Our Lady of Sion College

Year 10, 2024 Curriculum Handbook

Contents

Principal's Message

I warmly welcome you to Year 10 and hope the 2024 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 2024.

I encourage you to read this handbook carefully with your parents/carers 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 VCE Vocational Major. 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 9. 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 Learning Area. 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.olsccareers.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, a maximum of two subsequent electives may also be chosen; see p. 7 for Physical Education Pathway Overview)
- Science core (one semester chosen from three options; a maximum of two subsequent electives may also be chosen; see p. 6 for Science Pathway Overview).
- Humanities elective (one semester chosen from four options, a maximum of two subsequent electives may also be chosen).

Elective Units

Students are then required to select **five elective units** from the table below:

- if students select a Language they must select it for two semesters
- if students are approved for acceleration, this is considered an elective and they must select the subject for two semesters.

Arts

Select a **maximum** of three:

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

English

- Literature

Health and Physical Education

Select a **maximum** of two:

- Health and PE: The Amazing Body
- Health and PE: Let's Get Physical
- Health and PE: Peak Performance.

Humanities

Select **one** as Humanities Core subject and **maximum** of three in total:

- Business and Accounting
- Civics and Legal Studies
- Geography
- History.

Languages

Must be studied for the **full year** and counts as **two** electives:

- Chinese
- Italian
- French.

Science

Select **one** as compulsory Science Core subject:

- DNA and Diversity of Life
- Fireworks and Fuels
- The Electric Universe
- Sceptics and Conspiracies

Select a **maximum** of two as electives:

- DNA and Diversity of Life
- Fireworks and Fuels
- The Electric Universe
- Mind Matters.

Technologies

Select a **maximum** of three.

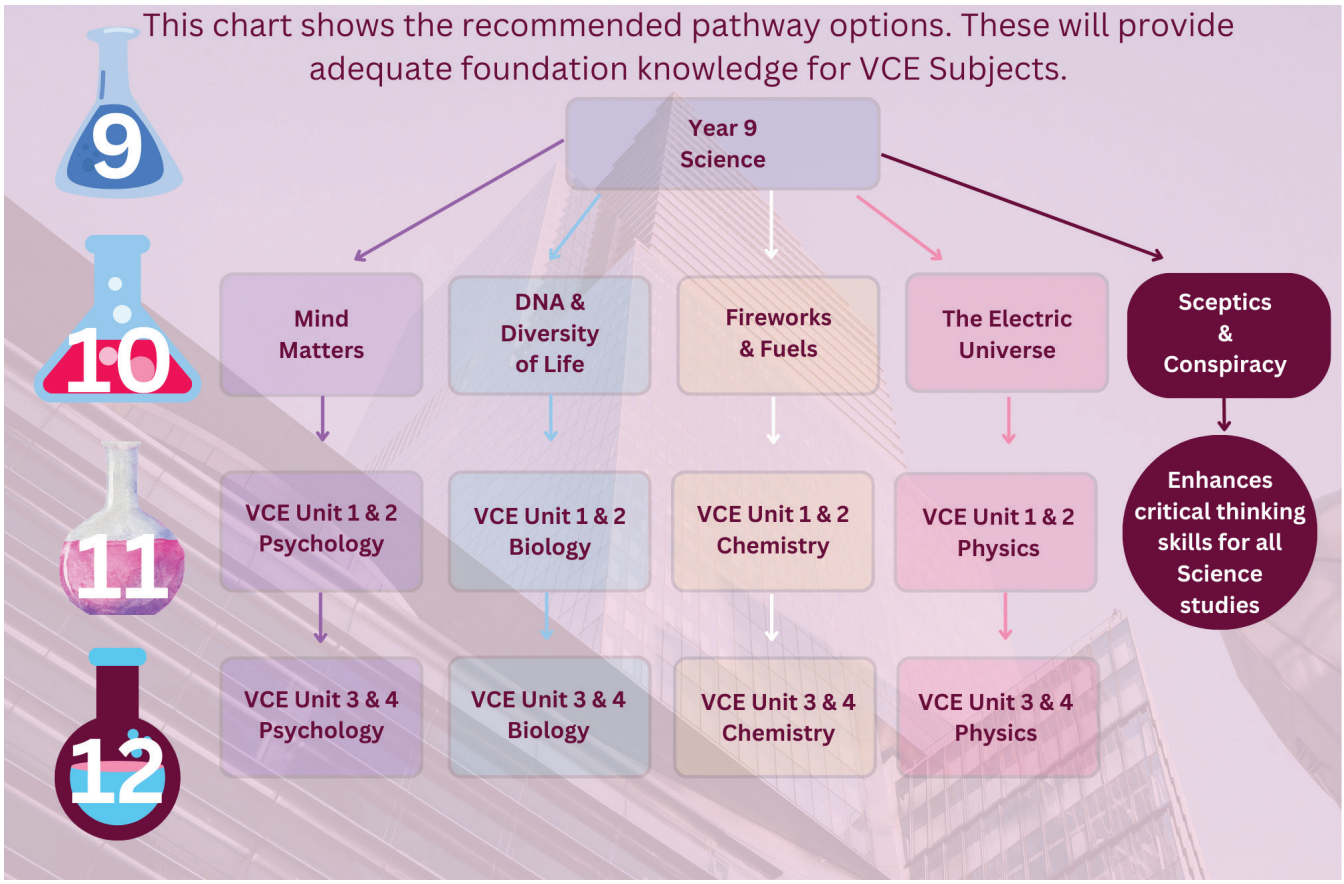
Design and Technologies:

