor Degree

How to apply:

Step 1: When completing your Online Year 10 Application for Study, fill out personal details and select the LEAP box.

Year 10 LEAP – Learning Excellence through Applied Pathways

You will then be guided to a different Subject Selection Screen to choose your Mathematics Option and three Year 10 Electives online.

Step 2: Submit and print out your Online Application.

Step 3: Carefully complete **the LEAP Year 10 Application Form** available on SIMON (for students) and PAM (for parents). This includes nominating your top preferences for study in the DREAM or KIOSC VET Program.

Step 4: Once it is signed, take a photocopy of the form, staple it and keep this. Please submit your original form (stapled) in the box outside the Applied Learning Coordinator's Office in the Joseph Centre.

Step 5: On Year 10 Course Advice Day, a member of staff from the Applied Learning Team will discuss your application before recommending you for the LEAP Program in Year 10.

Step 6: Once selected for the LEAP Program, you will have a meeting in Term 3 with the Applied Learning Coordinator to complete the TAFE VET Application process for 2020 DREAM or KIOSC VET Studies**.**

LEAP

VET TASTER PROGRAM*

ONE SEMESTER

As part of the Year 10 LEAP program in 2022, students will be offered the Chisholm DREAM or Swinburne KIOSC Program. The aim of the program is to give students an understanding of the training associated with particular trade areas. Participation will also provide a valuable guide to students who wish to continue on with vocational training (VET) when they progress to Year 11 – either within a VCE or VCAL program.

Set out below are some of the features of this VET Taster Program.

What courses will be offered?
90 hours of VET Units of Competency will be completed per semester. Selections from the following courses will be available to students in 2022.

- Hairdressing & Beauty
- Building & Furniture Making
- Engineering & Electronics
- Cookery & Patisserie
- Health & Early Childhood Education

Further details of what Units of Competencies these TAFE VET Tasters will cover can be obtained on Subject Selection Evening or at the LEAP Program Information Night.

Where will the courses be held?
Nazareth College are partners with four other schools in the DREAM Trade Training Centre located on the Dandenong Campus of Chisholm Institute. Swinburne Wantirna will endeavour to provide an afternoon of VET to our students at their KIOSC centre. All the Taster Courses will be held in these state of the art centre learning centres.

Who will teach the courses?
Trade Trainers employed by Chisholm or Swinburne Institutes will deliver the courses.

How long will the courses go for?
These courses will be of 4 hours duration and will run throughout the year. Courses will be held on a Monday afternoon and will conclude at 4.30pm. (To be advised in late Term 3) LEAP students' timetables will be constructed so that no Nazareth classes are missed to attend the DREAM or KIOSC VET program. If Monday classes do not gain sufficient interest from other schools, Nazareth LEAP students will attend VET on Wednesday afternoon or an evening course. VET courses in Dance and Music offered at Nazareth may also be selected by LEAP students.

Will there be any costs associated with enrolment in these courses?
The usual Nazareth College Fees will also cover the Dream or KIOSC Program Tuition Costs. Parents/guardians will receive a Nazareth College Invoice for the Materials Costs of these VET courses, as these are consumables and tools the student will keep for their personal use. Generally these Material Costs have been approximately $280 for the LEAP Year.

** The details and choices within this program are subject to change as they are controlled by Chisholm and Swinburne TAFE.*

LEAP

LEAP COMMUNITY ACTION

TWO SEMESTERS

Unit Purpose

This unit aims to develop student's skills in working with and leading others by contributing to the successful completion of a group project. Organisation, planning, negotiation and problem solving are also taught through a range of hands-on projects carried out predominantly on the College premises.

Learning Outcomes

- Students develop the ability to work collaboratively as part of a team and get along amicably with others
- Approaching and evaluating a project (e.g. establishing a garden bed) in a systematic and considered way to ensure all aspects of the project runs smoothly
- Specific knowledge, e.g. Why particular plants are more suitable in certain parts of a garden rather than others
- Learn skills, practical and interpersonal that will assist in their working lives and life more generally
- Students understand the safety implications of project work and complete a risk assessment for each activity

Assessment

Applied learning (learning through and by practical means) underpins all the tasks students are assessed on in this subject. Assessment is competency based using the following criteria:

- Enthusiastic participation in the various projects undertaken
- Meaningful contributions and a positive attitude to these projects
- Working collaboratively as part of a team
- Demonstrate skills and knowledge have been learned and continue to develop (by building on knowledge and skills already acquired)
- Demonstrate safe working practices and appropriate use of tools, ICT and equipment

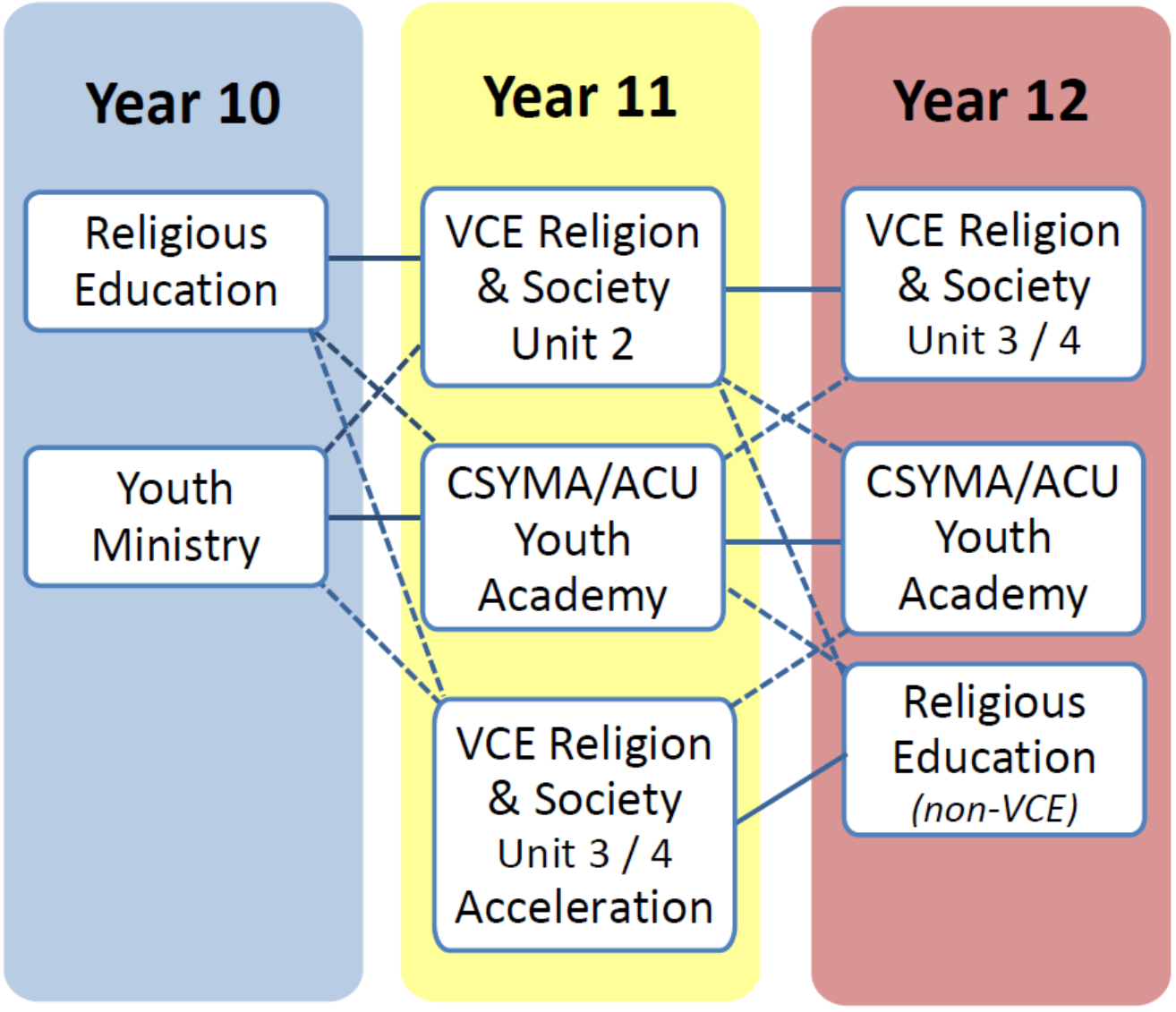
YEAR 10 ACADEMIC SUBJECTS

The following course descriptions provide a brief overview of the content and demands of all subjects. Each subject is described in terms of the general aims and areas of study for that particular subject. Assessment tasks which are undertaken by students for each particular subject are also provided.

Students are asked to read each subject description carefully, so that they understand what is required of them in undertaking a particular subject and what this subject may enable them to study in future years, particularly noting the prerequisites indicated on the pathways diagrams.

RELIGIOUS EDUCATION

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



RELIGIOUS EDUCATION

TWO SEMESTERS

Learning Focus

In Religious Education the five Catholic Education Melbourne strands are covered each year in Years 7-10.

They are:

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

Victorian Curriculum Capability Standards are also incorporated into the units of work that the students will study, recognising that Religious Education has the ability to be of benefit across all areas of the College's academic and faith life.

At Year 10, students are led to respond to the activity of God in their lives and to celebrate the mystery of the risen Christ. Students gain access to Scripture (the inspired word of God), the traditions of the Catholic community, its teachings and practices. Through study and exposure to the faith, students gain insight into the mysteries of life's experiences through a Catholic perspective. Year 10 International students will study a modified version of this course.

During Semester One students will study and report upon the causes and consequences of The Reformation Era. They also explore certain Church Councils highlighting the effects of these on the Catholic Church and society in general, within which the Nine Aspects of Religion from the VCE Religion & Society study design are used to help understand these changes. Students also complete a unit on Conscience and Decision Making, concluding this with a report on the Catholic Church's views on making a good moral choice.

During Semester Two students explore the Catholic Church's view and responses to issues of justice in society through a Unit entitled Caring for Our World. This will include a research report on an issue of injustice as seen in society. The final unit sees students completing an exegesis of the Gospel of Mark, through the lens of the Context Method and the Chiastic Structure contained within the Gospel of Mark.

Dimensions:

- Knowledge and understanding
- Reasoning and responding
- Personal and communal engagement

Assessment:

- Essays
- Oral presentations
- Short responses
- Reports
- Creative presentations
- Examination and tests

RELIGIOUS EDUCATION

YOUTH MINISTRY (CSYMI)

TWO SEMESTERS

Learning Focus

In Religious Education the five Catholic Education Melbourne strands are covered each year in Years 7-10.
They are:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and the Sacraments
- Morality and Justice

Victorian Curriculum Capability Standards are also incorporated into the units of work that the students will study, recognising that Religious Education has the ability to be of benefit across all areas of the College's academic and faith life.

The Youth Ministry course follows on from the Year 9 CSYMI unit. It is designed to inspire and equip Nazareth students to respond to the Catholic Church's vision whereby schools become centres of the New Evangelisation.

While the Year 9 course offers an introduction to Youth Ministry, at Year 10, the emphasis widens to include Ministry and Leadership. Students deepen their ministry to younger students and start to become involved in College leadership work through structured guidance provided in class. These culminate in student run sacramental preparation retreats for our feeder primary schools.

Although the main curriculum focus is on Youth Ministry, students will also complete units of work from Year 10 RE to ensure their ability to undertake Year 11 Religion & Society Unit 2 or acceleration into Religion & Society Units 3 & 4. These include core elements from The Reformation Era, Conscience & Decision Making and Caring for Our World units.

