



# Our Lady of Sion College



## Year 10, 2021 Curriculum Handbook

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# Principal's Message

I warmly welcome you to Year 10 and hope the 2021 academic year will be rewarding and successful for you. At Our Lady of Sion College, we strive to ensure the curriculum is challenging, interesting and diverse. The curriculum program at Year 10 offers many exciting learning opportunities, together with more variety and choice. Our aim is to capture your imagination, passion and interest so that you can achieve your goals and aspirations.

This curriculum handbook outlines the curriculum program available to all Year 10 students in 2021.

I encourage you to read this handbook carefully with your parents/guardians as it contains important information about all core subjects, elective options and VCE acceleration opportunities.

I trust that you will enjoy this exciting learning program at Year 10. I encourage you to strive for your personal best and to make the most of your God-given gifts.

With every blessing



Tina Apostolopoulos  
College Principal

# Year 10 Curriculum Structure

The curriculum at Our Lady of Sion College provides a Catholic education imbued with the Sionian charism. The Year 10 curriculum focuses on the development of important skills including literacy, numeracy, interpersonal and interdisciplinary skills as well as the development of key knowledge and skills from within the various disciplines. The curriculum offers a significant number of units and is structured to offer students a high degree of flexibility to allow for personal talents and gifts to develop. Year 10 provides students with the opportunity to develop skills and prepare effectively for the final two years of secondary schooling; VCE or VCAL. Year 10 subjects are rigorous in content, have a variety of assessment items and have an end of semester examination.

Year 10 students learn within a rigorous, challenging, supportive and contemporary learning environment that promotes personal excellence. The Year 10 curriculum provides engaging learning programs that encourage students to use their talents to the best of their abilities and to strive for excellence. The learning program is personalised through the extensive selection of units offered, as well as through learning support and enrichment.

The Year 10 curriculum structure consists of core, elective and accelerated units. Students may choose to apply to study a VCE Unit 1 and 2. The application process is outlined on page 8. A unit runs for the length of a semester. Within core subject areas students may have the option of selecting from a range of units within the disciplines. Descriptions of all units are provided later in the handbook.

To assist Year 10 students in considering post-school options and potential pathways, students will undertake work experience in the first week of Term 3. The week allows students to test out their ideas about what a suitable pathway might look like. It is a valuable week that allows students to develop new skills, career ideas and an understanding of the workplace. Year 10 students are asked to secure a placement by the beginning of Term 2. Further information can be found at [www.olscareers.com](http://www.olscareers.com) or by speaking to the Careers and Pathways Counsellor.

## Core Units

Year 10 students are required to study the following units across the year:

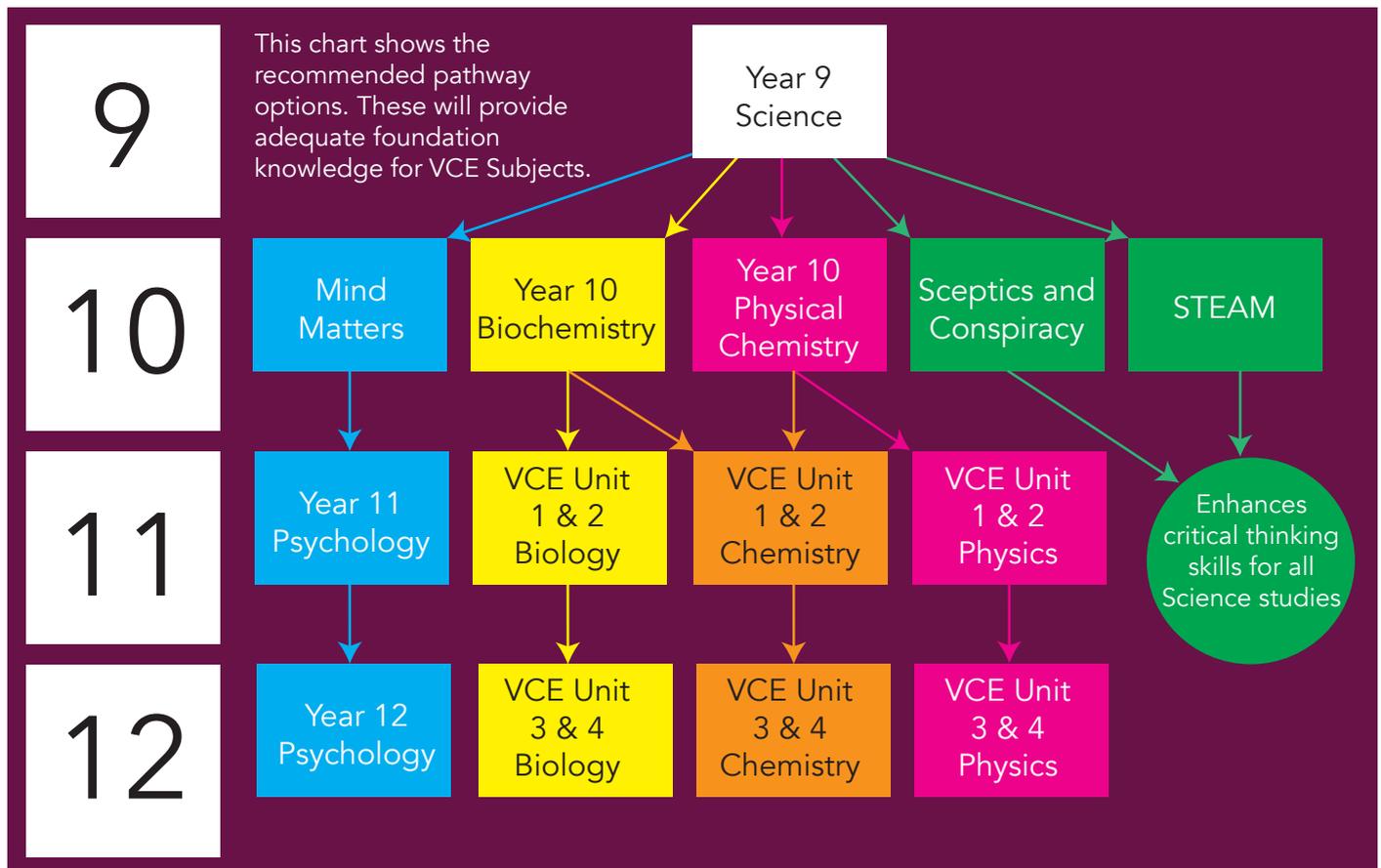
- Religious Education
- English
- Mathematics (Pre-General or Pre-Methods; see p. 6 for Mathematics Pathway Overview)
- L'Chaim
- Health and Physical Education core (one semester, subsequent electives may also be chosen; see p. 7 for Physical Education Pathway Overview)
- Science core (one semester chosen from three options; subsequent electives may also be chosen; see p. 6 for Science Pathway Overview).

## Elective Units

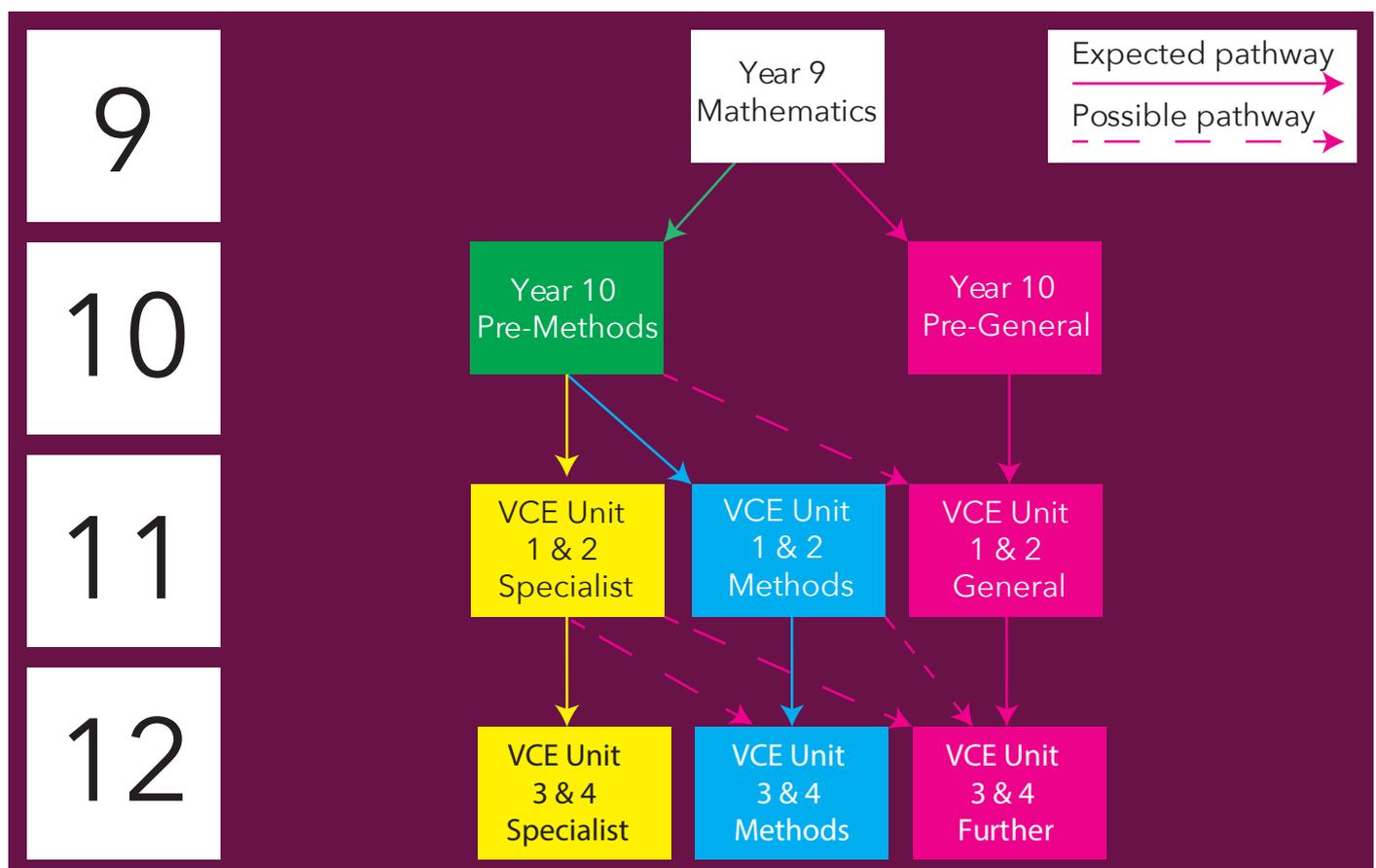
Students are then required to select a number of elective units from the table on the following page; one Science elective from column 1, any six 'four-period' electives from column 2, and either two 'six-period' electives from column 3 OR a Unit 1 and 2 VCE Unit.