- Food Studies – Food By Design
- Food Studies – Food Styling
- Year 10 Textiles.

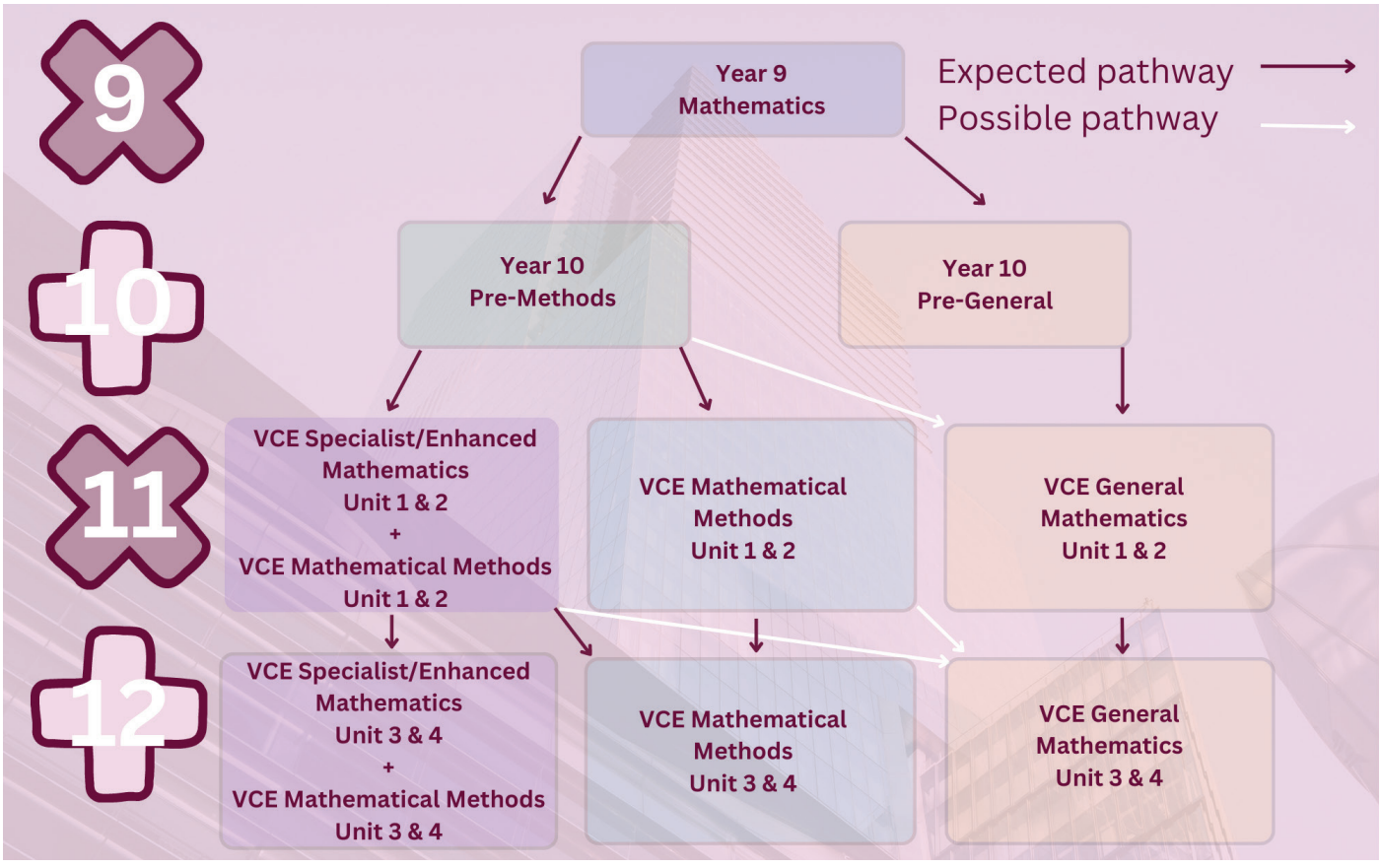
Design Technologies:

- Digital Technologies – Cyber Forensics
- STEAM: Designing the Future.

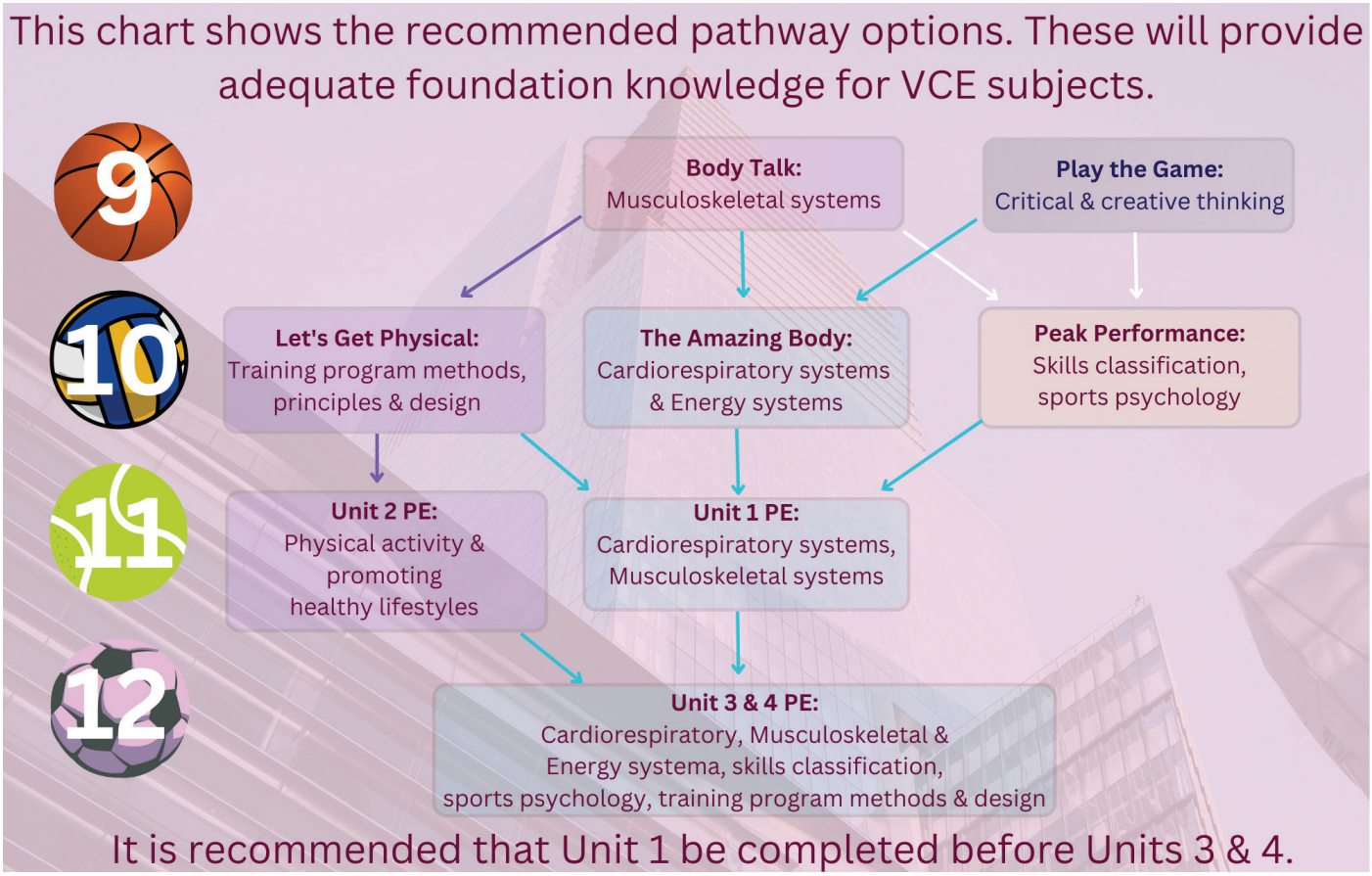
Science Pathway Overview



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 2024 subject selection process include:

15 June	Applications to undertake a Unit 1 and 2 in Year 10 available
20 June	Year 10, 2024, Subject Selection Information Evening
10 July	Applications to undertake a Unit 1 and 2 in Year 10 due
13 July	Year 10, 2024, Subject Selection Seminar (period 4, students only)
25 July	Web preferences open at 4.00 pm
31 July	Web preferences close at 8.00 am
31 July	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 1 & 2 Units. 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 *2024 VCE/VCE Vocational Major 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 2024 for acceleration. The VCE units that may be available are:

- Accounting
- Applied Computing
- Art Creative Practice
- Biology
- Business Management
- Chinese
- Drama
- Food Studies
- Geography
- Health and Human Development
- History
- Legal Studies
- Media
- Music Performance
- Physical Education
- Psychology
- Studio Arts
- Visual Communication Design

Important notes:

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.

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 re-apply in 2024 to undertake a Unit 3 and 4 in Year 11, 2025. Entry is not automatic and student success across all subjects will be taken into consideration.

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 SEQTA Learn under the Forms & Info tile or in the Notre Dame Centre.

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 1 and 2 at Year 10 or 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 five Unit 3 and 4 studies plus Religious Education. A sixth subject is no advantage to a student's ATAR.
- Students on a reduced load for any reason will not be able to accelerate, allowing them to focus on their core learning.
- Students are regularly reviewed to ensure that they are on the right pathway. Students may be contacted at the end of Semester 1 to ensure that they are experiencing learning success across all of their subjects.