Dimensions:

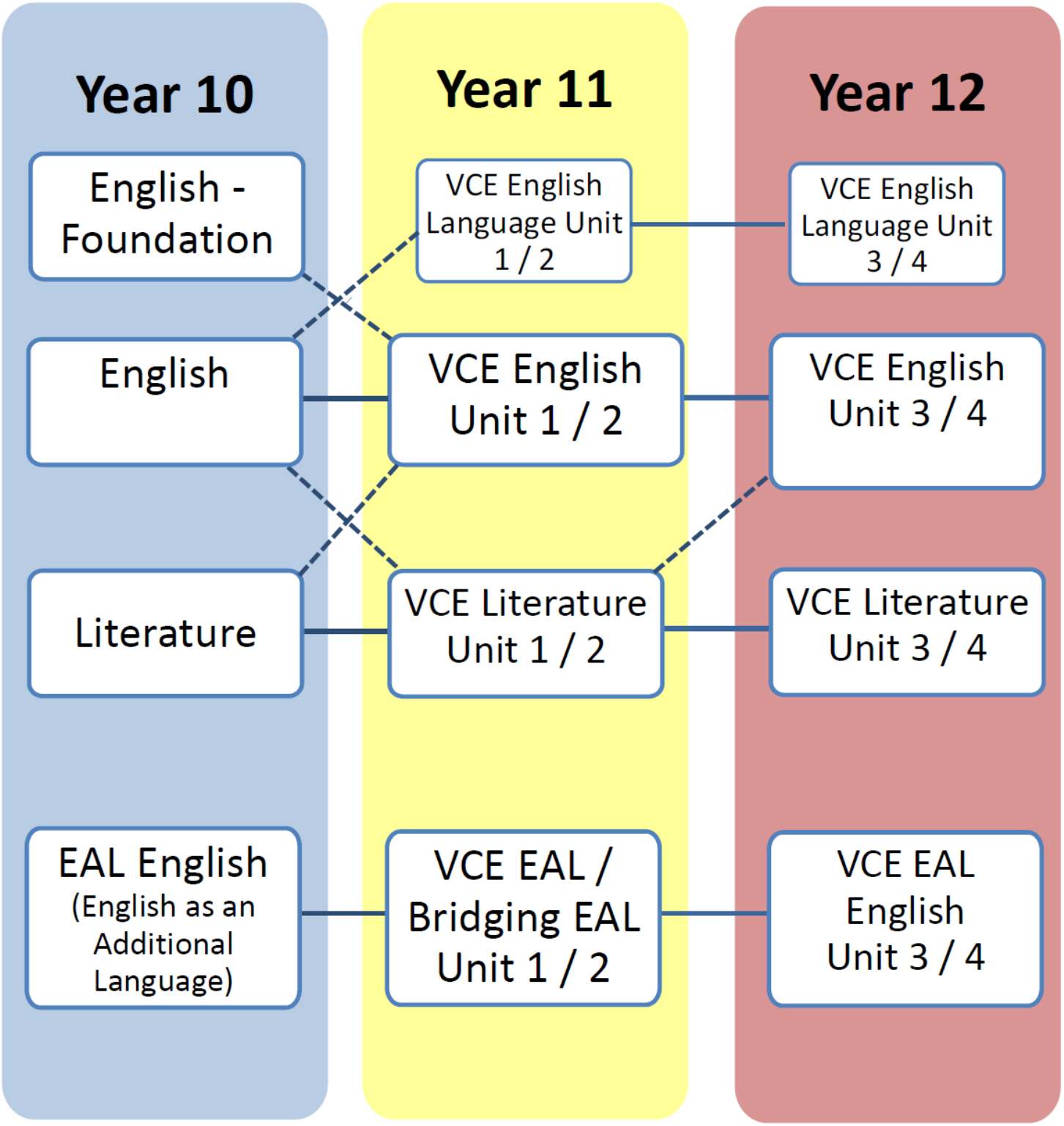
- Personal and communal engagement
- Knowledge and understanding
- Reasoning and responding

Assessment:

- Essay
- Liturgy
- Short responses
- Examination

ENGLISH

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



ENGLISH

TWO SEMESTERS

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English studies at Nazareth College in Year 10 include English or Foundation English or English as an Additional Language (EAL) or Literature.

In Semester 1:
- Students respond to the play Merchant of Venice by William Shakespeare.
- Students read a variety of extracts from texts.
- Students study a variety of media texts and analyse argument and persuasion.
- Students study a variety of support texts in conjunction with the set texts.

In Semester 2:
- Students respond to the text To Kill a Mockingbird by Harper Lee.
- Students respond to the film Jasper Jones
- Students compare and contrast the texts To Kill a Mockingbird and Jasper Jones.
- Students write a number of short stories and journal entries.
- Students study a variety of support texts in conjunction with the set texts.
- Students continue to study a variety of media texts and analyse argument and persuasion.

Victorian Curriculum Strands at Level 10:
The English discipline is organized into three language modes:
- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:
- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Assessment
- Text response essays
- Writing pieces
- Oral presentations
- Analysis of Language Use in the Presentation of an Issue
- Examinations

ENGLISH

LITERATURE

CORE SUBJECT - TWO SEMESTERS

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Students who study Literature learn about themselves and the experiences of others through their study of, and response to texts. Students learn how to identify literary techniques and gain an appreciation of the context in which the texts were written and the views and values presented in them.

In Semester 1:

- Students study a variety of media texts and analyse the use of language in the presentation of an issue.
- Students respond to the novel To Kill a Mockingbird by Harper Lee.
- Students respond to the play A Doll's House by Henrik Ibsen.
- Students study a variety of support texts in conjunction with the set texts.

In Semester 2:

- Students respond to the play Romeo and Juliet by William Shakespeare.
- Students read a variety of extracts from texts.
- Students write a number of short stories and journal entries.
- Students respond to poetry by Les Murray, Rosemary Dobson and Judith Wright.
- Students respond to a selection of short stories by Henry Lawson
- Students study a variety of support texts in conjunction with the set texts.

Victorian Curriculum Strands at Level 10:

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Assessment

- Analytical essays
- Creative responses
- Assignments
- Oral presentations
- Examination

ENGLISH

ENGLISH – FOUNDATION

CORE SUBJECT - TWO SEMESTERS

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The Foundation English program aims to:

- Develop the communication skills required for competence with language.
- Consolidate and extend students' skills in the dimensions of reading, writing, speaking and listening.
- Expose students to a range of literary forms to enable them to develop creative and critical responses appropriate to the study of literature.
- Encourage reading as a worthwhile and pleasurable leisure-time activity.

In Semester 1:

- Students present an oral presentation on the topic – 'Inspirations, the Search for Identity'.
- Students write journal entries in response to a variety of written and visual prompts.
- Students write a personal/descriptive piece on a topic of their own choice.
- Students study the novel, Tomorrow, When the War Began and complete context questions and a text response essay.

In Semester 2:

- Students study a variety of media texts and analyse the use of language in the presentation of an issue.
- Students present a point of view on a current issue – oral presentation.
- Students view the films, Dead Poets Society and The Freedom Writers.
- Students compare and contrast the two films and complete a comparative essay.

Victorian Curriculum Strands at Level 10:

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Assessment:

- Writing for a range of purposes and audiences
- Assignments and essays that respond to the set texts
- Oral presentations
- Work on analysis of the use of language
- End-of-semester Examinations

ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

CORE SUBJECT -TWO SEMESTERS

Learning Focus

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English studies at Nazareth College in Year 10 include English or Foundation English or English as an Additional Language (EAL) or Literature.

In Semester 1:

- Students respond to the play Romeo and Juliet.
- Students read a variety of extracts from texts.
- Students write a number of short essays and journal entries.
- Students study a variety of support texts in conjunction with the set texts.

In Semester 2:

- Students respond to the text The New Australian by May Tang.
- Students respond to a variety of short stories from the anthology Paper Boats.
- Students study a variety of media texts and analyse the use of language in the presentation of an issue.
- Students study a variety of support texts in conjunction with the set texts.

Standards for EAL Learners:

The EAL standards represent what students would be expected to attain following successful EAL learning. The standards provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English-language learning. The standards for each stage should be read in conjunction with the learning focus, taking into consideration the teaching setting and the degree of teacher support available.

Particular criteria are used to differentiate the standards expected at different levels. These relate to the nature and degree of teacher control and input occurring in certain learning contexts. They also help to explain the relationship of the teaching context to the standards.

There are three interrelated standards in EAL:

- Speaking and listening
- Reading and viewing
- Writing.

S Stages: Secondary – Level 7 to Level 10

Teachers refer to the document "English as an Additional Language (EAL) Developmental Continuum" to determine the stage each student has reached.

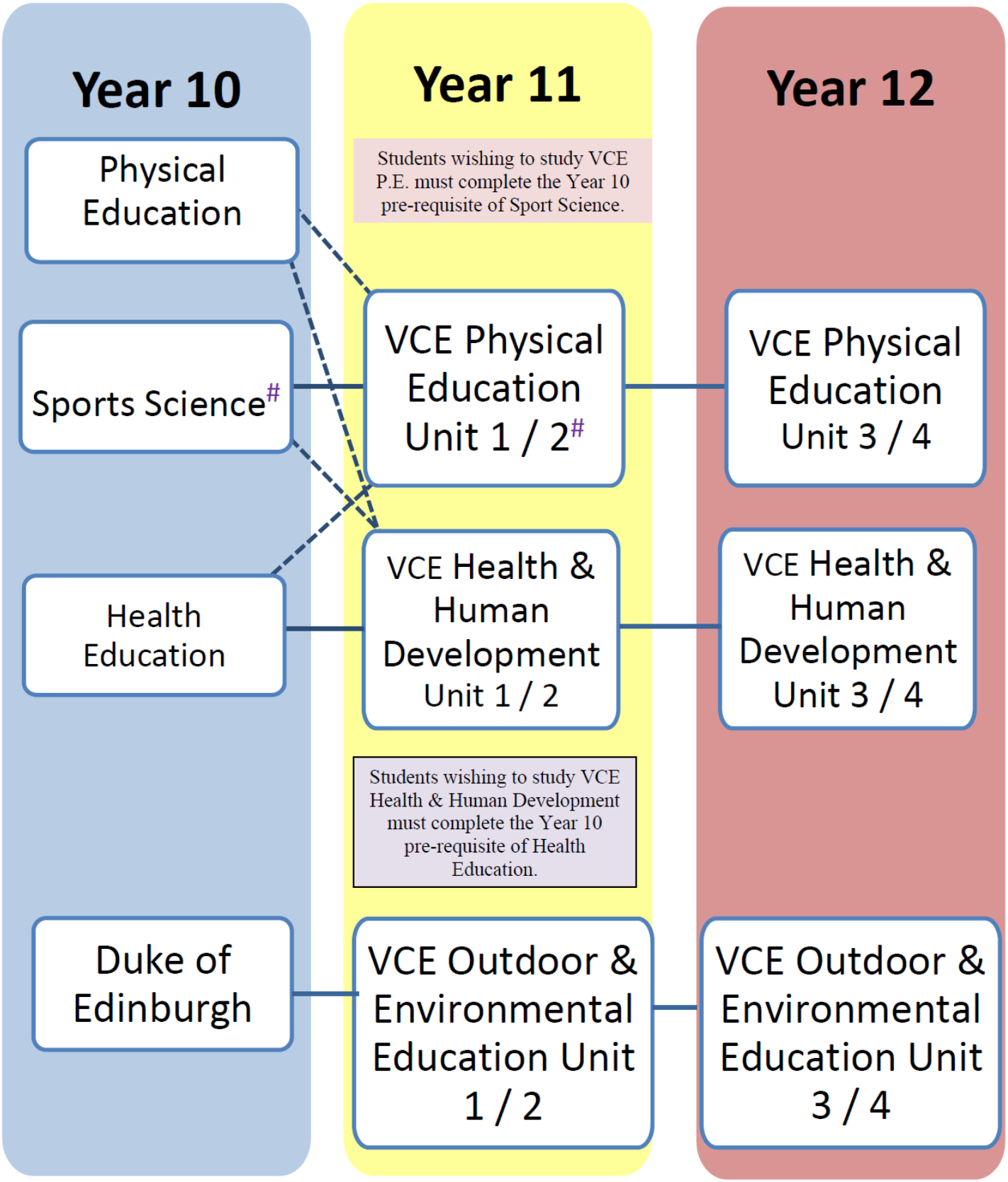
ENGLISH

Assessment

- Text response essays
- Writing pieces
- Oral presentations
- Analysis of Language Use in the Presentation of an Issue
- Examinations

HEALTH & PHYSICAL EDUCATION

The diagram below shows the possible pathways and prerequisites for each subject fromYear 10 to Year 11 and then Year 12.



HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

ONE SEMESTER

Learning Focus

In Year 10, Physical Education students explore health-related and skill-related physical activity through a combination of theoretical and practical units. Students learn to apply more specialised movement skills and strategies in a variety of different environments. Through practical participation in a broad scope of physical activities, students learn the importance of cooperation, leadership and fair play. Students learn of actions that could be undertaken to enhance their own and other's health and physical activity, as well as how participation in physical activity and sport influences an individual's identity. The curriculum works to develop invaluable personal and social skills in students by allowing them opportunities to demonstrate leadership, teamwork and resilience through physical education.

Physical Education:

- Creates direct pathway into Unit 1 Physical Education and provides students with pre-knowledge needed in VCE Physical Education units
- Encourages students participate in physical activity that they can use for life
- Teaches students of the psychological benefits of engaging in physical activity
- Allows students to explore ways of engaging in physical activity that they like
- Helps students understand how physical activity is crucial in promoting lifelong health and skills
- Educates the values of respect, resilience and teamwork to prepare them students for life

Practical Units

Topic 1: Volleyball

Topic 2: European Handball

Topic 3: Weight Training

Topic 4: Fitness

Theoretical Units:

Topic 1: The Body Systems: Cardiovascular, Respiratory, Muscular and Skeletal systems

Topic 2: Health-Related and Skill-Related Fitness

Topic 3: Biomechanics

Topic 4: Skill Acquisition

Victorian Curriculum Strands at Level 10

The Health and Physical Education discipline is organised into two domains, each with their own strands:

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

HEALTH & PHYSICAL EDUCATION

Assessment

- Written Test: Skeletal, muscular, cardiovascular and respiratory systems
- Practical Skills: Volleyball and European Handball movement skills
- Assignment: Develop a resistance training program
- Written Test: Physical activity, health, fitness and movement
- Fitness Testing: Muscular power, aerobic power, speed and agility
- Semester Exam

HEALTH & PHYSICAL EDUCATION

DUKE OF EDINBURGH

ONE SEMESTER

Learning Focus

The award is aimed at providing students with an individual challenge designed to encourage young people to develop into mature, active citizens who will positively contribute towards society. It presents a balanced, non-competitive and enjoyable program of voluntary activities which encourage personal discovery and growth, self-reliance, perseverance, responsibility and service to the community.

Excursions include:

- Two x 2-night hikes/expeditions
- Please note the above excursions will incur an additional fee of approximately $160.00

Key Learning Areas

- Planning and preparation
- First Aid
- Safety and safe practice
- Route planning and navigation
- Camp craft and accommodation
- Environmental care
- Team building and leadership
- Equipment

Why do the Award?

- **Personal Attributes**: Develops determination, motivation, perseverance and resilience.
- **Engagement**: Develops self-management and community connection.
- **Communication Skills**: Develops public speaking, networking and ability to articulate ideas
- **Leadership and Teamwork** Develops thinking and action, team building, facilitation and delegation skills
- **Personal Development and Employability Skills**

Assessment

- Journal of expeditions, planning and evaluation
- Group activities regarding individual contribution to planning, execution and completion
- Research Task – National Health Priority Areas and Biodiversity
- First Aid Test
- End of Semester Examination

HEALTH & PHYSICAL EDUCATION

SPORTS SCIENCE

ONE SEMESTER

Year 10 students must select Sports Science for entry into VCE Physical Education. Sports Science is a pre-requisite subject for students intending on studying VCE Physical Education Units 1 & 2.

Learning Focus

Do you want to know how athletes can improve their physical performance?
Sports Science is a multi-disciplinary field concerned with the understanding and enhancement of human performance. It includes the knowledge, methods and applications of sub-disciplines of human movement studies (exercise physiology, biomechanics, motor control and motor development, exercise and sports psychology), as well as how they interact.

Sports scientists are trained experts who assist sports people to achieve the best possible sporting performance. They ensure that athletes are up to date with current training protocols, testing, and preparation by evaluating, researching, assessing and advising on coaching, training, competition and recovery practices in all areas and levels of sport.

Sports Science is designed to engage students in the core notion of lifelong physical activity. It explores the subject in many possible contexts.
This includes:

- Body systems and energy for physical activity
- Physical fitness and training programs
- Biomechanics and skill acquisition
- Movement skills
- Nutrition and physical activity
- Enhancing performance

Sports Science promotes the concept of learning through movement. It facilitates a range of learning experiences that provide a positive interaction with others, in both collaborative and competitive contexts.

Pathways:
It is a pre-requisite that students study Sports Science in Year 10 before commencing Physical Education Units 1 and 2. Sports Science provides students with a pre-knowledge of aspects covered in Unit 1 The Human Body in Motion.

Practical Units
Fitness Testing
Training Methods and Programs
Games Analysis
Laboratory report on acute responses
Laboratory report on biomechanical principles

Theoretical Units
Topic 1: Body Systems and Energy for Physical Activity – Advanced body systems and energy
Topic 2: Physical Fitness – Physical fitness- Key areas of fitness – improve your performance
Topic 3: Fundamentals of movement skill development – Developing movement skill – Biomechanics

HEALTH & PHYSICAL EDUCATION

Topic 4: Enhancing performance –Nutrition for physical activity- Enhancing performances

Victorian Curriculum Content Descriptions

Body Systems and energy for physical activity

- Structure, role and function of the skeletal system
- Types of bones and joints
- Structure, role and function of the muscular system
- Structure and function of the circulatory system
- Structure and function of the respiratory system

Physical Fitness

- Health-related physical fitness
- Skill-related physical fitness
- Developing physical fitness
- Designing training programs
- Types of training
- Fitness testing

Fundamentals of movement skill development

- Developing movement skills
- Biomechanics
- Skill acquisition

Enhancing Performance

- Movement skills and performance
- Technique and form
- Nutrition for physical activity
- Enhancing performances

Assessment

- Written Test on Body Systems and Energy for Physical Activity
- Written Test on Physical Fitness, Participation and Performance
- Written Test on Biomechanics and Skill Acquisition
- Laboratory Report on Acute Responses to Physical Activity
- Laboratory Report on a Game/Data Analysis of a Sport
- Fitness Testing and Training Program
- End of Semester Examination

HEALTH & PHYSICAL EDUCATION

HEALTH EDUCATION

ONE SEMESTER

Year 10 students must select Health Education for entry into VCE Health & Human Development

Health Education is a pre-requisite subject for students intending on studying VCE Health & Human Development Units 1 & 2

Learning Focus

Year 10 Health Education takes a broad and multidimensional approach to defining and understanding health and wellbeing. Health Education is an introduction to VCE Health and Human Development and explores concepts covered in the VCE curriculum to develop student's health literacy and knowledge prior to their VCE journey.

In Year 10 Health Education, students participate in a range of assessment including structured questions, research tasks, multimedia presentations, extended responses and data analysis

Pathways
It is a pre-requisite that students study Health Education in Year 10 before commencing Health and Human Development Units 1 and 2. Health Education provides students with a pre-knowledge of aspects covered in Unit 1 Understanding Health and Wellbeing

Unit 1: Focus Area
Unit 1: Mental Health, Illness and Wellbeing
Explain a range of health and wellbeing definitions, with focus on the WHO definition and aspects of life that promote health and wellbeing and those that lead to ill-health. Explain the components of Mental Illness, including the short and long term effects of mental illness on individuals, family and society the risks of mental illness on young people wellbeing and agencies that provide information and assistance to young people suffering from Mental Illness

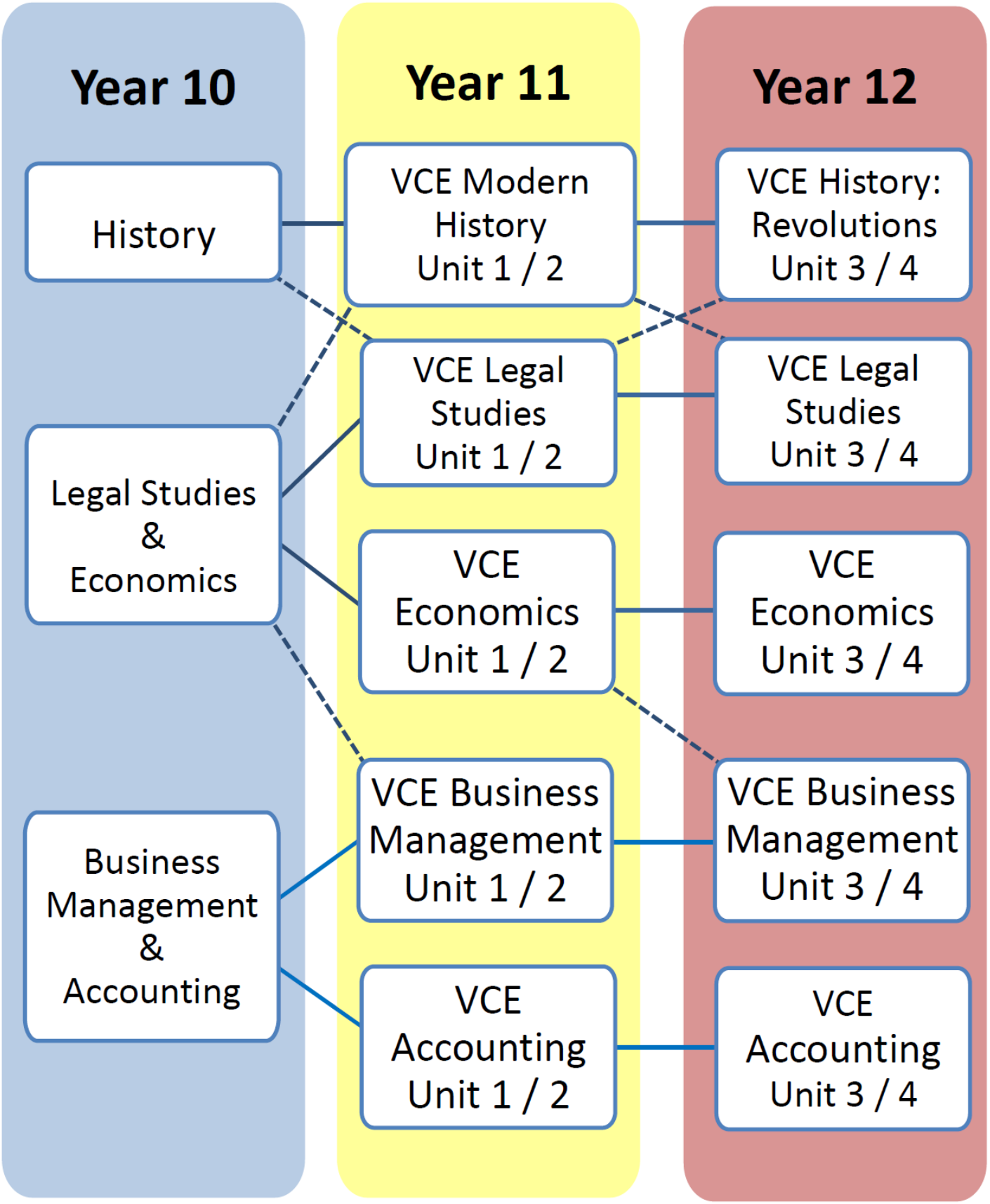
Unit 2: Risk Taking Behaviour
Explore and examine a range of different risk taking behaviours, including Drink Driving, Alcohol and Safe Partying. Students will investigate the short and long term effects of risk taking on individuals, family and society, the risks of certain behaviours on youth wellbeing and research recent data on chosen behaviours in relation to mortality and morbidity. Explain what is appropriate action to partake in risk taking situations and investigate agencies that provide information and assistance, including TAC, Don't turn a night out into a nightmare, National Alcohol Guidelines and National Binge Drinking Strategy

Unit 3: Nutrition and Physical Activity
Evaluate the components of a balanced healthy lifestyle, the importance of Physical Activity and Nutrition. Investigate agencies that provide information and assistance, including Food Selection Models and the Physical Activity Guidelines for Youth and explore nutrition, looking at Macro and Micronutrients and their role in promoting health and wellbeing of a young people

Assessment:
- Multimedia Presentation and Structures Questions including Data Analysis Test on Mental Illness
- Extended response on a range of different risk taking behaviours
- Structured questions on healthy lifestyle, nutrition and physical activity
- Examination

HUMANITIES

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



HUMANITIES

BUSINESS MANAGEMENT AND ACCOUNTING

ONE SEMESTER

"Nothing is certain in life, but deaths and taxes". (Benjamin Franklin)

'To turn really interesting ideas and fledgling technologies into a company that can continue to innovate for years, it requires a lot of discipline' (Steve Jobs)

Learning Focus

This semester length subject will introduce students to the exciting world of Small Business and Accounting and will provide them with an insight into future studies with the Humanities learning area.