Science core subject: select one from this column	Four-period electives: select any six from this column	Six-period electives: select two from this column OR a VCE Unit (p. 8)
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Dorothy Hodgkin – Biochemistry</li> <li>• Marie Curie – Physical Chemistry</li> <li>• Science: Sceptics and Conspiracy</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Dorothy Hodgkin – Biochemistry</li> <li>• Marie Curie – Physical Chemistry</li> <li>• Science: Sceptics and Conspiracy</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Science: Mind Matters</li> <li>• STEAM: Designing the Future</li> </ul>
	<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>• Year 10 Art</li> <li>• Year 10 Drama</li> <li>• Year 10 Media</li> <li>• Year 10 Music Performance</li> <li>• Year 10 Visual Communication Design</li> </ul>	<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>• Drama: The Art of Theatre</li> </ul>
	<p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Health and PE: Amazing Body</li> <li>• Health and PE: Let's Get Physical</li> </ul>	<p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Health and PE: Peak Performance</li> </ul>
	<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>• Economics: Economics and Informed Citizens</li> <li>• Geography: Going Global</li> <li>• History: War, Freedom and Pop Culture</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Literature</li> </ul>
	<p><b>Languages*</b></p> <ul style="list-style-type: none"> <li>• Chinese</li> <li>• Italian</li> <li>• French</li> </ul> <p>*Languages must be studied for a full year and count as <b>two</b> electives.</p>	
	<p><b>Technologies</b></p> <p><b>Design and Technologies</b></p> <ul style="list-style-type: none"> <li>• Food Studies: Food by Design</li> <li>• Year 10 Textiles: What's in Vogue?</li> </ul> <p><b>Digital Technologies</b></p> <ul style="list-style-type: none"> <li>• Digital Technologies: Game Design and Interaction</li> </ul>	<p><b>Technologies</b></p> <p><b>Design and Technologies</b></p> <ul style="list-style-type: none"> <li>• Food Studies: Food Styling</li> </ul>

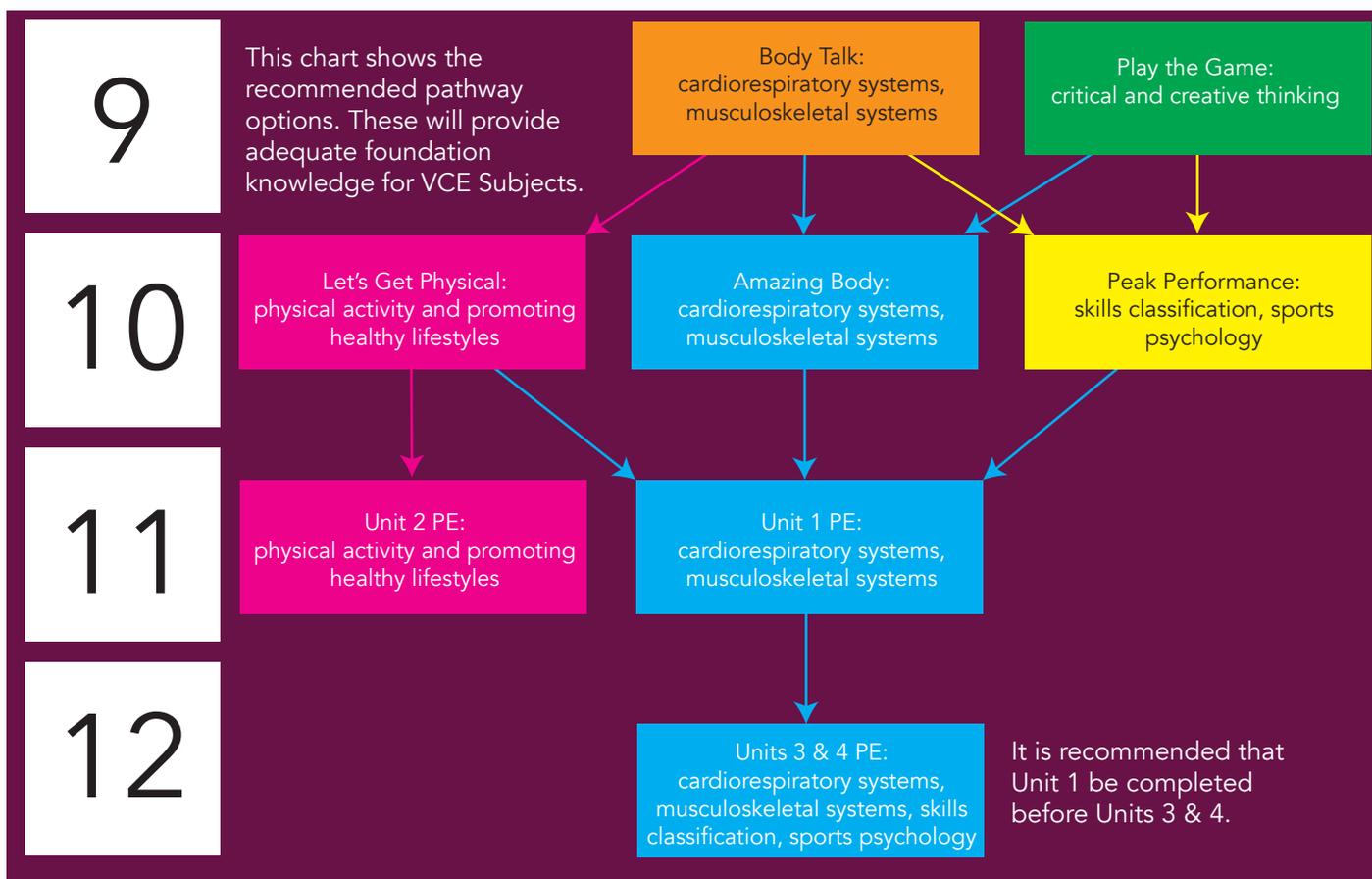
# Science Pathway Overview



# Mathematics Pathway Overview



# Physical Education Pathway Overview



## Subject Selection Process

There are many factors to consider when you are selecting preferences for Year 10 subjects. After reading this curriculum handbook you might consider discussing the choices with the relevant Learning Leaders and subject teachers as well as current Year 10 students who are studying similar electives in which you are interested.

### Key Dates

Please remember to select preferences for subjects based on your interests and abilities. Key dates relevant to the 2021 subject selection process include:

<b>24 June</b>	Year 10, 2021, Subject Selection Information Evening, 6 pm (via Zoom)
<b>26 June</b>	Applications to undertake a Unit 1 and 2 in Year 10 available
<b>17 July</b>	Year 10, 2021, Subject Selection Seminar (Google Meet, period 3, students only)
<b>20 July</b>	Applications to undertake a Unit 1 and 2 in Year 10 due
<b>27 July</b>	Web Preferences open at 4.30 pm
<b>3 August</b>	Web Preferences close at 8.00 am
<b>4 August</b>	Web Preference signed receipts due to Homeroom Teachers

# Undertaking a Unit 1 and 2 in Year 10

Students in Year 10 have the opportunity to access some VCE Units 1 & 2. This allows students who are ready to meet the academic challenges and rigours of VCE to have the opportunity to broaden their VCE program. Students who wish to be considered for such units should access the 2021 VCE/VCAL Curriculum Handbook via the Learning and Teaching link on the College website. The College will offer the following Unit 1 and 2 VCE units in 2021 for acceleration. The VCE units that may be available are:

- Accounting
- Art
- Biology
- Business Management
- Chinese
- Drama
- Food Studies
- Health and Human Development
- History – 20th Century
- Legal Studies
- Media
- Music Performance
- Physical Education
- Psychology
- Studio Arts
- Visual Communication Design

Places in classes will be limited because students in Year 11 and 12 undertaking VCE must be given first priority.

Timetable restrictions mean that preferences may not be able to be accommodated.

Some Unit 1 and 2 studies are not recommended at Year 10.

Further questions about VCE subjects should be directed to the relevant Learning Leader, the Senior Learning Leader, or the Deputy Principal – Learning and Teaching.