Criteria for application to study a VCE subject in Year 10, 2024

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) 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 9 subject selection:

Ms Allison Stott astott@sion.catholic.edu.au	Deputy Principal – Learning and Teaching
Mrs Christine Kralj ckralj@sion.catholic.edu.au	Deputy Principal – Student Wellbeing
Mr John McInerney jmcinerney@sion.catholic.edu.au	Deputy Principal – Faith and Mission
Ms Rebecca Bennett rbennett@sion.catholic.edu.au	Years 7–10 Discovery Learning Leader
Mrs Laura Geilings lgeilings@sion.catholic.edu.au	Learning Enhancement Leader
Mrs Brooke O'Hara bohara@sion.catholic.edu.au	Careers and Pathways Counsellor
Ms Anna Gionfriddo agionfriddo@sion.catholic.edu.au	Religious Education Learning Leader
Ms Natasha Borg nborg@sion.catholic.edu.au	Arts Learning Leader
Ms Amy Beale abeale@sion.catholic.edu.au	English Learning Leader
Ms Natalie Hall nhall@sion.catholic.edu.au	Health and Physical Education Learning Leader
Mrs Sarah Chalmers schalmers@sion.catholic.edu.au	Humanities Learning Leader
Mrs Gail Amato gamato@sion.catholic.edu.au	Languages Learning Leader
Ms Libby Kempton lkempton@sion.catholic.edu.au	Mathematics Learning Leader
Ms Cassie Marsden cmarsden@sion.catholic.edu.au	Science Learning Leader
Mrs Anna Crow acrow@sion.catholic.edu.au	Technologies Learning Leader
Mr Adam Rieusset arieusset@sion.catholic.edu.au	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
Year 10 Media
Year 10 Music Performance
Year 10 Visual Communication Design

English:
English
Year 10 Literature

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

Humanities:
Business and Accounting
Civics and Legal Studies
Geography
History

L'Chaim

Languages:
Chinese
French
Italian

Mathematics:
Pre-General Mathematics
Pre-Methods Mathematics

Pastoral Care

Science:
DNA and Diversity of Life
Fireworks and Fuels
The Electric Universe
Mind Matters
Sceptics and Conspiracy

Technologies – Design and Technologies:
Food Studies – Food by Design
Food Studies – Food Styling
Year 10 Textiles

Technologies – Digital Technologies:
Cyber Forensics
STEAM: Designing the Future

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 Abrahamic 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 the rights and responsibilities that humanity should embrace to be able to 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?

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.

Assessment Tasks

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

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. They will study the origins and developments of the Gospels, focusing on the Gospel of Mark. They will read, discuss and analyse 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 reflect on the ongoing call for individuals to live a moral and just life.

Key Question

- 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 explore a variety of subject matter including still life, landscape, portraiture and self-expression. They will respond to inspiration and 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, 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
- Exploration of subject matter
- Major artwork exploring ideas and meanings
- 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, presented to an invited audience. 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. They will view professional theatre and analyse this performance using appropriate dramatic terminology and analysis skills. 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

Year 10 Media

Learning Program

In this unit, students will focus on the media production process, creating an action trailer 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 Illustrator, 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 a trailer and a promotional poster, how can we reproduce these?
- What is 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
- a respect for and acknowledgment of the diverse roles, innovations, traditions, histories, and cultures of artists, designers, commentators and critics
- an understanding of Media Arts social, cultural and industry practices
- confidence, curiosity, imagination, enjoyment, and personal aesthetic.

Assessment Tasks

- Production design plan
- Action trailer (film)
- Promotional poster (print)
- End-of-semester exam

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

- How do different composers express a particular music style through their arrangements?
- How do music styles influence performances of a piece of music and audience interpretation?
- How do I interpret and employ different musical styles and elements to create my own piece of music?

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 (exploring and responding, and creating and making)
- 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 (exploring and responding)
- students will work to develop their own personal style in performance, developing ways to successfully communicate expressive elements of music (creating and making)
- students will apply their knowledge and understanding of particular musical styles to combine and manipulate elements to create their own music (creating and making).