In Business Management, students will learn what it takes to start a small business and the important decisions needed to succeed. Students will learn how small businesses contribute to our economy and the importance of planning. Students will have the opportunity to develop their own business concept during the semester and apply their knowledge through various business case studies.

In Accounting, students will explore how financial records are kept and their importance for small business. Students will look at the effects of transactions on a business' balance sheet and will develop skills in calculating profit and loss and keeping records of assets and liabilities.

The Victorian Curriculum Strands at Year 10

This Humanities discipline is organised into one domain with its own strands:

- **The Humanities – Economics and Business**
  - Resource allocation and making choices
  - The Business Environment
  - Consumer and financial literacy
  - Work and work futures
  - Enterprising behaviours and capabilities
  - Economic and Business Reasoning and Interpretation

Assessment:

A range of assessment methods will be used, including:

- Case studies
- Topic tests
- Research tasks
- Oral Presentations
- Semester Examination

HUMANITIES

HISTORY

ONE SEMESTER

Learning Focus

Students will investigate how Australia developed in terms of social, political, and cultural structures and traditions. They learn about the increasing global interconnections in the twentieth century. They discover that history is not only narrative, but also a means of participating in the broader society.

Excursion:

To the Jewish Holocaust Museum, as part of students' studies on World War Two.

The Victorian Curriculum Strands at Year 10

The Humanities discipline is organised into one domain with its own strands:

- The Humanities – History
  - Historical Concepts and Skills
  - Historical Knowledge
    - Australian history of the 20th Century - significant events after World War 1
      - The Great Depression
      - The Roaring Twenties
      - Treaty of Versailles
      - Causes of World War II - Rise of Fascism & Communism
    - World War II
    - The American Civil Rights Movement
    - The Australian Aboriginal Movement
- Freedom Rights
- Mabo
- Land Rights
    - The Globalising World - *students choose one of:*
- *Popular culture*
- *The Environment movement*
- *Migration experiences*
- *Political Crisis*

Assessment:

A range of assessment methods will be used, including:

- Film reviews
- Tests
- Source Analysis
- Multimedia presentation
- Essay
- Examination

HUMANITIES

LEGAL STUDIES AND ECONOMICS

ONE SEMESTER

"A life spent in crime is really a life wasted" (Labor MP Judy Maddigan)

Learning Focus

This dynamic semester length subject will introduce students to the world of Legal Studies and Economics and will provide them with an insight into future studies within the Humanities learning area.

In Legal Studies students examine various areas of law and are introduced to some important key legal concepts. Students explore the difference between civil and criminal law and develop awareness of their rights and responsibilities and how the legal system functions so that they can make informed decisions. Students apply their knowledge through case study research.

Students will investigate what Economics is and the basic economic problem of relative scarcity. Students will learn how needs and wants affect the economy, and about stages and factors or production. Students explore what it means to be an ethical producer and consumer and the role of values in economic decision making of producers and consumers. Students develop an understanding of how the economy is managed and are aware that economic policies advanced by governments will have an impact on them personally and on their fellow citizens. They recognise the importance of economically literate citizens to Australia's future economic growth and development.

Subject Excursion-

A visit to a marketplace: Students see first-hand the concept of supply and demand in action.

The Victorian Curriculum Strands at Year 10

The Humanities discipline is organised into two domains each with their own strands:

- The Humanities: Civics and Citizenship
  - Government and democracy
  - Laws and Citizen
  - Citizenship, Diversity, and Identity
- The Humanities: Economics
  - Resource allocation and making choices
  - The Business Environment
  - Consumer and Financial Literacy
  - Work and future studies
  - Enterprising behaviours and capabilities
  - Economic and Business Reasoning and Interpretation

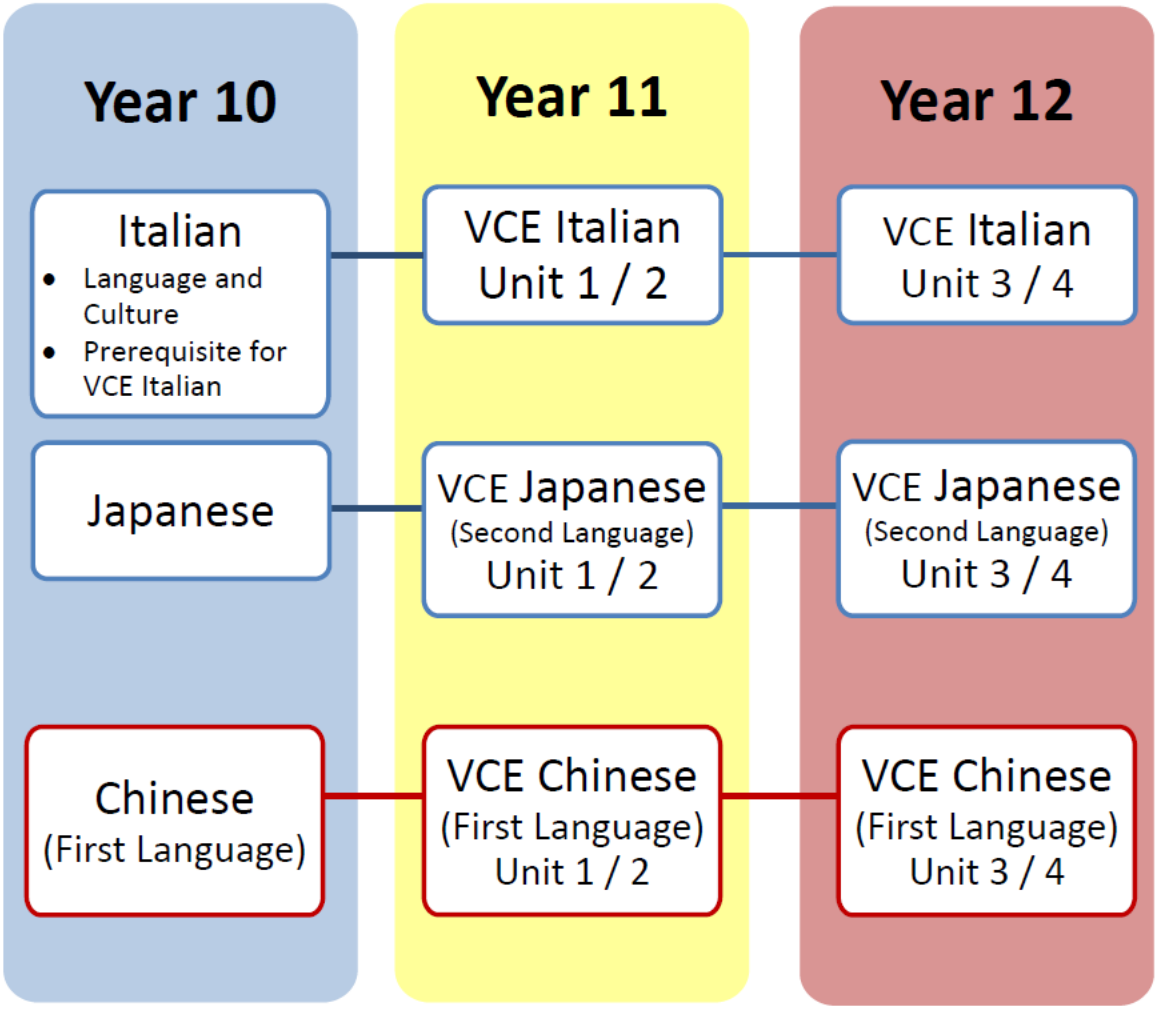
Assessment:

A range of assessment methods will be used, including:

- Case studies
- Topic tests
- Research tasks
- Report on the Excursion
- Semester Examination

LANGUAGES

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



CHINESE FIRST LANGUAGE

ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus

Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They learn to transcribe complex spoken texts and develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch. Students experiment with western genre conventions in their Chinese speech and writing and with ways of expressing and developing their 'Chinese voice' effectively for diverse audiences.
Students are immersed in Chinese. They present, debate and discuss issues, exploring their responses, positioning themselves in relation to events, and recognising and accepting others' diverse perspectives. They read extends texts in both simplified and traditional characters, comparing forms and identifying how key components are altered or transferred, and use this understanding to make informed predictions of meaning when they read new characters in the forms that are less familiar to them.

Victorian Curriculum Strands at Level 10:

The Chinese First Languages domain of Victorian Curriculum has the following major goals:

- literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- contributes to the strengthening of the community's social, economic and international development capabilities
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Assessment:

- Oral tasks – personal options, evaluative and preservative presentations.
- Written tasks – weekly writing piece, preparation for VCE.
- Aural tasks – podcasts, practice aural tasks for VCE.
- Reading comprehension tasks – newspaper articles and news sites.
- Semester examination

LANGUAGES

ITALIAN
ELECTIVE SUBJECT – OFFERED AS INDEPENDENT COURSES IN EACH SEMESTER

NOTE: The Semester One and Semester Two subjects are independent courses, so students may choose to study Italian in Semester One, in Semester Two or in both semesters. However, in order to continue with VCE Italian, students must complete the Semester Two course.

Learning Focus

Semester One – Course A: Language and Culture
The course in this semester will focus on the interrelationship between language and culture and build students' capacity to communicate through everyday Italian situations. Authentic texts and day-to-day life in Italy will drive this course, with a focus on spoken and written communication. Students will learn about life today in Italy and have the opportunity to compose their own authentic texts in both spoken exchanges and written tasks. They will gain an appreciation for the connections between Italian language and culture, as well as better understand their own.

Semester Two – Course B: Pre-requisite course for VCE Italian
In this course, students compare and contrast aspects of Italian life. They interact to exchange information and opinions on topics in Italian. They conduct research and reorganise information to present in a range of spoken and written forms. Students will expand their grammar knowledge, learning the future, imperative, perfect and imperfect tenses within cultural contexts. Students will also extend their cultural awareness through topics such as Italian gestures, the environment, the contributions Italians have made in Melbourne, teenage lifestyle, housing, tourism, keeping fit, fashion and shopping, films and festivals, technology and the Italian school system.