When applying to undertake a VCE study, students are asked to nominate three subjects that they would like to study. While they are to be listed in preference order, the emphasis is on the experience of undertaking a Unit 1 and 2 rather than one particular subject.

## Why undertake a Unit 1 and 2?

It is important that students consider why they are applying to undertake a Unit 1 and 2.

Acceleration at this level provides some students with challenge and enrichment in a subject that may be of interest; some students benefit from familiarising themselves with VCE at Year 10 and for some students it may be a study that they may be eligible to undertake a Unit 3 and 4 in Year 11.

For students who then accelerate in Year 11 by undertaking a Unit 3 and 4, it provides a sixth study which contributes 10% toward their ATAR.

**Note: Students need to apply in 2021 to undertake a Unit 3 and 4 in Year 11, 2022.**

## Is this pathway right for me?

This is a vital question that students are urged to explore in consultation with staff and their parents before submitting an application. When exploring this question, students must consider their total VCE program over three years, (i.e. Years 10–12) and how undertaking a Unit 1 and 2 at Year 10 impacts on Year 11 and Year 12.

For some students, undertaking a Unit 3 and 4 at Year 11 may not be the best option as in the following cases:

- Some Unit 3 and 4 studies require a level of maturity that comes with time and students may achieve a higher study score if it were undertaken in Year 12. For example, it may be appropriate for a student seeking enrichment in Science to undertake Unit 1 and 2 Biology in Year 10 but not Unit 3 and 4 Biology in Year 11.
- A student who is undertaking a VET or Language outside of school with the intention of taking this to Unit 3 and 4 level is advised to take this into account when planning their VCE program at Our Lady of Sion College. All students are expected to undertake a full VCE program at Year 12, which entails 5 Unit 3 and 4 studies plus Religious Education. In this case, a second accelerated subject could become redundant.

## How do I apply?

If you are eligible to apply to undertake a Unit 1 and 2 subject in place of two of the electives in Year 10 you must complete the application form for accelerated studies. The form is available in the Student Drive/Accelerated Studies or in the Notre Dame Centre.

## Criteria for application to study a VCE subject in Year 10, 2021

You must submit a folio (display folder) with your application form and accompanying documentation and attend an interview with VCE Panel members as part of the application and selection process for studying a VCE subject whilst in Year 10. The folio would need to include a copy of your Year 9 Semester 1 report (can be downloaded from SEQTA Engage) with evidence of the following:

- Evidence of academic aptitude as demonstrated by high academic ability, particularly in English (criteria sheets or work samples should be included) – evidence on your Semester 1 Report
- Evidence of self-challenge in the subject area and/or areas of school/community involvement as demonstrated by:
  - results in subject and/or national competitions
  - outside involvement in a related area (sporting, performance, work, Premiers' Reading Challenge etc.)
- Excellent organisational skills: no late or ungraded work grades for any subject and consistently high results in all subjects for approaches to learning – evidence on your Semester 1 Report
- Excellent attendance record: no more than six absences in Year 9 Semester 1 (subject to WaGL discretion) – evidence on your Semester 1 Report
- Letter of application
- Letter written and signed by parents indicating support for acceleration.

Applications must be completed either prior to or by the due date – no late applications will be accepted. Incomplete applications will not be considered.

# Support available

The following staff are happy to answer questions that you may have about Year 10 subject selection:

Ms Allison Stott <a href="mailto:astott@sion.catholic.edu.au">astott@sion.catholic.edu.au</a>	Deputy Principal – Learning and Teaching
Mrs Christine Kralj <a href="mailto:ckralj@sion.catholic.edu.au">ckralj@sion.catholic.edu.au</a>	Deputy Principal – Student Wellbeing
Mr John McInerney <a href="mailto:jmcinerney@sion.catholic.edu.au">jmcinerney@sion.catholic.edu.au</a>	Deputy Principal – Faith and Mission
Ms Rebecca Bennett <a href="mailto:rbennett@sion.catholic.edu.au">rbennett@sion.catholic.edu.au</a>	Years 7–10 Discovery Learning Leader
Mrs Maureen Fraser <a href="mailto:mfraser@sion.catholic.edu.au">mfraser@sion.catholic.edu.au</a>	Learning Enhancement Leader
Mrs Brooke O’Hara <a href="mailto:bohara@sion.catholic.edu.au">bohara@sion.catholic.edu.au</a>	Careers and Pathways Counsellor
Mrs Anna Gionfriddo <a href="mailto:agionfriddo@sion.catholic.edu.au">agionfriddo@sion.catholic.edu.au</a>	Religious Education Learning Leader
Ms Natasha Borg <a href="mailto:nborg@sion.catholic.edu.au">nborg@sion.catholic.edu.au</a>	Arts Learning Leader
Ms Amy Beale <a href="mailto:abeale@sion.catholic.edu.au">abeale@sion.catholic.edu.au</a>	English Learning Leader
Ms Ellie Van Der Westhuizen <a href="mailto:evanderwesthuizen@sion.catholic.edu.au">evanderwesthuizen@sion.catholic.edu.au</a>	Health and PE Learning Leader
Mrs Sarah Chalmers <a href="mailto:schalmers@sion.catholic.edu.au">schalmers@sion.catholic.edu.au</a>	Humanities Learning Leader
Mrs Gail Amato <a href="mailto:gamato@sion.catholic.edu.au">gamato@sion.catholic.edu.au</a>	Languages Learning Leader
Ms Loretta Kitch <a href="mailto:lkitch@sion.catholic.edu.au">lkitch@sion.catholic.edu.au</a>	Mathematics Learning Leader
Ms Cassie Marsden <a href="mailto:cmarsden@sion.catholic.edu.au">cmarsden@sion.catholic.edu.au</a>	Science Learning Leader
Ms Kerry Wilson <a href="mailto:kwilson@sion.catholic.edu.au">kwilson@sion.catholic.edu.au</a>	Technologies Learning Leader
Mr Paul Kerr <a href="mailto:pkerr@sion.catholic.edu.au">pkerr@sion.catholic.edu.au</a>	Year 10 Wellbeing and Growth Leader

# List of Subjects

## **Religious Education:**

Semester 1: Identity and Diversity, Humanity  
Semester 2: The Kingdom of God

## **Arts:**

Year 10 Art  
Year 10 Drama  
Drama: The Art of Theatre  
Year 10 Media  
Year 10 Music Performance  
Year 10 Visual Communication Design

## **English:**

English  
Year 10 Literature

## **Health and Physical Education:**

Health and PE: Core Unit  
Health and PE: Amazing Body  
Health and PE: Let's Get Physical  
Health and PE: Peak Performance

## **Humanities:** Economics: Economics and Informed Citizens

Geography: Going Global  
History: War, Freedom and Pop Culture

## **L'Chaim**

## **Languages:** Chinese

French  
Italian

## **Mathematics:**

Pre-General Mathematics  
Pre-Methods Mathematics

## **Pastoral Care**

## **Science:**

Dorothy Hodgkin – Biochemistry  
Marie Curie – Physical Chemistry  
Science: Mind Matters  
Science: Sceptics and Conspiracy  
STEAM: Designing the Future

## **Technologies:**

### **Design and Technologies:**

Food Studies: Food by Design  
Food Studies: Food Styling  
Year 10 Textiles

### **Digital Technologies:**

Game Design and Interaction

# Subject Outlines

## Religious Education

### Semester 1: Identity and Diversity, Humanity

#### Learning Program

Students will explore their own personal beliefs, rituals, customs and experiences and consider how they play a role in one's identity. They will investigate and reflect upon, through the study of the Scriptures, the common elements of the three monotheistic faiths – Judaism, Christianity and Islam – with particular focus on Abraham and Jerusalem. The students will explore the beliefs, rituals, experiences, ethics, texts and stories of each of the Abrahamic faiths to formulate an understanding of identity and diversity through these faith traditions.

Students will reflect upon the nature of humanity and what it means to be *made in the image of God*. They will consider rights and responsibilities that humanity should embrace to be able live in a world where all people feel a sense of dignity and respect. Students will investigate the terrible plight of the Jews, not only during the Shoah (1933–1945) but in the centuries before, to establish that the Shoah was not an isolated incident, placing it within the context of a history of persecution suffered by Jews. Students will propose plausible explanations as to why this event was allowed to happen and explore how the Shoah was instrumental in providing impetus for the creation of Israel in 1948. Students discuss changes to the Catholic Church's teaching about other faiths presented in *Nostra Aetate*. They will investigate the role of the Sisters of Our Lady of Sion in promoting Christian Jewish reconciliation post-Shoah, and reflect on ensuring that such events cannot happen again.

#### Key Questions

- What characteristics, rituals, customs and beliefs form people in their faith?
- Who was Abraham?
- What characteristics, rituals, customs and beliefs form each of the three Abrahamic faiths?
- Why is it important to respect the dignity of all human beings?
- What does the Shoah teach us about humanity in the past and into the future?

#### Assessment Tasks

- Research and reflection tasks
- End-of-semester exam

#### Learning Outcomes

It is intended that students will:

- explain the strengths and challenges of religious diversity in Australian culture
- interpret Christian spirituality, identifying its particularity
- understand the connections between the Abrahamic faiths and their shared histories, as well as points of difference
- investigate the anti-semitic attitudes and treatment of Jews over the centuries
- explore the Shoah as a historical event including its impact today
- understand the impact of the 'bystander effect' on the victims of the Shoah
- further explore the charism of the Sisters of Our Lady of Sion through the significance of interfaith dialogue
- reflect on their role in upholding the dignity of all people in a multi-faith, multicultural society.