Assessment Tasks

- Performances in solo and group settings, weekly performance seminar and end-of-semester major recital
- Preparing for performance (instrumental or 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 engage with the VCD design process, generate imaginative ideas in response to set design briefs in the fields of practice; messages, environments and objects. Students will build their understanding of the double diamond design process d and its application in both the work of other designers as well as themselves.

Students will engage with both manual and digital methods, including the use of Adobe Illustrator, to produce both two-dimensional and three-dimensional technical drawings. They will use divergent and convergent thinking strategies throughout the semester to enhance the effectiveness of visual communications for specified audiences.

Key Questions

- What role does design play in the world around you?
- How can we create visual representations of architectural designs?
- What technical drawings can designers use to present product designs?
- How do designers interact with style guides and what role do they play?
- What purposes, audience specifications and constraints need to be considered when responding to a brief?
- How do ideas change and develop as they journey through the design process?
- In what ways can we connect our research and analysis to practical bodies of work?

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 and other methods of graphic design styles, i.e., illustration, product design, architecture, digital design, pencil 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 using Adobe Illustrator
- Production of three-dimensional product design presentations using TinkerCAD
- Production of architectural models and three-dimensional drawings
- 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?
- How do creative responses to texts deepen our understanding of themes, issues and ideas?
- How do social, historical and political contexts shape responses to ideas and issues?

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

- Personal response to a text
- Creative responses of different forms exploring ideas, issues and themes
- Reflection on the writing choices made in the construction of texts and exploration of ideas
- 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 do social and political contexts shape responses to ideas and issues?
- 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)
- critically analyse the relationship between texts, contexts, speakers and listeners in a range of situations (speaking and listening).

Assessment Tasks

- Analytical response exploring issues, ideas and themes on a text
- Oral presentation of a point of view
- Analysis of argument and persuasive language on an issue in the media
- End-of-semester exam

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

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 womens health. 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.

Assessment Tasks

- Mental Health task
- Alternate games
- First Aid task
- Self defence
- End-of-semester exam

Health and Physical Education

The 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
- Sports nutrition research task
- Practical application and physical skills – Running Program
- End-of-semester exam

Health and Physical Education

Let's Get Physical

Learning Program

Students will develop the skills to be able to measure their own fitness levels and monitor improvement of certain 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 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 the Australian *24-hour Movement Guidelines?*
- Should women lift weights?
- How can I get the most out of my training program?
- What are the benefits of living an active lifestyle?

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) and evaluation
- Strength and conditioning program evaluation
- Strength and conditioning practical application
- End-of-semester exam

Health and Physical Education

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 to 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 and psychological skills training
- 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)
- Practical application, physical skills and teamwork
- Case studies (performance enhancing)
- End-of-semester exam

Humanities

Business and Accounting

Learning Program

Accounting involves the collection and recording of financial data, the reporting of financial performance to stakeholders, the analysis of results and strategic decision making for individuals and businesses. This unit will give students the opportunity to develop the skills required to manage personal finances and enhance individual financial literacy. This unit will cover the establishment of a basic single entry accounting system to record financial information and produce financial reports. This unit investigates the resources required to establish a small business including evaluating the various sources of finance available.

The unit on Business will focus on what it means to be an entrepreneur. Students will investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students will research various entrepreneurs and consider their contribution to the business world. Students will look specifically at the motivation of entrepreneurs and their characteristics.

Students will also study marketing and how it influences their purchasing choices. They will develop an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes.

Key Questions

- How do small businesses record and report financial information in a single-entry accounting system?
- What resources are required to establish a small business?
- How do small businesses evaluate the sources of finance available to them?
- What investment opportunities are available to individuals and small businesses in the Australian Market?
- What is an entrepreneur?
- What motivates a person to start a business?
- Do entrepreneurs have common characteristics?
- Are we influenced by marketing?
- Do businesses market their products/services ethically?

Learning Outcomes

It is intended that students will:

- develop an understanding of entrepreneurship
- develop an understanding of marketing and recognise its influence on purchasing choices.