Victorian Curriculum Strands:

Semester One – Course A:

- Communicating:

Students will be able to:
- Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
- Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions, and perspectives as appropriate to particular audiences
- Create imaginative texts to express experiences, ideas and emotions
- Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
- Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence

- Understanding:

Students will learn about and develop an appreciation for:
- The features of Italian sound and written systems, including pronunciation, stress and intonation inincreasingly complex structures and texts
- Lexical and grammatical choices made in a range of texts in different contexts to develop anunderstanding that language use varies in the contexts of situation and culture
- The dynamic nature of Italian (and languages in general) recognising the impact of technology,media and intercultural contact

- Intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity

Assessment:

- Class quizzes
- Unit tests
- Oral tasks
- Written tasks
- Aural and Reading comprehension
- Semester Examination

Semester Two – Course B:

- Communicating:

Students will be able to:

- Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions, and feelings
- Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
- Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions, and perspectives as appropriate to particular audiences
- Convey information and compare diverse perspectives from multiple sources in Italian
- Respond to imaginative texts, stating views about themes, events, and values, and making connections with own experiences as appropriate
- Translate texts from Italian to English and vice versa
- Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed

- Understanding:

Students will learn about and develop an appreciation for:

- More complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives
- The features of a range of spoken, written and multimodal texts, recognising grammaticalstructures, cohesion and coherence
  Llexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
- Intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity
- Participate in spoken and written transactions, including obtaining and negotiating differentservices and problem-solving
- Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions, and perspectives as appropriate to particular audiences
- Create imaginative texts to express experiences, ideas, and emotions
- Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
- Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence

- Understanding:
-

Students will learn about and develop an appreciation for:

- The features of Italian sound and written systems, including pronunciation, stress and intonation inincreasingly complex structures and texts
- Lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
- The dynamic nature of Italian (and languages in general) recognising the impact of technology,media and intercultural contact
- Intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity

Assessment:

- Class quizzes
- Unit tests
- Oral tasks
- Written tasks
- Aural and Reading comprehension
- Semester Examination

LANGUAGES

JAPANESE – YEAR 10

ELECTIVE SUBJECT – ONE SEMESTER

Manga and Anime: A look into the Japanese mindset

Semester 1 only

Learning Focus

In this course, students demonstrate a solid understanding of the defining characteristics of Japanese visual culture, and of how the traditions and cultural roots of the past continue to influence cultural behaviour and practice today. They develop the ability to work in cooperative groups on key issues in the field of Japanese cultural studies and to communicate findings to others. Students will examine how meanings are produced in image and text and how these visual representations construct identities and present such social issues as gender, youth culture, the individual, the family, and the community. Japanese language is recommended, but not a prerequisite.

Victorian Curriculum Strands:

- Communicating
- Understanding

Assessment:

- Oral tasks (English)
- Written tasks (English)
- Aural tasks (Japanese)
- Visual and reading tasks (Japanese)
- Semester examination

LANGUAGES

JAPANESE – YEAR 10

ELECTIVE SUBJECT – ONE SEMESTER

Passport to Year 11 JAPANESE

Semester 2 only

Learning Focus

In this course, students compare and contrast aspects of Japanese life. They interact to exchange information and opinions on topics in Japanese. They conduct research and reorganise information to present in a range of spoken and written forms. Students will use the Obento Supreme textbook and look at topics which include Japanese Homestay, Fashion and Part-time work. They will also learn how to complete extended writing tasks on genkoyoshi (traditional Japanese writing paper). This course is compulsory for those students who are planning or are thinking about continuing with their Japanese studies into Year 11.

Victorian Curriculum Strands:

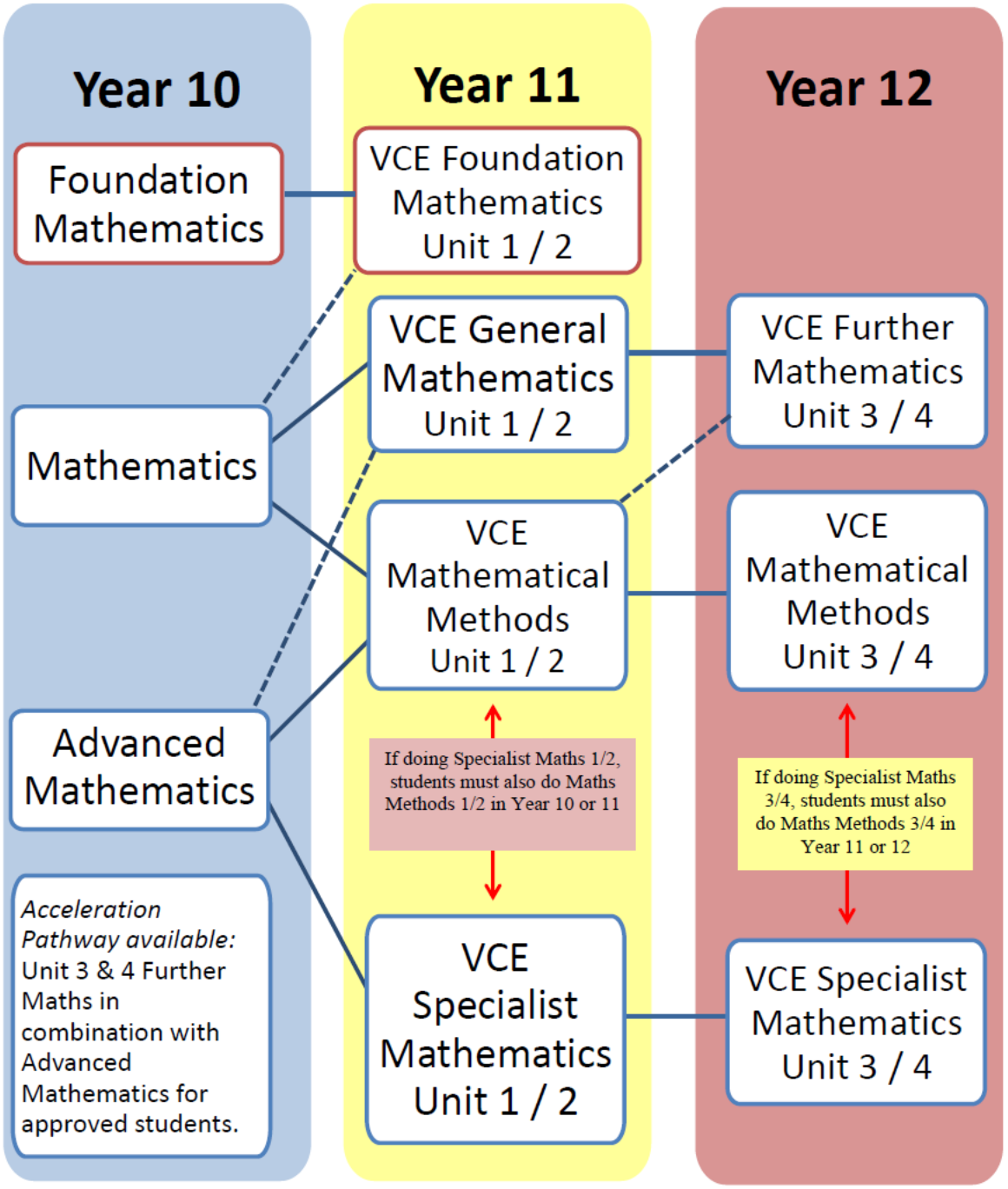
- Communicating
- Understanding

Assessment:

- Oral tasks
- Written tasks
- Aural tasks
- Visual and reading tasks
- Semester Examination

MATHEMATICS

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



MATHEMATICS

TWO SEMESTERS

In Level 10, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. They recognise the role of logical argument and proof in establishing mathematical propositions. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

The content of the curriculum is established by the Victorian Curriculum Level 10 standards.

This course will be an adequate preparation for all VCE Mathematics.

Victorian Curriculum Strands:

- Number and Algebra: Financial Mathematics – percentages, simple interest, compound interest; Linear relations and graphs– solving equations, linear graphs, applications to problem solving, simultaneous equations; Indices – index laws, negative indices, scientific notation; Quadratics - factorising, solving equations, applications to problem solving

- Measurement and Geometry: Measurement – length, applications of Pythagoras' theorem, area, surface area of prisms and cylinders, volume of prisms and cylinders; Trigonometry – finding an unknown length or angle in a right-angled triangle, bearings; Geometry – angles, congruent figures, similar figures, applications to problem solving

- Statistics and Probability: Statistics – histograms, stem and leaf plots, box plots, scatter plots, line of best fit; Probability – Venn diagrams, two-way tables, conditional probability, independent events, tree diagrams

Assessment:

A range of assessment procedures is used, including:

- Topic tests at the end of each unit of work
- Two end-of-semester examinations, technology-free and technology-rich

MATHEMATICS

ADVANCED MATHEMATICS

TWO SEMESTERS

In Level 10, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. They recognise the role of logical argument and proof in establishing mathematical propositions. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. This course is designed for students who enjoy mathematics, are confident in algebraic manipulations and who are considering studying VCE Mathematical Methods in Years 11 and 12. Students will cover content areas as established by the Victorian Curriculum Level 10 standards.

Students are selected for this course by invitation only.

Victorian Curriculum Strands:

- Number and Algebra: Linear relations and graphs – solving equations, simultaneous equations, sketching graphs, finding equations of lines, midpoint, distance between points, applications to problem solving; Indices and surds – index laws, negative and rational indices, irrational numbers, simplifying surds, rationalising denominator; Quadratics – factorising using different techniques, solving equations, applications to problem solving; Parabolas – sketching graphs, identifying turning points and intercept values, applications to problem solving; Polynomials-sketching, factorising; Non-linear graphs.

- Measurement and Geometry: Measurement – surface area and volume of prisms, cones and spheres, comparing area and volume of similar figures; Trigonometry – applications of trigonometric ratios, bearings, Sine rule, Cosine rule, unit circle; Geometry – similar figures, congruent figures, circle theorems

- Statistics and Probability: Probability – independent events, conditional probability, two-way tables, venn diagrams; Statistics - histograms, stem and leaf plots, box plots, scatter plots, lines of best fit, bivariate data

Assessment:

A range of assessment procedures is used, including:

- Topic tests at the end of each unit of work
- Two end-of-semester examinations, technology-free and technology-rich

MATHEMATICS

FOUNDATION MATHEMATICS

TWO SEMESTERS

Mathematics pervades all aspects of our lives – at home, as citizens and in the workplace. Mathematics studies the patterns between numbers, in space, in science, in computers and in imagination.

Mathematics helps students to acquire the skills and knowledge to deal confidently and competently with daily life – for employment, further study and interest. The learning of Mathematics is supported by the use of technology.

The Mathematics-Foundation course aims to:

- Develop the numeracy skills required for everyday life
- Consolidate and develop the basic skills of algebra, measurement, geometry and probability at a modified pace

This course will be an adequate preparation for VCE Foundation Mathematics Units 1 and 2 or for VCAL Numeracy. Students are selected for this course by invitation only

Victorian Curriculum Strands:

- Number and Algebra: Financial Mathematics – percentages, simple interest, compound interest; Linear relations and graphs– solving equations, linear graphs, applications to problem solving;
- Measurement and Geometry: Measurement – length, applications of Pythagoras' theorem, area, surface area of prisms and cylinders, volume of prisms and cylinders; Trigonometry – finding an unknown length or angle in a right-angled triangle, bearings

- Probability and Statistics: Statistics – histograms, stem and leaf plots, box plots, scatter plots; Probability – Venn diagrams, two-way tables, conditional probability, independent events, tree diagrams