# Religious Education

## Semester 2: The Kingdom of God

### Learning Program

Students will focus on the meaning of the Kingdom of God through the study of the Scriptures and Catholic Church teachings. The students will study the origins and developments of the Gospels, focusing on the Gospel of Mark. They will read, discuss and analysis the Gospel of Mark, noting its key features and impact on readers today. The structure, themes, literary forms and the cultural context will be studied.

Students will study Catholic Social Teaching and the Church's understanding of mission. They will study the Catechism of the Catholic Church and its application to support moral decision-making. The students will research current social justice issues around the world and will reflect on the ongoing call for individuals to live a moral and just life.

### Key Questions

- What do the Gospels teach us about the Kingdom of God and how can one build the Kingdom of God today?

### Learning Outcomes

It is intended that students will:

- develop an understanding of the key messages about the Kingdom of God found in the Gospel of Mark in the context for the original audience and for people of today
- develop skills in exegetical method
- explain Catholic Social Teaching and how it relates to or challenges the values demonstrated in Australian culture, society and politics
- explore the Catechism of the Catholic Church to gain a better understanding of Church teachings
- reflect on biblical teachings about right relationship with God and each other
- explain the complexities involved in developing moral maturity and responsibility
- reflect on their response to ethical dilemmas facing the local and global community.

### Assessment Tasks

- Exegesis
- Research and reflection task
- End-of-semester exam

# Arts

## Year 10 Art

### Learning Program

Students will undertake a range of structured media explorations across different practical areas, which may include drawing, painting, printmaking, sculpture or ceramics. They will respond to the inspiration drawn from the excursion and the artworks of artists who work with similar ideas, imagery, materials or techniques. A visual diary will be maintained with visual and annotated records of processes used in the development of their own artworks. This process of evaluation and refinement will be integral to the development of technical competence and aesthetic awareness.

Students will discuss and analyse how the selection, combination and manipulation of art elements, principles, skills, techniques, media, materials and technologies construct meaning in selected artworks. The students' interpretation of artworks from a range of historical and cultural contexts will be evaluated and explored.

### Key Questions

- How can we respond creatively to stimuli from our environment and experiences?
- How have other artists responded to their environment and experiences?

### Learning Outcomes

It is intended that students will:

- work within and across areas of painting, printmaking, drawing, ceramics, applying decision-making skills to find the most effective way to implement ideas, design, create and make artworks devised from a range of stimuli (**creating and making, and creativity**)
- evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices (**creating and making, reflection, evaluation and metacognition**)
- observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of artworks in a range of disciplines and forms (**exploring and responding**)
- analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists using appropriate art terminology (**exploring and responding, reflection, evaluation and metacognition**).

### Assessment Tasks

- Practical folio
- Visual analysis
- End-of-semester exam

# Arts

## Year 10 Drama

### Learning Program

The unit focuses on play-making techniques, production areas, improvisation and self-devised performance work. Students develop characterisation skills, building on voice and movement in the devised monologue performance as well as using the play-making process to create their devised work. The unit will culminate in a non-naturalistic devised group performance, the public performance of a chosen script or stimulus. Students will work effectively within an ensemble and solo environment to combine the elements of drama in order to create a meaningful piece of theatre. This course requires creativity, analysis and collaboration.

### Key Questions

- How do theatre styles influence the creative direction of a performance?
- How can play-making techniques, such as improvisation, enhance the realisation of characters?
- How can theatrical conventions and dramatic elements be manipulated to enhance the non-naturalistic style of performance work(s)?

### Learning Outcomes

It is intended that students will:

- create and make artworks devised from a range of stimuli (**creating and making, exploring and responding, creativity**)
- maintain a record of how ideas develop in the creating, making and presenting of their performance works (**reflection, evaluation and metacognition, exploring and responding**)
- experiment with innovative possibilities within the parameters of a task (**creativity, creating and making**)
- select and use thinking processes and tools appropriate to particular tasks (**reflection, evaluation and metacognition**).

### Assessment Tasks

- Devised monologue performance
- Non-naturalistic devised group performance
- Performance analysis of self-devised work/s
- Exam – Performance analysis of a professional performance

# Arts

## Drama: The Art of Theatre

This unit may **only** be studied instead of a VCE acceleration unit.

### Learning Program

This unit focuses on play-making techniques, production areas and performances from scripted works. Students will create and implement the technical and design aspects of the performance as well as undergoing character studies. The unit will culminate in the presentation of work created in a non-naturalistic performance style. The students will participate in the three stages of production; planning, development and presentation. Students will work collaboratively as a class and in small groups, combining the elements of drama and design, in order to create a meaningful piece of theatre. This course requires creativity, analysis and collaboration.

### Key Questions

- How do dramatic and design elements combine to create meaningful performances?
- How can the technical and design aspects of a performance be applied to enhance a performance?

### Learning Outcomes

It is intended that students will:

- develop skills in selected production roles including acting, directing as well as designing in the areas of costume, make-up, props and set.
- create and make presentations devised from given scripts
- document the design process, including reflecting on research and creative decisions made
- experiment with different theatre styles and/or apply design principles
- select and use thinking processes and tools appropriate to particular tasks.

### Assessment Tasks

- Performance analysis
- Research, planning and development folio
- Scripted play task
- Examination

# Arts

## Year 10 Media

### Learning Program

In this unit, students will focus on the media production process, creating both a documentary/mockumentary and promotional poster. Students are introduced to codes and conventions associated with the genre and will create representations that manipulate media elements. They will examine and produce a production design plan, including concept development, written planning documentation, and visual planning documentation. The students will develop practical skills through the use and implementation of technical equipment, incorporating software such as Adobe Premiere Pro and Adobe InDesign, as well as hardware which will include the use of cameras.

### Key Questions

- What is Media?
- What are codes and conventions, how can these be implemented by media producers?
- What are conventions of an instructional video and a digital banner, how can we reproduce these?
- What's a production design plan, how can we go about creating our own?
- What processes should we undertake throughout the development, pre-production, production, and post-production stages of creating a production?

### Learning Outcomes

It is intended that students will develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- an understanding of the use of techniques, materials, processes, and technologies
- critical and creative-thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
- respect for and acknowledgment of the diverse roles, innovations, traditions, histories, and cultures of artists, designers, commentators and critics
- understanding of Media Arts social, cultural and industry practices
- confidence, curiosity, imagination, enjoyment, and personal aesthetic.

### Assessment Tasks

- Production design plan
- Documentary/mockumentary film
- Promotional poster
- Examination

# Arts

## Year 10 Music Performance

### Learning Program

In this subject, students will be given opportunities to develop their music performance listening and appreciation skills. Students will present performances both as soloists and in group settings. Students will also continue developing music theory, aural and analysis skills and apply these skills through the creative outlet of arranging and performing. This unit will develop students' musical literacy, technical awareness and critically responding to music excerpts.

### Key Questions

Students will focus on developing their music performance skills, music literacy and aural skills, practical industry skills, arranging skills and applying their ICT skills using different forms of software, including the use of 'Musition' and 'Auralia' platforms.

### Learning Outcomes

It is intended that students will:

- explore and apply the key structural features of musical works; for example, the characteristic use of specific compositional devices, in realising plans for their own music works
- students will explore and evaluate music written by composers, identifying the influences on their music through discussion, using appropriate language that compares the use of specific elements and compositional devices
- students will work to develop their own personal style in performance, developing ways to successfully communicate expressive elements of music
- students will apply their knowledge and understanding of particular musical styles to combine and manipulate elements to create their own music.

### Assessment Tasks

- Performances in solo and group settings, weekly performance seminar and end-of-semester major recital
- Preparing for performance (Instrumental/vocal technique development)
- Music literacy and aural skill development
- Responding to and interpretation of music excerpts

# Arts

## Year 10 Visual Communication Design

### Learning Program

Students will build basic design knowledge by exploring design elements and principles, media, materials and a variety of methods through the production of a series of visual communications from both the environmental and communication design fields.

Students will undertake research, generate ideas, and develop concepts to meet specified briefs. They will use creative, critical and reflective thinking strategies throughout the semester to enhance the effectiveness of visual communications for a specific audience.

### Key Questions

- How does design function in the real world?
- What are the ways in which different media, methods and materials can be used to change the aesthetic quality of a design?
- How can a broad range of ideas be generated in adherence with a brief?
- What applications of design or design context exist?

### Learning Outcomes

It is intended that students will:

- explore the nature of a design brief and how a hypothetical client and audience would shape a desired design for a product or event (**exploring and responding**)
- apply their knowledge of design elements and principles both through annotation and practical exploration in their visual diaries, trialling media, methods and materials that best suit the brief (**creating and making, and creativity**)
- practice skills and techniques through illustration, digital imaging, and technical drawing, looking at orthogonal and paraline systems and other methods of graphic design styles, i.e. illustration, product design, architecture, digital design, pencil, paint and collage techniques (**creating and making and creativity**)
- create a folio which will include self-assessment and reflection on the overall quality of ideas (**reflection, evaluation and metacognition**).

### Assessment Tasks

- Technical drawing activities
- Production of graphic design presentations for communication design using Adobe Illustrator
- Production of three-dimensional presentations for industrial design using TinkerCAD
- Production of architectural drawings and models for environmental design
- End of semester written assessment

# English

## Semester 1: English

### Learning Program

Students interpret, create, evaluate, discuss and perform a wide range of literary texts designed to inform, entertain, critique, question and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students explore language features including successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Key Questions

- How do novelists create meaning?
- What can one poem teach us about the ideas in another poem?
- How do creative responses to texts deepen our understanding of themes, issues and ideas?

### Learning Outcomes

It is intended that students will:

- read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives **(reading)**
- write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution **(writing)**
- critically analyse the relationship between texts, contexts, speakers and listeners in a range of situations **(speaking and listening)**.

### Assessment Tasks

- Text response essay on a novel
- Creative response to a written text
- Analytical response to Australian poetry
- End-of-semester exam

# English

## Semester 2: English

### Learning Program

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They interpret, create, evaluate, discuss and perform a wide range of literary texts designed to inform, entertain, critique, question and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students develop a critical understanding of contemporary media and the differences between media texts. They explore language features including successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Key Questions

- How does one text help us understand another?
- How does language work to manipulate readers?
- What makes a good argument?
- How does language capture and convey meaning about significant ideas?

### Learning Outcomes

It is intended that students will:

- read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives (**reading**)
- write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution (**writing**)
- analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations (**speaking and listening**).

### Assessment Tasks

- Comparative analysis of two texts
- Oral presentation of a point of view
- Analysis of argument
- End-of-semester exam: media analysis and poetry analysis

# English

## Year 10 Literature

Students focus on reading a range of written texts and developing the skills that enable critical response to texts. Students will consider various interpretations of a given text and make judgments about the views and values that the author challenges or endorses. This subject is designed for students who are looking toward a closer reading of texts and those who wish to examine how texts reflect the social, political and historical context in which they were created.

## Learning Program

Students will read a range of literary texts, including novels, plays and short stories, and respond critically to them. They will engage with the ideas in the texts, discuss them with the class, and write extended critical responses that examine these ideas. With an openness to close textual analysis, students will examine how language, form and style contribute to meaning. They will make judgments and draw conclusions on how social, political and historical contexts influence texts, and how an author endorses or challenges any number of viewpoints and values. Students will develop their academic writing, including style and vocabulary, to enable them to discuss the nuances and subtleties in a given literary work.

## Learning Outcomes

It is intended that students will:

- develop their close reading skills
- examine how language contributes to meaning
- develop their ability to draw conclusions on what viewpoints and values the author appears to challenge, endorse or leave unquestioned
- compare their own interpretation of literary texts with academic and critical material
- examine the social, political and historical context of texts
- develop their ability to adopt academic language in their critical responses to literary texts.

## Assessment Tasks

- Critical responses to texts
- Comparative analyses
- Analysis of the views and values underlying the texts
- Discussion based on close textual readings

# Health and Physical Education

## Health and PE: Core Unit

### Learning Program

Students will examine mental health issues relevant to young people and consider the stigma of mental illness, as well as the challenges for those with a mental illness. Students will explore first aid practices and the health needs of young women, including those related to sexual health, nutrition and sleep. They will learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services. Students will be introduced to new and alternative sports, games or activities that require them to develop teamwork, learn new skills or adapt previously learnt skills in a new context, as well as self-defence.

### Key Questions

- Is a healthy state of mind an important part of my wellbeing?
- What strategies can I use when confronted with a tricky situation?
- What do I really need to know about my body?
- How can I defend myself in confronting circumstances?

### Learning Outcomes

It is intended that students will:

- demonstrate an understanding of appropriate first aid techniques and strategies
- participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity
- identify and explain the rights and responsibilities associated with developing greater independence
- describe mental health issues relevant to young people
- identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

### Assessment Tasks

- Mental health task
- Alternate games
- First Aid task
- Self defence

# Health and Physical Education

## Health and PE: Amazing Body

### Learning Program

This unit exposes students to the required physiological and nutritional aspects of performance that allow athletes to achieve success in their chosen sport. The course looks at the factors that work together to ensure that all athletes not only train smart, but complement this with the required nutrition. Essential nutrients, hydration, timing of meals and correct eating plans are all explored and studied, along with the physiological components of training for an event such as, cardiorespiratory and energy systems. The practical component of this unit will include putting all theoretical aspects into practice. Students will participate in physical training for a targeted event and analyse every aspect of their performance, training, diet and nutrition along the way.

### Key Questions

- How does an athlete prepare for an endurance event?
- How is energy produced and maintained during performance?
- Are you ready to run?

### Learning Outcomes

It is intended that students will:

- explore the concepts related to all aspects of performance from both a physiological and nutritional viewpoint.
- investigate, plan, implement, apply and evaluate a designed program for both the physical and practical applications of the unit.

### Assessment Tasks

- Topic tests on key knowledge and skills – body systems
- Sports nutrition research task
- Practical application and physical skills
- End-of-semester exam

# Health and Physical Education

## Health and PE: Let's Get Physical

### Learning Program

Students will develop the skills to be able to measure their own fitness levels and monitor improvement of the various fitness components. They will develop a weight-based training program and complete this program on a weekly basis throughout the course of the unit. At the conclusion of the unit students will evaluate the effectiveness of their program. In addition to this students will participate in a range of activities designed to enhance their physical fitness and wellbeing. Some of the activities may include spin/cycle, dance varieties, yoga, Zumba, meditation and pilates. At the completion of this unit students will have gained an understanding of how to assess their fitness, health and wellbeing.

### Key Questions

- Am I meeting Australia's *Physical Activity and Sedentary Behaviour Guidelines*?
- Should women lift weights?
- What are the benefits of Zumba?

### Learning Outcomes

It is intended that students will:

- demonstrate proficiency in the execution of manipulative and movement skills during complex activities
- demonstrate advanced skills in selected physical activities
- use training methods to improve their fitness level, and participate in recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity
- identify strategies that promote mental health and wellbeing.

### Assessment Tasks

- Physical activity and sedentary behaviour task
- Training program (strength and conditioning)
- Strength and conditioning program evaluation
- End-of-semester exam

# Health and Physical Education

## Health and PE: Peak Performance

### Learning Program

Students engage in theoretical and practical learning activities focused on the athlete and a range of factors that contribute to peak performance. The mechanisms involved in learning and improving skills are investigated in detail, including the classification of skills, the stages of learning and the major factors that affect skill learning. Students also examine performance enhancement, the impacts of psychology on performance and discuss ethical considerations in sport. Throughout the unit students participate in practical and laboratory activities designed to enhance understanding of and engagement in the theoretical components.

### Key Questions

- How does an athlete learn and improve skills?
- What does it take for an athlete get 'the edge'?
- What are the important ethical considerations for athletes and their coaches?

### Learning Outcomes

It is intended that students will:

- explore all concepts in relation to allowing themselves to achieve peak performance in their chosen field of sport
- understand key concepts such as skill acquisition, nutrition, ethics, drugs and stages of cognition
- apply all knowledge learnt in theoretical aspects to ensure that physical performance is evaluated, reviewed and applied at the highest level.

### Assessment Tasks

- Juggling written report (**physical skills**)
- Topic tests on physical skills
- Practical application, physical skills and teamwork
- Case studies (**performance enhancing**)
- End-of-semester exam

# Humanities

## Economics: Economics and Informed Citizens

### Learning Program

This unit explores the concept of democracy and the particular features of the Australian democratic political system. Countries in Asia that operate under different political ideologies are examined. The concept of good global citizenship will be investigated through Australia's involvement in the United Nations and in delivery of foreign aid. The unit investigates the role of the Magistrates' Court and the High Court of Australia. The unit focuses on identifying and explaining the range of factors that influence our decision-making as consumers and look at the outcomes that are associated with the product we have chosen to purchase, as well as identifying and justifying levels of affordability based on income. Furthermore, the course examines macroeconomic policies and global impacts.

### Key Questions

- How do systems of government across Australia and Asia differ?
- What is the role of the High Court of Australia?
- What are the factors that influence our buying decisions?
- Economic fundamentals and the relationship of macroeconomics.

### Learning Outcomes

It is intended that students will:

- analyse global trade and the movement from protectionism to free markets
- categorise the key features of Australia's system of government and compare and contrast these to the key features found in another country in the Asia region (**Civics and citizenship knowledge and understanding**)
- examine Australia's roles and responsibilities at a global level (**Civics and citizenship knowledge and understanding**)
- explore and examine the jurisdiction of the courts in the Victorian court hierarchy and the High Court (**Civics and citizenship knowledge and understanding**)
- identify and explain factors that influence consumer decisions (**Economics knowledge and understanding**)
- evaluate the outcomes of buying, for example, a car (**Economics knowledge and understanding**)
- examine interest rates, inflation and employment understanding the impact on both the domestic and global markets (**Economics and business knowledge and understanding**).

### Assessment Tasks

- Political system comparison
- Constitution and High Court assignment
- Sharemarket game
- Semester examination

# Humanities

## Geography: Going Global

### Learning Program

Going Global takes you on a journey around the world, examining a range of global issues that may impact mankind now and in the future. Issues include population pressures, destruction of the land and waterways, global warming, and world poverty. Each issue is analysed and students are encouraged to develop their own informed opinion and be empowered to take action, with the purpose of making a difference in the world. A highlight of the course is a visit to Mornington Peninsula, to experience firsthand the impact of various planning decisions and how these have shaped the natural environment. Students will develop knowledge about coastal environments, and research and investigate the interaction of human activities with the natural environment through the study of issues such as marine debris and land degradation and through the fieldtrip.