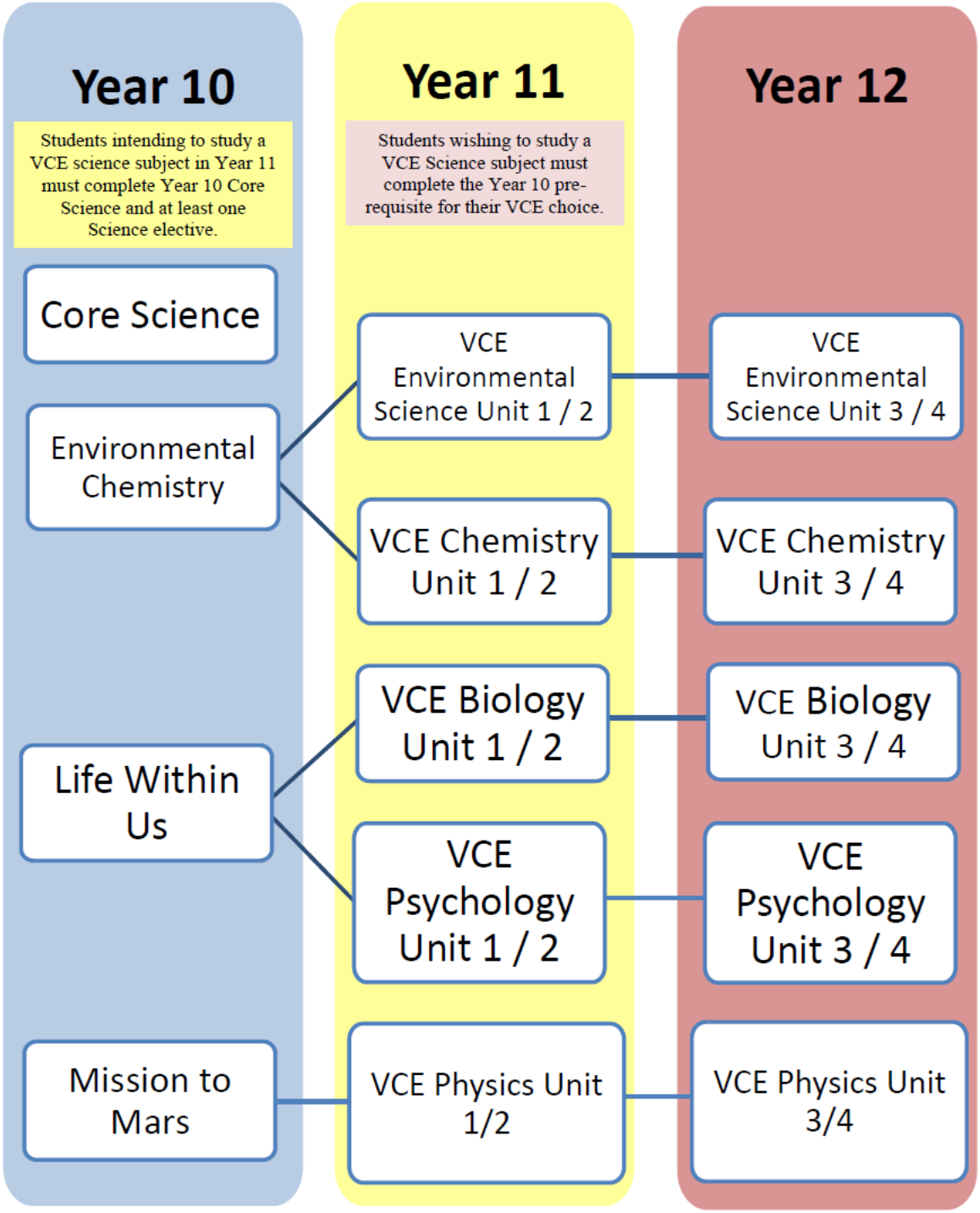
Assessment:

A range of assessment procedures is used, including:

- Topic tests at the end of each unit of work
- One end-of-semester examination

SCIENCE

The diagram below shows the possible pathways s for each subject from Year 10 to Year 11 and then Year 12.



SCIENCE

Victorian Curriculum Strands at Level 10:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding

- **Science has a human endeavour**
  - Scientific understanding, including models and theories, are contestable and are refinedover time through a process of review by the scientific community.
  - Advances in scientific understanding often rely on development in technology and technological advances are often linked to scientific discoveries.
  - The values and needs of contemporary society can influence the focus of scientific research.
- **Biological Sciences**
  - Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
  - An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses
  - The transmission of heritable characteristics from one generation tothe next involving DNA.
  - The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
  - Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems
- **Chemical Sciences**
  - All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
  - The atomic structure and properties of elements are used to organise them in the periodic table
  - Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
  - Different types of chemical reactions are used to produce a range of products and canoccur at different rates; chemical reactions may be represented by balanced chemicalequations.
  - Chemical reactions, including combustion and the reactions of acids, are important in bothnon-living and living systems and involve energy transfer.
- **Earth and Space Sciences**
  - The theory of plate tectonics explains global patterns of geological activity and continental movement.
  - Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere
  - The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe
- **Physical Sciences**
  - Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current
  - The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors
  - Energy flow in Earth's atmosphere can be explained by the processes of heat transfer
  - The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics.

SCIENCE

Science Inquiry Skills

- **Questioning and predicting**
  - Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables.
- **Planning and conducting**
  - Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types.
  - Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability.
- **Recording and processing**
  - Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data.
- **Analysing and evaluating**
  - Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions thatare consistent with evidence.
  - Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data.
- **Communicating**
  - Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

SCIENCE

CORE SCIENCE

ONE SEMESTER

ALL Year 10 students must study Core Science.
Students intending to study VCE Science MUST also complete a Year 10 Science Elective.

Learning Focus:

Year 10 Core Science will focus on scientific literacy and the application of science to everyday life. Students will examine the scientific evidence for the change in climatic conditions worldwide, explore things that may contribute to this change and how scientific developments can mitigate the effect of human activity on Earth's Climate. Students will explore the physics of motion from the perspective of Car safety and things that can contribute to surviving an accident. Students will continue their learning about diseases from year 9 by looking at the current pandemic as well as other diseases that may commonly affect the students' age group and look at how information about diseases is communicated through various media.

Assessment:

A range of assessment methods will be used, which may include:

- Practical investigation activities & reports.
- Research and application tasks.
- Tests.
- Scientific Wall Chart communicating findings on a student designed experimental investigation.
- End of semester examination

ENVIRONMENTAL CHEMISTRY

ONE SEMESTER

ALL Year 10 students must study Core Science.
Students intending to study VCE Science MUST also complete a Year 10 Science Elective.
Environmental Chemistry will be a good introduction for any student wishing to study Chemistry or Environmental Science at year 11 and 12

Learning Focus

In Environmental Chemistry, students develop an understanding of the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on these systems. They study global systems and investigate the impact of human activities such as the use of renewable and non-renewable energy sources. They look at how these affect systems on a local and global scale which enables them to predict how changes will affect equilibrium within these systems. Students learn to interpret data and differences between primary, secondary and proxy data.

Students will explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations for summarising chemical reactions, including neutralisation and combustion. Students can then apply their knowledge of chemistry to the combustion reaction occurring during the rocket launch and car safety.

Assessment:

A range of assessment methods will be used, which may include:

- Practical investigation activities & reports.
- Research and application tasks.
- Tests.
- Scientific Wall Chart communicating findings on a student designed experimental investigation.
- End of semester examination

SCIENCE

LIFE WITHIN US

ONE SEMESTER

ALL Year 10 students must study Core Science.
Students intending to study VCE Science MUST also complete a Year 10 Science Elective.
Life Within Us will be a good introduction for any student wishing to study Biology or Psychology at Year 11 and 12

Learning Focus:

In this unit students learn about the concepts of Genetics and the Theory of Evolution. The students learn that the transmission of heritable characteristics from one generation to the next involves DNA and genes. The students will learn how information technology can be applied to different areas of science, for example, DNA sequencing etc.

This unit will also focus on making decisions about science practices and applications, ethical and social implications must be taken into account. The students consider the use of genetic testing for decisions such as genetic counselling, embryo selection, identification of carriers of genetic mutations and the use of this information for personal use or by organisations such as insurance companies or medical facilities.

In Term II students will study human behaviour and mental processes. They will cover three major theories such as psychoanalysis, behaviorism and humanism. Students will compare Psychology to Pseudosciences. Students will also carry out practical tasks involving learning by observation and applying core concepts. Students who show a strong interest in social or biological sciences, psychology, mental health and understanding human behaviour will benefit from this elective.

Assessment:

A range of assessment methods will be used, which may include:

- Practical investigation activities.
- Topic tests on Psychology Research Methods and Genetics.
- End of Semester Examination.

SCIENCE

MISSION TO MARS

ONE SEMESTER

ALL Year 10 students must study Core Science.
Students intending to study VCE Science MUST also complete a Year 10 Science Elective.
Mission to Mars will be a good introduction for any student wishing to study Physics at Year 11 and 12

Learning Focus:

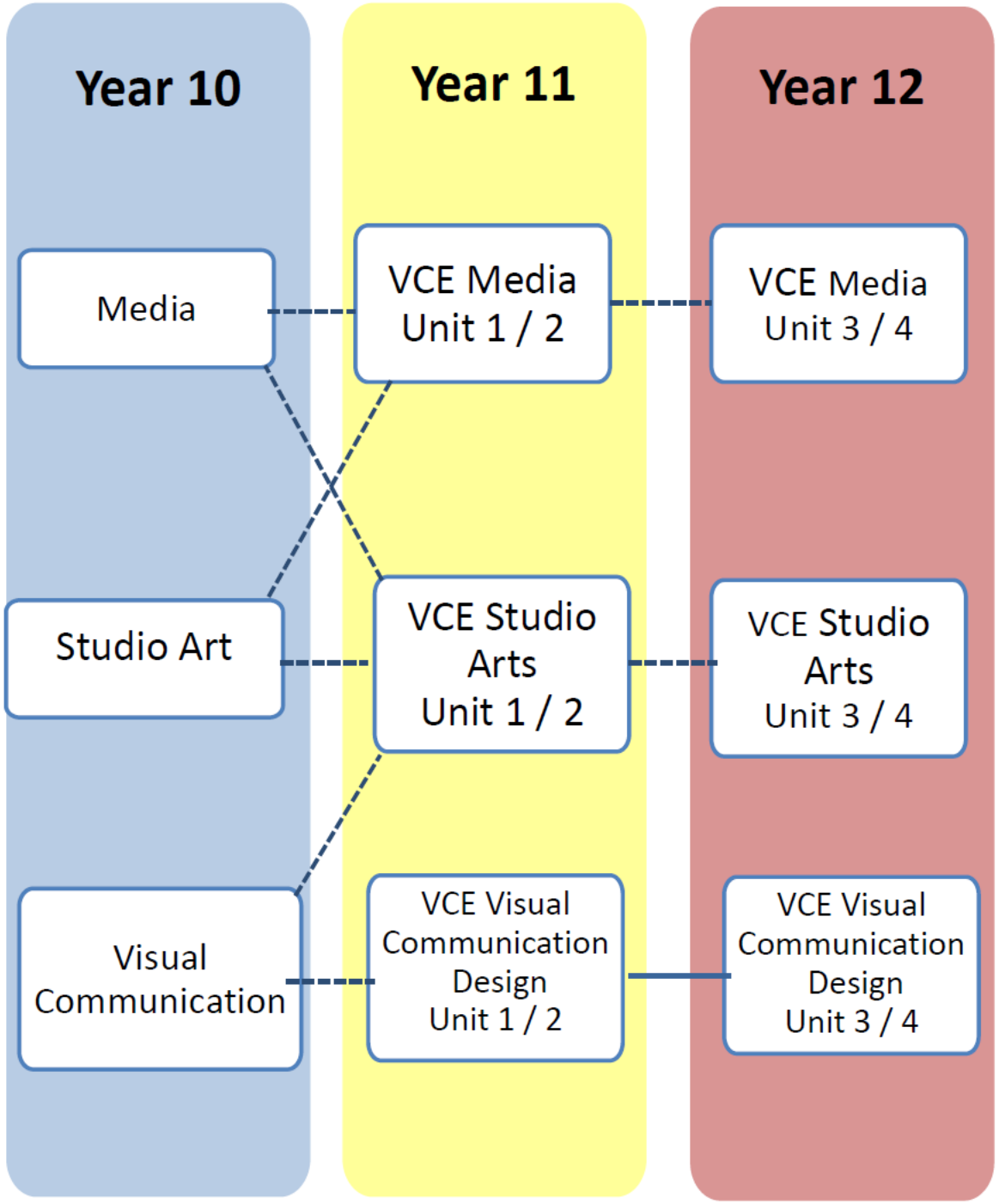
In Mission to Mars, students develop an understanding of the universe and why humans may want to explore it. They will study Stars and Planets, and what science can discover about these without travelling to them. Students will explore what might be found on Mars, what this may indicate about the history of Mars as a planet and what it might tell us about the History of Earth. Students will explore the physics of motion through the design construction and launch of a model rocket. Students work as a team and use their problem-solving skills to successfully complete a geological survey of the "Mars" surface at the Victorian Space Science Education Centre. Students wear specially designed spacesuits and act as astronauts, mission controllers and research scientists whilst at the Centre.