### Key Questions

- Will we be able to sustain life on Earth with a continuously expanding population?
- Do we have a responsibility to provide more assistance or aid to the poor in the global community, or should we be putting more resources into helping the less fortunate within our own society?
- How do we learn from the mistakes of the past to ensure a sustainable future for Earth and all its inhabitants?

### Learning Outcomes

It is intended that students will:

- investigate environmental worldviews of people and their implications for environmental management
- deepen their understanding of environmental, economic and technological factors that influence environmental change and human responses to its management
- learn about different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
- explore issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.

Students will develop skills that enable them to:

- collect and record relevant geographic data and information, using ethical protocols, from reliable and useful primary and secondary sources
- predict changes in the characteristics of places over time and identify the possible implications of change for the future.

### Assessment Tasks

- Fieldwork report
- Wellbeing issue: multimedia presentation
- Semester exam

# Humanities

## History: War, Freedom and Pop Culture

### Learning Program

This unit will focus on significant events from World War II to the present day. Students will investigate war time experiences through an in-depth study of WWII. Students will examine the causes of WWII and the impact of WWII on Australia and other countries. They will examine significant events of WWII. Students will also investigate the struggles for human rights and freedoms, especially those which have been ignored, demanded or achieved in Australia. Students will look at the background to the struggle of the Aboriginal and Torres Strait Islander peoples for rights and freedoms, with a specific focus on the Mabo decision, reconciliation, the Bringing Them Home report and the Apology. Finally, students will also investigate the rise of popular culture in Australia and the various factors which have influenced this. Students will present their understanding of the nature of popular culture in Australia from the end of WWII to the present day.

### Key Questions

- What were the causes and effects of World War II?
- How far has Australia come in regards to Indigenous Rights?
- In what ways has Australian music, film, television and sport impacted upon popular culture around the world?

### Learning Outcomes

It is intended that students will:

- place some of the main events and key people within a chronological framework and explain change and continuity over time (**historical skills and concepts, historical knowledge, chronology**)
- identify and locate a range of primary and secondary sources using information technologies and other methods (**historical skills and concepts, historical knowledge**)
- use appropriate historical terms and concepts and provide appropriate acknowledgment of texts (**historical skills and concepts, historical knowledge**).

### Assessment Tasks

- World War II source analysis task
- Aboriginal rights annotated bibliography and essay
- Unit examination

# L'Chaim 1 and 2

## Learning Program

In L'Chaim, students are provided with a range of experiences and information to help them to fully understand themselves and their future career options. The program focuses on our students' need for full and effective participation in life, learning and work. This involves them learning more about themselves – their skills, personal attributes and interests – and more about the world of work. All students undertake career assessment and receive a professional report which highlights their skills and interests. Students also undertake a range of preparatory tasks before their Work Experience (completed in the first week of Term 3). Learning activities include exercises to increase self-knowledge, attending a tertiary excursion to providers, hearing from a range of speakers about their career choices and pathways, and investigating a 'dream' job.

## Key Questions

- What are the possible pathways available for me?
- What are the education and training opportunities which will equip me for those pathways?
- What skills do I need in moving from school to employment or further education?

## Learning Outcomes

It is intended that students will:

- develop greater self-knowledge through having a realistic appreciation of their interests, values, preferences and skills
- develop an understanding of the world of work by building their knowledge, understanding and skill needed to operate within it
- evaluate various educational and tertiary pathways.

## Assessment Tasks

- Work Experience report
- 'Me in a Minute' presentation
- Pathways planner

# Languages

## Chinese: Semester 1

### Learning Program

Students will learn key vocabulary related to the topics on shopping for clothes and fruits and eating out. They will learn to talk about buying things at a market and at a department store. Students will also learn to talk about ordering food at a restaurant and the manners of being a guest at a friend's house. They continue to learn to use Hanyu pinyin to support the reading and the pronunciation of new vocabulary. Students will organise information on the topics and convey this information to others. They will translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning. Students will also undertake a cultural research task on the Chinese Food. Through researching the Chinese Food, they understand the concept of a balance of cooling and warming foods in the Chinese diet that influence the way they eat.

### Key Questions

- How much is it?
- Can I have the menu please?
- How do I address your parents?

### Learning Outcomes

It is intended that students will:

- identify ways in which intentions and ideas are expressed differently in different languages
- demonstrate awareness of linguistic rules in translation between Chinese and English
- demonstrate understanding of cultural influences on the ways people behave and use a language
- work collaboratively, negotiate roles and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

### Assessment Tasks

- Oral task
- Comprehension tasks
- Writing task
- Cultural research task
- Semester examination

# Languages

## Chinese: Semester 2

### Learning Program

Students will learn key vocabulary related to the topics on school life and how they are feeling. They will learn to talk about the subjects they learned at school and about the school in general. Students will also learn to describe the symptoms of common flu, writing a sick note and going to see a doctor. In addition to use Hanyu pinyin to support the reading and the pronunciation of new vocabulary, they also learn to use Chinese dictionary to locate new words and the meaning. Students compare school life in China and in Australia, from a range of spoken information texts, and convey this information to others. They will also undertake a cultural research task on school life in China. Through researching the task on school life, students understand the importance of Education in the Chinese culture that reflect on why students in China work so hard in their studies.

### Key Questions

- What subjects do you learn at school??
- How did you do in the test?
- Where do you feel sick?
- Are you feeling better?

### Learning Outcomes

It is intended that students will:

- identify ways in which intentions and ideas are expressed differently in different languages
- demonstrate awareness of linguistic rules in translation between Chinese and English
- use a range of strategies to assist in listening and reading comprehension
- demonstrate understanding of cultural influences on the ways people behave and use a language
- work collaboratively, negotiate roles and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

### Assessment Tasks

- Oral tasks
- Listening and responding tasks
- Reading and responding tasks
- Writing tasks
- Cultural research task
- Semester examination

# Languages

## French: Semester 1

### Learning Program

Students will learn key vocabulary related to the topics of health, relationships and childhood. They will communicate by modelling language and by responding to prompting. They will also learn to manage open-ended communications with accurate language in the context of these topics. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Students will also undertake a cultural assignment on the French Revolution.

### Key Questions

- How healthy are you?
- What is happiness?
- How was your childhood?

### Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and non-verbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate roles and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

### Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task
- Semester examination

# Languages

## French: Semester 2

### Learning Program

Students will learn key vocabulary related to the topics of the environment and career. They will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the context of these topics. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Students will also undertake a cultural assignment on France during WWII.

### Key Questions

- What happened?
- What can we do to protect the environment?
- What are your plans for the future?

### Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic, and recycle language
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate roles and delegate tasks
- experiment with ICT for creating and learning.

### Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task
- Semester examination

# Languages

## Italian: Semester 1

### Learning Program

Students will learn key vocabulary related to the topics of overseas travel, Italy as a travel destination, Ecotourism and alternate holiday options, Italian migration, Italians living in Australia and stories of Italian immigration. They will communicate by modelling language and by responding to prompts. They will learn to manage open-ended communication with accurate language in the context of these topics. Learning activities will include listening, speaking, reading and writing tasks as well as those that integrate these macro skills with intercultural understanding and language awareness. Specific learning tasks include talking about travelling and different holiday options, Italian migration to Australia and multiculturalism in Italy and Australia. They will also undertake a cultural research assignment on travel and tourism in Italy.

### Key Questions

- Why do people travel to Italy and around the world?
- Why did Italians migrate to Australia in the 1950s?
- What contribution has Italian migration made to Australian Society?

### Learning Outcomes

It is intended that students will:

- identify ways in which intentions and ideas are expressed differently in different languages
- demonstrate awareness of linguistic rules in translation between Italian and English
- use a range of strategies to assist in listening and reading comprehension
- demonstrate understanding of cultural influences on the ways people behave and use language
- work collaboratively, negotiate roles and delegate tasks
- experiment with ICT for creating and learning
- participate in interactions related to a specific topic and recycle language
- identify areas for improvement in their learning and initiate action to address them.

### Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task
- Semester examination

# Languages

## Italian: Semester 2

### Learning Program

Students will learn key vocabulary related to the topics of technology, environment and school and future plans. They will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the context of these topics. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific learning tasks include talking about mobile phone usage, robots, environmental issues and caring for the environment. Other tasks include learning about the Italian education system, the world of work and issues faced by students as they decide their study and work futures. They will also undertake a cultural research assignment on the environment issues in Italy.

### Key Questions

- How do young people use technology and social media?
- What are the main environmental issues in Italy?
- What are the differences and similarities of the educational systems in Italy and in Australia?

### Learning Outcomes

It is intended that students will:

- identify ways in which intentions and ideas are expressed differently in different languages
- demonstrate awareness of linguistic rules in translation between Italian and English
- use a range of strategies to assist in listening and reading comprehension
- demonstrate understanding of cultural influences on the ways that people behave and use language
- work collaboratively, negotiate roles and delegate tasks
- experiment with ICT for creating and learning
- participate in interactions related to a specific topic and recycle language
- identify areas for improvement in their learning and initiate action to address them.

### Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task
- Semester examination

# Mathematics

## Pre-General Mathematics: Semester 1

### Learning Program

Students will use digital technology to summarise data sets and produce boxplots. They will solve problems involving linear equations, including those derived from formulae. Students will devise and analyse linear simultaneous equations using graphical techniques. They will solve algebraic problems and quotients using index laws. Students will explore right-angled triangle scenarios including those involving bearings and angles of elevation and depression. They will describe the results of chance events and assign and determine probabilities.

### Key Questions

- How can statistics and displays of statistical information be used to compare univariate data sets?
- How can we graphically represent and solve problems involving linear relationships?
- How can we simplify numerical products and quotients using index laws?
- How can probabilities for independent and conditional events be determined?
- How can we solve for unknown angles or sides in a right triangle?

### Learning Outcomes

It is intended that students will:

- determine quartiles and interquartile range
- compare shapes of boxplots to corresponding histograms and dot plots
- solve problems involving linear equations, including those derived from formulae
- apply index laws to numerical expressions with integer indices
- solve right-angle triangle problems involving Pythagoras' Theorem and trigonometry
- describe the results of two- and three-step chance experiments, both with and without replacements
- assign probabilities to outcomes and determine probabilities of events
- investigate the concept of independence
- use the language of 'if ... then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language.

### Assessment Tasks

- Topic tests on key knowledge and skills
- Problem solving and modelling tasks
- Semester examination

# Mathematics

## Pre-General Mathematics: Semester 2

### Learning Program

Students apply logical reasoning, including congruence and similarity, to geometry. They solve problems involving surface area and volume for a range of solids. Students will investigate bivariate numerical data and construct and interpret scatterplots in commenting on associations between two variables. Students will also solve problems on simple and compound interest in exploring financial arithmetic.

### Key Questions

- How can we find the surface area and volume of composite solids?
- What are the key features of parallel and perpendicular lines?
- What is the connection between simple and compound interest?
- How can scatter plots, generated by digital technology, be used to describe the relationship between two continuous variables?

### Learning Outcomes

It is intended that students will:

- use rules relating to parallel and perpendicular lines in geometry
- solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
- investigate and describe bivariate numerical data including when the explanatory variable is time
- solve problems involving simple interest
- apply the compound interest formula to practical situations.

### Assessment Tasks

- Assignments
- Topic tests on key knowledge and skills
- Problem solving and modeling tasks
- Semester examination

# Mathematics

## Pre-Methods Mathematics: Semester 1

### Learning Program

Students will define rational and irrational numbers and perform operations with surds and fractional indices. They will represent relations on the Cartesian plane and solve problems involving parallel and perpendicular lines. They will find unknown values after substitution into formulae. Students will establish and apply the index laws. They will expand and factorise monic and non-monic quadratic expressions. Students will solve linear and quadratic equations and inequations. They will investigate data sets by calculating measures such as mean, median, range and interquartile range. Students will construct and analyse stem-and-leaf plots, dot plots, histograms and box plots.

### Key Questions

- How can we solve problems involving linear equations or linear inequalities?
- What are the various methods that can be used to solve a pair of simultaneous linear equations?
- What are the key features of a parabola and how is the graph determined?
- How do we perform operations with rational and irrational numbers as well as with surds and fractional indices?
- How can statistics and displays of statistical information be used to compare data sets?

### Learning Outcomes

It is intended that students will:

- define rational and irrational numbers and perform operations with surds and fractional indices
- solve problems involving linear equations, including those derived from formulae
- solve problems involving parallel and perpendicular lines
- substitute values into formulae to determine an unknown
- simplify algebraic products and quotients using index laws
- solve simple quadratic equations using a range of strategies
- determine quartiles and interquartile range
- construct stem-and-leaf plots, dot plots, histograms and box plots and use them to compare data sets.

### Assessment Tasks

- Topic tests on key knowledge and skills
- Problem solving and modeling tasks
- Semester examination

# Mathematics

## Pre-Methods Mathematics: Semester 2

### Learning Program

Students will describe, interpret and sketch parabolas and their transformations along with hyperbola, trancus, circles and exponential functions. They will explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials, using digital technologies as appropriate. Students will list outcomes, assign probabilities and determine probabilities for chance experiments and investigate independent events and use the language of probability. Student will solve right-angled triangle problems using Pythagoras' Theorem and trigonometry.

### Key Questions

- How can exponential equations be solved and graphed?
- How can the equation of a trancus, hyperbola and a circle be recognised and graphed?
- How can similarity, congruence and trigonometry be used to solve practical problems involving lengths, angles and areas in plane shapes?
- How can probabilities for multi-step events that are both dependent and independent be determined?

### Learning Outcomes

It is intended that students will:

- describe, interpret and sketch parabolas, hyperbola, trancus, circles and exponential functions and their transformations
- describe the results of two- and three-step chance experiments, both with and without replacements
- assign probabilities to outcomes and determine probabilities of events
- investigate the concept of independence
- solve right-angled triangle problems including those involving direction, angle of elevation and depression, and three-dimensional problems.

### Assessment Tasks

- Topic tests on key knowledge and skills
- Problem solving and modelling tasks
- Semester examination

# Pastoral Care 1 and 2

## Learning Program

The Pastoral Care program at Year 10 is designed to equip students to make confident decisions about their future education and social development. It is important that students set goals for the future that are realistic and achievable. The program continues to emphasise study skills, reflection on learning and examination preparation, and continued exploration of PERMA supports the development of skills for wellbeing and resilience.

Students in Year 10 participate in the Adventurous Journey as part of the Duke of Edinburgh's International Award. The journey program encourages young people to experience the outdoors and develop their sense of adventure. In doing so, they set themselves the challenge to experience the highs and lows of adventure. They also form positive relationships with themselves and those around them, and value what can be achieved when working in partnership with others.

We aim to create an experience where young people think and act to support positive relationships with themselves; dynamic, healthy communities; and the sustainability of life.

Students revisit the essential skills of the beyondblue *SenseAbility* program through:

- helpful thinking and self-talk
- emotion recognition and regulation
- life problem-solving
- communication
- planning and time management
- keeping well.

Specific to Year 10 is a focus on student 'sense of humour'.

## Key Questions

The Pastoral Care curriculum aims to build in students:

- a desire to live fully and flourish for the benefit of themselves and others
- enhanced skills and knowledge that act as protective factors
- improved wellbeing as they grow into self-aware, compassionate and confident women.

## Learning Outcomes

It is intended that students will:

- demonstrate awareness of complex social conventions, behaving appropriately when interacting with others
- evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it
- work collaboratively, negotiate roles and delegate tasks to work in teams
- establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and outcomes
- develop and apply criteria to evaluate the outcome of decisions and analyse the consequences of decision-making
- assess their strengths and challenges and devise personally appropriate strategies to achieve future success.

## Assessment Tasks

- Contribution to class discussion
- Active involvement in class activities and completion of set tasks
- Demonstrated ability to work effectively in groups and teams
- Participation in Duke of Edinburgh and preparatory activities
- Attendance at year level events, e.g. Year 10 Camp, guest speakers and retreat

# Science

## Dorothy Hodgkin - Biochemistry

This unit is designed to prepare students to study VCE Biology and Chemistry.

### Learning Program

Students study cell biology, genes, DNA structure, transcription, translation, amino acids and importance of protein structure, mitosis and meiosis, protein synthesis and DNA replication.

Students will study the patterns in the periodic table and its construction. Ionic and metallic bonding and how their particular properties are related to their chemical structure. Students will explore chemical reactions, how to balance chemical equations and how different types of reactions govern our physical world, combustion reactions and reactivity of elements.

### Key Questions

- How do cells make us who we are?
- How do genes make us unique?
- What are the building blocks of all living things?
- Where do we see chemical reactions in our daily lives?
- What is the difference between the chemical structure of common substances?

### Learning Outcomes

It is intended that students will:

- explore the nature of DNA, genes and chromosomes and the creation of protein
- explore the differences between transcription and translation
- compare the outcome of mitosis and meiosis
- explore the different organelles of animal cells
- apply three-way tables to elaborate on amino acids and their importance in the human body
- 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
- compare the properties of a range of elements representative of the major groups and periods in the periodic table
- use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion
- conduct experiments to observe chemical reactions.

### Assessment Tasks

- Tests
- Practical folio
- Inquiry task
- Semester examination

*Where students elect to complete both Dorothy Hodgkin - Biochemistry and Marie Curie - Physical Science, their individual program may be modified. This will enable students who do both science subjects to complete a student-designed investigation developing skills required for VCE Science.*

# Science

## Marie Curie - Physical Chemistry

This unit is designed to prepare students to study VCE Physics and VCE Chemistry.

### Learning Program

Students will study the patterns in the periodic table and its construction. Ionic and metallic bonding and how their particular properties are related to their chemical structure. Students will explore chemical reactions, how to balance chemical equations and how different types of reactions govern our physical world, redox reactions, combustion reactions and reactivity of elements.

Students will study Motion – speed, velocity, and acceleration. They will be able to graph motion explain energy change and conservation including collisions and the physics behind car safety. Newton's Laws will be explored and applied to practical situations such as ballistics and flight. Students will explore the use of electricity including Ohm's Law, current, voltage, and resistance and will look at the physics behind something which many of us take for granted.

### Key Questions

- How do elements and their interaction govern our world?
- Where do we see chemical reactions in our daily lives?
- What are the implications of Newton's three laws of motion? Why is energy conserved?
- What is electricity and how do we use it?

### Learning Outcomes

It is intended that 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
- compare the properties of a range of elements representative of the major groups and periods in the periodic table.
- use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion.
- conduct experiments to observe chemical reactions
- give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion
- explain the implications of newton's laws and energy conservation
- use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets
- state the difference between current, voltage and resistance.

### Assessment Tasks

- Tests
- Experimental design task
- Semester examination

*Where students elect to complete both Dorothy Hodgkin - Biochemistry and Marie Curie - Physical Science, their individual program may be modified. This will enable students who do both science subjects to complete a student-designed investigation developing skills required for VCE Science.*

# Science

## Science: Mind Matters

This unit may **only** be studied instead of a VCE acceleration unit.

### Learning Program

Students will explain how the studies of sleep and dreaming and positive attitudes help us to understand human behaviour. They will examine the divisions of the nervous system and create a flowchart of the systems. Students will conduct experiments and evaluate the appropriateness of the experimental design and methodology. They will carry out a sleep survey and complete a written report based on their findings. Students will examine brain images to describe the effects of neural damage on brain function. Students will carry out research to investigate a neurological disorder and present the information in an oral presentation to the class. They will create a presentation to describe the role of psychologists in the local community. Students will examine specific forensic psychology case studies and identify similar patterns of behaviour exhibited by known criminals.

### Key Questions

- Why do humans think, feel and behave the way we do?
- How do we remember the past?
- What happens when things go wrong?

### Learning Outcomes

It is intended that students will:

- investigate the role of positive attitudes in influencing behaviour
- describe the structure and function of the nervous system
- explore the structure of the brain and how it affects our mental processes, behaviour and health
- investigate the concepts of mental toughness, memory and dreaming
- explore the role of the sleep-wake cycle in influencing behaviour
- describe the science base of psychology-related occupations in the local community
- conduct experiments and evaluate the appropriateness of the experimental design and methodology
- explain how the studies of sleep and dreaming or intelligence help us to understand human behaviour
- examine different types of mental illness
- explore the area of Forensic Psychology.

### Assessment Tasks

- Sleep survey and report
- Research task
- Individual assignment
- Semester examination

# Science

## Science: Sceptics and Conspiracy

This subject is designed to address Scientific literacy.

### Learning Program

Students will study topics such as:

- vaccinations and disease (anti-vaxxers), exploring how disease is spread, contained and eradicated
- pharmaceutical medicines and drug design (homeopathic medicine), exploring how medicines are developed and trialled
- human impact on the planet (climate change deniers), exploring the effect and change of our planet and evidence for climate change including our energy and food requirements
- our place in the universe (flat earthers and moon-landing deniers) exploring where we have been in space and where we are likely to go.

### Key Questions

- What is the importance of vaccination and how can we prevent disease outbreak?
- How are medicines made and what makes them effective?
- What impact do humans have on the earth and how can we make a difference?
- What is the next frontier for space travel?

### Learning Outcomes

It is intended that students will:

- construct evidence-based arguments and use appropriate scientific language, when communicating their findings and ideas for specific purposes.
- analyse how models and theories have developed over time and discuss the factors that prompted their review.
- predict how future applications of science and technology may affect people's lives.
- explain how they have considered reliability, precision, safety, fairness and ethics in their methods.
- when selecting evidence and developing and justifying conclusions, account for inconsistencies in results and identify alternative explanations for findings
- evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views.

### Assessment Tasks

- Tests
- Presentation
- Essay
- Practical folio

# Science

## STEAM: Designing the Future

This unit may **only** be studied instead of a VCE acceleration unit.

### Learning Program

*STEAM: Designing the Future* provides opportunities for students to engage in an interdisciplinary model of learning. This elective is project-based and provides an opportunity for real world connections to be made and explored within the four disciplines of STEAM. Science, Technology, Engineering and Mathematics. Students analyse how models and theories on climate change have developed over time and discuss the factors that prompted their view. They predict how future applications of science and technology may affect people's lives. They evaluate the evidence for scientific theories that explain changes in our climate. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. Students will design their own solution to an element of climate change that involves the use of mathematics, engineering and technology.

### Key Questions

- What are your views on climate change?
- Will our solution to a climate change problem be scientifically sound?
- How can we design a solution to a problem relating to Climate Change?

### Learning Outcomes

It is intended that students will:

- identify and explain how abiotic components effect communities of interdependent organisms
- evaluate how the values and needs of the contemporary society can influence the focus of scientific research
- construct and use a range representations including graphs, keys, models, formulae, from secondary sources, identifying patterns and relationships
- formulate questions or hypotheses that can be investigated scientifically including identification of independent, dependent and controlled variables
- communicate scientific ideas and information, construct evidence based arguments, using appropriate scientific language, conventions and representations
- understand advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries
- examine common reasoning errors including circular arguments and cause and effect fallacies
- investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect
- investigate when counter examples might be used in expressing a point of view
- consider a range of strategies to represent ideas and explain and justify thinking processes to others
- investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought
- explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action
- discuss the role of context and experience in ethical decision-making and actions.

### Assessment Tasks

- Product design reports
- Collaborative tasks and teamwork
- STEAM product expo

# Technologies: Design and Technologies

## Food Studies: Food by Design

### Learning Program

The course comprises both practical and theoretical tasks that educate students about the design process. Students will be encouraged to source recipes that challenge and extend their cooking skills. They will complete a design brief that involves investigating and researching, producing (cooking), photography, analysing and an evaluation. This will be presented using a range of applications, sensory food evaluations and presentation styles. Students will be required to work both independently and as part of a team.

### Key Questions

- Are you ready to challenge and extend your cooking skills?
- What recipes would you like to cook or create?
- Would you like to be part of a food-tasting team?

### Learning Outcomes

It is intended that students will:

- reflect on a range of influences on personal and family food selection and nutritional needs for growth and activity
- work as a team member contributing to, supporting others and reflecting on individual and team performance in developing design briefs and design plans and implementing the plans and evaluating them
- work safely with a range of tools and equipment to produce or modify products
- build skills in the kitchen through processes such as reasoning, processing and inquiry
- complete a folio of a class-driven design brief, which allows students to investigate, justify, produce, photograph, analyse and evaluate the success of their choices.

### Assessment Tasks

- Design brief
- Production work
- Safety and hygiene activity
- Semester examination

# Technologies: Design and Technologies

## Food Studies: Food Styling

### Learning Program

This course comprises both practical and theoretical tasks that educate students about the design, functions and promotion of a range of ingredients and products. Students acquire the specific skills required to successfully make challenging recipes relating to key ingredients. In addition, they learn the techniques of both food styling and photography using a range of technology and software. Students are required to work both independently and as part of a team.

### Key Questions

- Why does food look so good in television commercials and glossy magazines?
- Have you ever wondered about the ingredients in recipes and their functions?
- Are you interested in improving your cooking skills?

### Learning Outcomes

It is intended that students will:

- reflect on a range of influences on personal and family food selection and nutritional needs for growth and activity
- work as a team member contributing to, supporting others and reflecting on individual and team performance in developing design briefs and design plans and implementing the plans and evaluating them
- complete several projects, one of which is to investigate, select and produce a cooking demonstration and look at food styling and photography
- work safely with a range of tools and equipment to produce and/or modify products
- build skills in the kitchen through processes such as reasoning, processing and inquiry.

### Assessment Tasks

- Food photography activities
- Design brief
- Food productions skills
- Semester examination

# Technologies: Design and Technologies

## Year 10 Textiles: What's in Vogue?

### Learning Program

Students will have the opportunity to explore the role of Textiles in society. They will complete design tasks and create practical textile artworks using the core components of the design process. Investigating and generating, planning and managing, producing and evaluating. They will explore fabric, print and patterns and use a range of fabric production techniques and processes.

### Key Questions

- What role do textiles play in society?
- How can you use your inspiration to create textile pieces?

### Learning Outcomes

It is intended that students will:

- investigate, design and produce textile works
- develop skills in making decisions about creative ways of generating and implementing ideas
- select, vary, experiment with and manipulate materials, techniques and aesthetic qualities to effectively realise their ideas
- experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes and a variety of media, materials, equipment and technologies
- evaluate and reflect on their experiences and observations and consider what they have learned about styles and forms through annotations in their visual diary.

### Assessment Tasks

- Design investigation folio
- Textile production
- Analysis task
- Examination

# Technologies: Digital Technologies

## Game Design and Interaction

### Learning Program

Students will create an interactive game. This course will show students how to create a 3D environment, navigate their way around the environment and interact with the world that they create. There is a possibility of making the game into an app for the iPhone or iPad. Students will create basic objects within their games and navigate in the environment. They will have the opportunity to create a game, which moves in an initial environment, interacts with objects and moves through to a new environment.

### Key Questions

- Would you like to learn how to create your own interactive 3D game?
- Would you like to learn to export this game so it can be played on your computer at home?

### Learning Outcomes

It is intended that students will:

- learn the basic principles of games and game theory
- learn how to create simple game objects in Unity 3D
- learn how to add simple code to these game objects for interacting with the environment using C#
- combine these elements into an interactive game.

### Assessment Tasks

- Creating basic objects in simple games that can navigate in the environment
- Creating a game, that moves in an environment and interacts with objects
- Creating a game, that moves in an initial environment, interacts with objects and moves through to new environments.
- Semester examination





VERITAS IN CARITATE

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