A range of assessment methods will be used, which may include:

- Practical investigation activities & reports.
- Research and application tasks.
- Tests.
- Scientific Wall Chart communicating findings on a student designed experimental investigation.
- End of semester examination

VISUAL ARTS

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



VISUAL ARTS

MEDIA

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Media plays an enormous role in our lives today. Students observe, use and produce media on a daily basis and as such need to develop a critical eye and technical skills to enhance their media consumption. In Media students will develop an understanding of the relationship between the audience and genre when planning a media product. They will refine production techniques relevant to the selected media form to convey meaning and evaluate their own productions to achieve their intention more effectively.

Victorian Curriculum Strands

- **Explore and Represent Ideas**
    - Exploring and experimenting with ideas and representations using images, sound and text. Manipulating media structure, elements and concepts with intent to represent and communicate ideas.
- **Media Arts Practices**
    - Developing and refining understanding, skills, techniques, technologies and processes.
- **Present and Perform**
    - Planning, producing, presenting and distributing media artworks to audiences. Considering the relationship between artist intentions, audience interpretation and engagement
- **Respond and Interpret**
    - Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in media artworks. Examining media artworks in historical, cultural, institutional and social contexts.

Assessment:

- Planning and production of a variety of photographic and video tasks.
- Analysis and interpretation of media products such as TV shows, films, games, photographs.
- End-of-Semester written examination

VISUAL ARTS

STUDIO ART

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Visual Arts includes the fields of art, craft and design. Students create visual artworks that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer. Through Visual Arts students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Victorian Curriculum Strands:

- **Explore and Express Ideas**
    - Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make.
- **Visual Arts Practices**
    - Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.
- **Present and Perform**
    - Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.
- **Respond and Interpret**
    - Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts.

Assessment:

A range of assessment procedures is used, including:

- Documented Folio of creative making techniques
- Written art responding tasks
- End-of-semester examination

VISUAL ARTS

VISUAL COMMUNICATION

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

In Year 10 students build on their awareness of how designers work with a client 'brief' o communicate ideas, for a specific purpose, to a targeted audience using different visual communication design practices. They will use visual thinking strategies to simulate ideas to produce a range of two- and three-dimensional drawing using the conventions specified by the VCAA. Students will examine the contribution of designers in a historical and cultural design context.

Year 10 Visual Communication may lead into VCE Visual Communication Design, Media, Art, or Design Technology course options.

Victorian Curriculum Strands

- **Explore & Represent:**
  - Students will work from a brief that they have developed. They will use design thinking strategies to create visual imagery related to that brief. Students will trial and experiment with a rang of elements, principles, materials, media and methods to communicate their ideas that are annotated and evaluated throughout production. They will complete a final presentation that meets the brief

- **Respond and Interpret: Historical Design Investigation**
  - Students will investigate the work of a historical and contemporary designer. They will analyse and critique the use of elements, principles, materials, media and methods used by these designers. Discussion in their written report will also include the changes that have developed in that design field

- **Design Practices: Environmental Drawing Methods/Present & Perform Architectural Presentation Drawings**
  - Students will work from a brief and learn how to create plans, elevations and three-dimensional drawings using Australian Standard conventions to create presentation drawings. They will use manual, technical and ICT methods in he production of these drawings
- **Examination**
  - Students will complete an end of semester examination on the material covered in this course

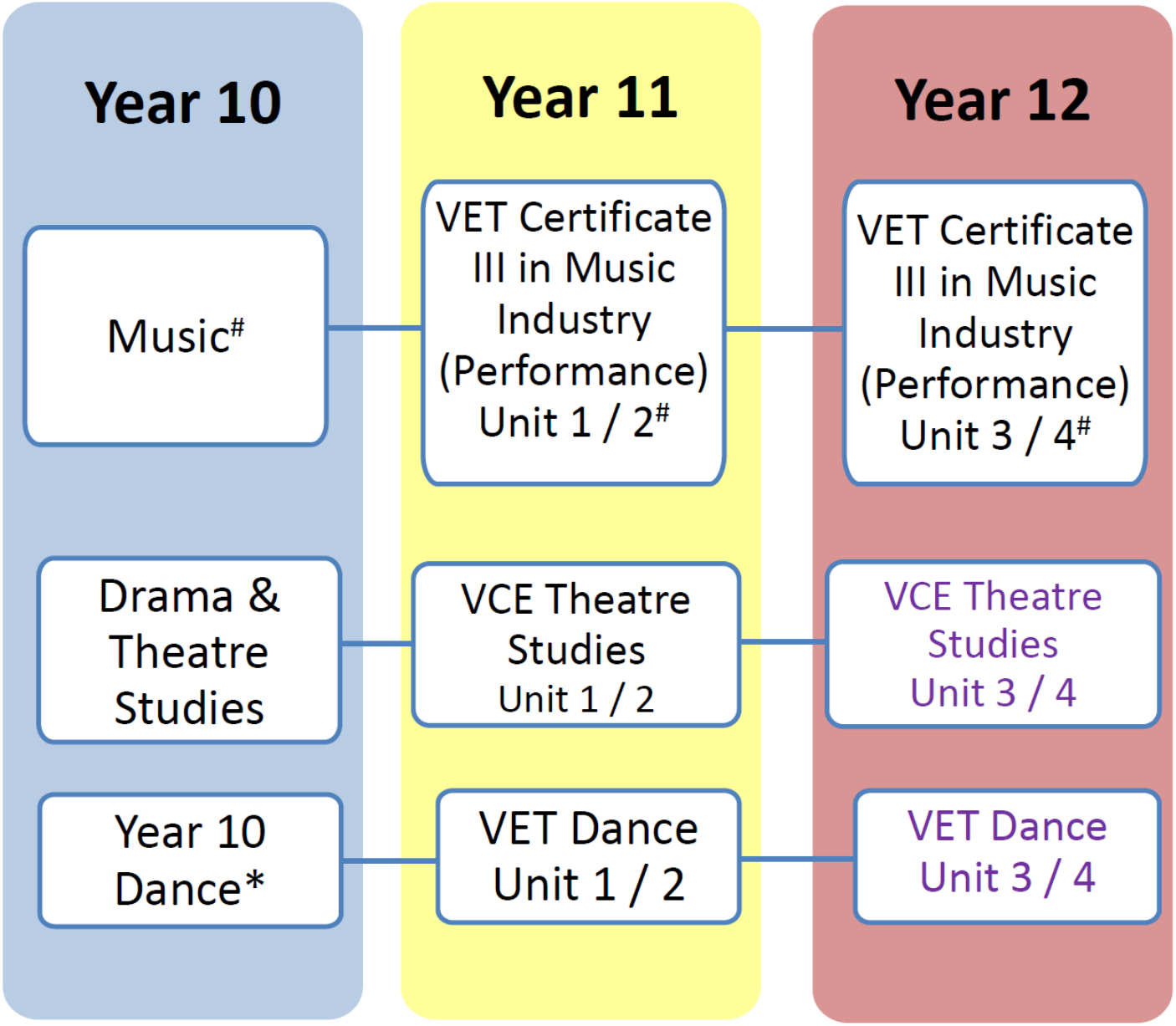
Assessment:

A range of assessment procedures is used, including:

- practical design activities,
- assignment
- end of semester examination

PERFORMING ARTS

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



 # It is highly recommended that students choosing Music in Years 10 – 12 are taking instrumental lessons

PERFORMING ARTS

DRAMA

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Students choosing this unit will explore Non-naturalism and its associated conventions. They will develop skills in stagecraft through the realisation of a non-naturalistic playscript. Students will develop skills in practical stagecraft areas, such as acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion/publicity, set, sound and stage management.

Victorian Curriculum Strands:

Explore and Express ideas
Students will manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Drama Practises
Students will structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements

Present and Perform
Students will perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience

Respond and Interpret
Students will analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform, and view

Assessment:

- Practical participation and application of stagecraft
- Journal presenting evidence and analysis of application of stagecraft
- A test, report, or written analysis, reviewing play in performance
- End-of-Semester written examination

PERFORMING ARTS

DANCE

ELECTIVE SUBJECT - ONE SEMESTERS

It is strongly encouraged that students electing to study this unit have current dance experience. If there are any doubts, students can see clarification from the subject teacher to ascertain their suitability.
Performance is a compulsory component of this course and involve evening concerts

Learning Focus:

As students learn about dance, they broaden their experiences of dance genres and particular styles and use these as a springboard for their making and responding in Dance. They also consider ow dance can communicate and challenge ideas about issues and concepts. By the end of Level 10, students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse, and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to he style and genre. Students analyse choreographers use of the elements of dance, choreographic devices and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations.

Victorian Curriculum Strands:

Explore and Express Ideas
Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities. Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent.

Dance Practices
Practice and refine technical and expressive skills to develop proficiency in genre and style-specific techniques. Structure dances using movement motifs, choreographic devices and form

Present and Perform
Perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent

Respond and Interpret
Evaluate their own choreography and performance, and that of others, inform and refine future work. Analyse a range of dance from contemporary and past times, including dance of Aboriginal and Torres Straight Islander peoples, to explore differing viewpoints and develop understanding of dance practice across local, national and international contexts.

Assessment:
PERFORMANCE

- Performance of a group dance piece

WRITTEN ANALYSIS

- Identifying and analysing the structure of a dance piece and use dance terminology in supporting their responses

CHOREOGRAPHY

- Performance of solo or group choreography

PERFORMING ARTS

MUSIC

ELECTIVE SUBJECT – ONE SEMESTER

Students electing to study this unit are required to have their own musical instrument for private practice. They expected to undertake private lessons on their instrument and participate in the college Co-curricular music ensemble program. If there are any doubts, students can seek clarification from the subject teacher to ascertain their suitability.
Performances are a compulsory component of this course and involve evening concerts.

Learning Focus

Learning in Music involves students using their voices, instruments, and technology as they make and respond to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing, and performing, developing a personal voiceas composers, performers and audience. Students continue to develop their listening skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex performance techniques, compositional devices and forms and explore styles andgenres in greater depth. They build on their understanding of how musicians communicate with audiences in solo and ensemble contexts. Students maintain safety, correct posture, and technique in using voice, instruments and technologies.

Victorian Curriculum Strands:

- **Explore and Express Ideas**
  - Focuses on exploring sound and silence and ways of using voice, body percussion, instruments, and technologies to develop and express ideas
  - Students use listening skills and imagination to develop ideas in response to stimuli such as music they have listened to, observations, feelings, experiences, and research
  - They explore ways of using and manipulating and the elements of music and compositional devices
- **Music Practices**
  - Focuses on developing knowledge and understanding of skills, techniques, and processesfor listening, composing and performing music from diverse cultures, times and locations
  - Students listen with intent, sing, play instruments and use notation and technologies to interpret, improvise, compose, and document music
  - They practice and refine listening, technical, and expressive skills as individuals and inensembles and refine their work in response to feedback
- **Present and Perform**
  - Focuses on planning, rehearsing and refining performances to communicate ideas and intentions to an audience
  - Students use voice, instruments, technologies and performance and expressive skills and techniques to perform solo and ensemble music
- **Respond and Interpret**
  - Focuses on reflecting, questioning, analysing and evaluating as listeners, composers, andperformers
  - Students use listening skills to discriminate, identify and describe qualities of sound and features of music
  - They interpret and analyse music from diverse cultures, times and locations and explore how contexts inform music and music making and how music connects with other art forms and disciplines

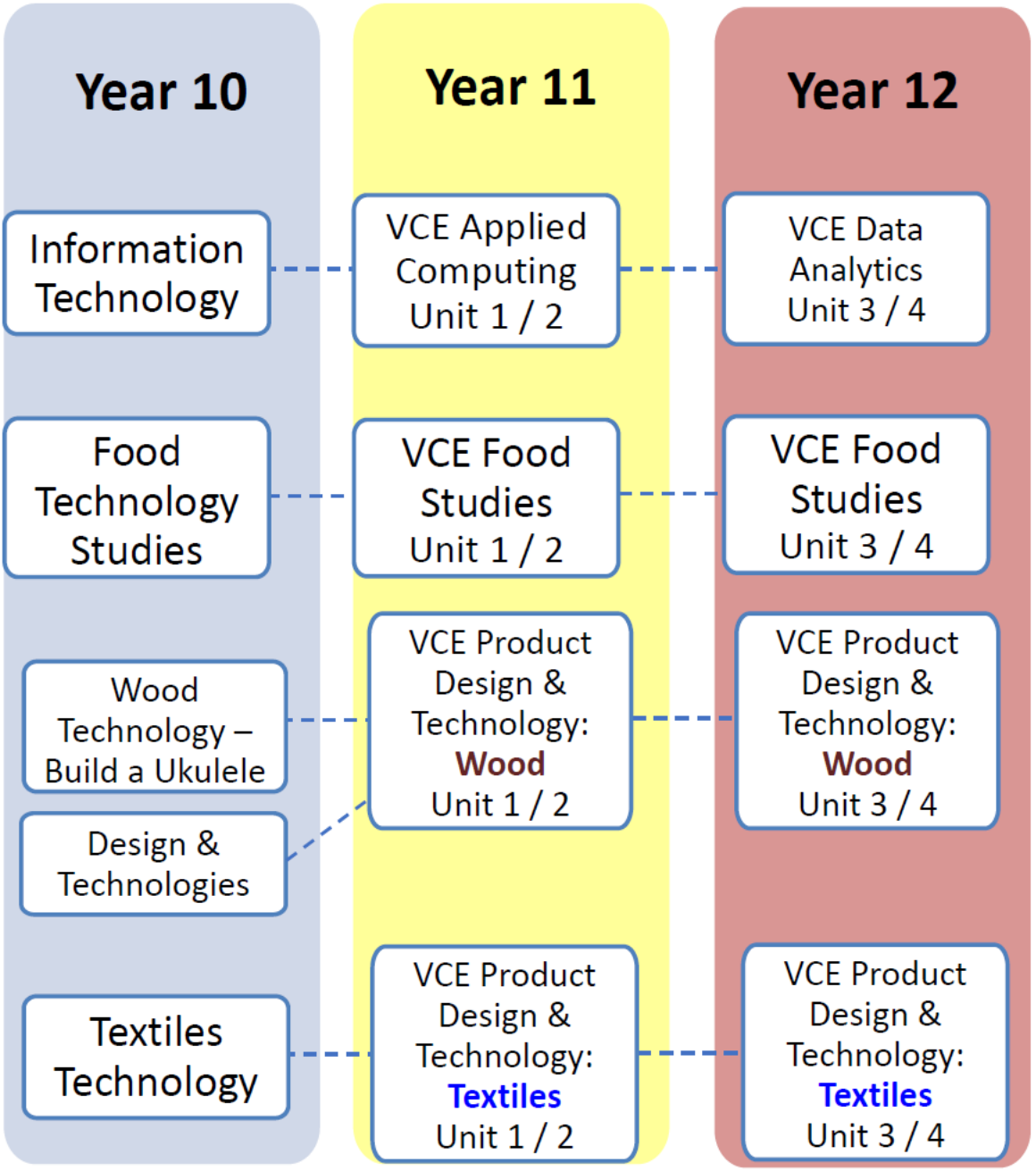
PERFORMING ARTS

Assessment:
A range of assessment procedures is used, including:

- Group/solo performance
- Composition
- Listening analysis
- End-of-semester examination (written and aural)

TECHNOLOGY

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



FOOD TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Food Technology at this year level aims to provide students with advanced knowledge and skills necessary to use a range of materials, equipment and processes to produce food products. The unit contributes to student awareness and understanding of health-related issues and theirlink to food. The second part of the course focuses on the food industry and the production of food for specific purposes.

Victorian Curriculum Strands:

Creating Designed Solutions

- Investigating and Generating:
  - Students work through the design process
  - Design briefs
  - Research
  - Make critical decisions about materials
  - Identify a range of criteria for evaluation
  - Production plans
- Production:
  - Students safely, efficiently and hygienically produce food products using a range of techniques, equipment, tools and ingredients, taking into consideration quality and aesthetic factors.
- Evaluating:
  - Students critically analyse and evaluate design ideas and solutions processes, against criteria for success recognising the need for sustainability
- Planning and Managing
  - Students will develop plans to manage projects taking into consideration time, cost and production processes.

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Assessment:

Assessment tasks include:

- Production – use of equipment and utensils to produce selected food products
- Written test – written and practical test on safety and hygiene
- Research and analytical skills – research report on a selected topic, including menu planning and catering for special needs
- Design Brief – designing, producing and evaluating a decorated fruit cake
- End-of-semester examination

TECHNOLOGY

INFORMATION TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Software – Microsoft Office, Python, Google Suite and use of online digital technologies.

Victorian Curriculum Strands:

- Digital Systems
  Focuses on the hardware, software and network components of digital systems

- Data Information
  Focuses on the properties of data, how they are collected and represented, and how they are interpreted in context to produce information

- Creating Digital Solutions
  Explores the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating

Assessment:

A range of assessment methods will be used, including:

- Short answer tests
- Practical tests
- Oral presentations using ICT skills
- Group and individual solutions to information problems and issues
- Folios
- Set assignments
- End-of-semester examination

TECHNOLOGY

TEXTILES TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design and Technology at this year level aims to promote understanding of the technology process, working with design briefs, investigating function and aesthetics, developing the capacity to model, assemble and disassemble products, communicating ideas, considering risk assessment, documenting work and developing evaluation criteria.

Victorian Curriculum Strands:
Creating Designed Solutions

- Investigating and Generating:
  - Students work through the design process
  - Design briefs
  - Research
  - Generate designs and justify preferred options
  - Make critical decisions about materials
  - Identify a range of criteria for evaluation
- Producing:
- o Students safely, responsibly and using protective clothing when necessary, produce:
  - A bag enhanced by a choice of several different processes (machine or hand embroidery, beaded, patch worked, fabric dyed or printed)
  - An article of clothing – skirt or shorts
  - A soft plush toy – animal design
- Evaluating:
  - Students use evaluation criteria and critical analysis to make appropriate suggestions for changes to their products that would lead to an improved outcome.
- Planning and Managing
  - Students use processes to coordinate production designed solutions

Assessment:

A range of assessment methods will be used, including:

- Practical tasks
- Folio
- Design Assignment - Elements of Design
- End-of-semester examination

TECHNOLOGY

DESIGN TECHNOLOGIES

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design and Technologies prepares students to navigate the increasingly complex and technological world in front of them.

This project-based learning curriculum offers students a broad range of educational experiences, readily transferable to home, life, leisure activities, the wider community, and to work.

In class, students plan (CAD - Computer Aided Design) and manage projects from conception to realisation. This involves applying design thinking to generate, investigate and refine ideas, while planning, managing, producing and evaluating designed solutions.

Students are provided with practical opportunities to be users, designers and producers of new technologies.

Design and Technologies aims to develop a sense of pride, satisfaction and enjoyment in students derived from the ability to design and create.

Victorian Curriculum Strands:

Creating Designed Solutions is organised by five sub-strands:

Investigating – students critique, explore and investigate needs and opportunities

Generating – students develop and communicate ideas, make choices, weigh up options, and consider alternatives.

Producing – students apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions.

Evaluating – students evaluate and make judgments throughout a design process, about the quality and effectiveness of their designed solutions.

Planning and managing – Working individually and collaboratively, students learn to plan and manage time, along with other resources, to effectively create designed solutions.

Assessment:

- Production - Create a scale replica of an iconic design using design elements
- Design - Students use CAD (Computed Aided Design) to produce model drawings from 2D drawings and videos
- Design - Students create a CAD model to create a scale prototype using emerging technologies (3D printer)
- End of Semester Examination

TECHNOLOGY

WOOD TECHNOLOGY
BUILD A UKULELE
ELECTVE SUBJECT – ONE SEMESTER

Learning Focus

This project-based subject centres around students building their own playable Ukulele from scratch.

It is a way for students to experience manufacturing or a trade based pathway at the end of school, as well as students who are completing or looking to complete a VET subject. It is also aimed at students who enjoy woodworking and other practical hobbies.

Skills that are developed in this subject are: hand eye coordination, fine motor skills, spatial reasoning, mathematics, self and project management, selective attention, as well as logic and reasoning skills.

This is a practical subject. You will be spending lessons in the woodwork room. However, some theory work is involved, including designing and drawing a headstock of a Ukulele, and some safety related material. The subject does have an exam centred around the production of the Ukulele and using tools and machines.

Previous students have developed a sense of pride, satisfaction and enjoyment from their Ukulele and the experience building it.

Victorian Curriculum Strands:

Creating Designed Solutions

Investigating and Generating:
- Research
- Generate designs and justify preferred options
- Make critical decisions about materials
- Identify a range of criteria for evaluation

Producing:
- Students safely, responsibly and using protective clothing when necessary, produce a product from a variety of materials (plastic, wood, metal)

Evaluating:
- Evaluate design ideas processes solutions again comprehensive criteria for success.

Planning and Managing
- Develop project to plan and manage projects individually or collaboratively taking into consideration time, cost, risk and production process.

Assessment:

- Students produce working drawings of a headstock
- Students produce a working Ukulele from a range of materials, instruction, and theory notes
- End of Semester Examination

WHERE TO GET INFORMATION

Source of Information	Location/Contact
1. Course and careers information websites	• My Future – Australia's Careers Information Service: www.myfuture.edu.au/ • Youth Central link : www.youthcentral.vic.gov.au/
2. Job Guide	• Available in the Resource Centre and online at www.jobguide.deewr.gov.au
3. Open Days – University & TAFE	• See Newsletter, Noticeboards for details
4. Careers & Pathways Coordinator, Applied Learning Leader, Director of Studies, Heads of House, Learning Area Leaders and Subject Teachers	• Careers Office (in the Joseph Centre) • Resource Centre • Various offices
5. Reference Books (including Handbooks and Course Guides)	• Careers Office (in the Joseph Centre) • Resource Centre
6. LEAP & VET Information Evening Subject Selection & Careers Expo Evening Nazareth College Course Advice Day	• **29 July 2020** • **29 July 2020** • **4 August 2020**
7. TAFE (Technical and Further Education)	• TAFE Courseline: 131823 and website www.tafe.vic.gov.au • TAFE handbooks in the Resource Centre • Holmesglen TAFE: www.holmesglen.vic.edu.au • Box Hill TAFE: www.bhtafe.edu.au/ • Chisholm TAFE: www.chisholm.vic.edu.au
8. University websites	• Monash University: www.monash.edu.au/ • University of Melbourne: www.unimelb.edu.au • RMIT: www.rmit.edu.au/ • Victoria University : www.vu.edu.au/ • Australian Catholic University: www.acu.edu.au • Deakin University: www.deakin.edu.au
9. VICTER 2022 or 2023 (Victorian Tertiary Entry Requirements)	• Newspaper supplement in July • Copies of VICTER in the Resource Centre
10. VTAC (Victorian Tertiary Admissions Centre)	• Booklet "Where to Now" • Current VTAC Guide in Resource Centre; • Website: www.vtac.edu.au
11. VCAA (Victorian Curriculum and Assessment Authority)	• Website: www.vcaa.vic.edu.au