Assessment Tasks

- Small Business – case study
- Shark Tank presentation
- Marketing a product
- End-of-semester exam

Humanities

Civics and Legal Studies

Learning Program

This unit will focus on students becoming active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. This unit explores the key features of Australia's political system. You will identify and analyse the influences on people's electoral choices, compare and evaluate the key features and values of systems of government, and consider Australia's global roles and responsibilities. You will explore factors that influence identities and attitudes to diversity as well as evaluate a range of factors that sustain democratic societies. You will explore ways that you can be active and informed citizens in different contexts.

The unit also explores the Victorian and Australian legal systems. You will learn about the role of the High Court and discover how Australia's international legal obligations influence law and government policy. You will learn about the key principles of Australia's system of justice and analyse the role of Australia's court system. This unit considers the foundation concepts of criminal and civil law, including presumption of innocence, indictable and summary offences and the purposes and concepts of civil law.

Key Questions

- What are the key features of Australia's democracy and how is it influenced by the international community?
- What influences shape the operation of Australia's political system and how are government policies shaped by Australia's international legal obligations?
- What key principles support Victoria's and Australia's legal and court system?

Learning Outcomes

It is intended that students will:

- analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
- discuss challenges to and ways of sustaining a resilient democracy and cohesive society
- explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples
- describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution
- discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
- discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed
- explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region.

Assessment Tasks

- Systems of government essay
- Ongoing case study and reflection journal
- End-of-semester exam

Humanities

Geography

Learning Program

Geography takes you on a journey around the world, examining a range of global issues that may impact humankind now and in the future. Issues include population pressures, destruction of the land and waterways, global warming, and human wellbeing and global conflict. 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 climate change and land degradation and through the field trip.

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

- Case study
- Fieldwork report
- Wellbeing issue: multimedia presentation
- End-of-semester exam

Humanities

History

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 National Apology to the Stolen Generations. Finally, students will also investigate the place of migration within Australian and migration experiences. Students will explore how this has shaped society through a range of perspectives and debates.

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 society been shaped by migration experiences?

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
- Rights and Freedoms extended response
- Migration experiences essay
- End-of-semester exam

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

Languages

Chinese: Semester 1

Learning Program

Students will learn key vocabulary related to the topics of shopping, eating out and food culture. They will communicate their own personal meanings through the language. They acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. Students consider the audience, purpose and appropriate language for a range of communication tasks and interact to exchange information and opinions. They use a variety of strategies for varying and extending language applications, expressing opinion and organising information. Students recognise the extent and limitation of their language and develop strategies for maximising and extending their language.

Key Questions

- What can you identify in the relationship between nature and the character writing in Chinese?
- How can you use the language to create oral and written tasks?
- How can you use strategies to recall characters when listening to texts?

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
- End-of-semester exam

Languages

Chinese: Semester 2

Learning Program

Students will learn key vocabulary related to the topics of schooling, being sick and school culture. They will communicate their own personal meanings through the language. They acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. Students consider the audience, purpose and appropriate language for a range of communication tasks and interact to exchange information and opinions. They use a variety of strategies for varying and extending language applications, expressing opinion and organising information. Students recognise the extent and limitation of their language and develop strategies for maximising and extending their language.

Key Questions

- What can you do to develop strategies for maximising your learning of the writing system?
- How can you use the vocabulary learned to create sentences for communication with others?
- Why is an understanding of key points in reading texts important?

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
- End-of-semester exam

Languages

French: Semester 1

Learning Program

Students will learn key vocabulary related to the topics of health, relationships and childhood. They will communicate by modeling language and by responding to prompts. 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 can I maintain a healthy lifestyle?
- How do I build respectful relationships?
- 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 meter
- 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
- End-of-semester exam

Languages

French: Semester 2

Learning Program

Students will learn key vocabulary related to the topics of the environment and career. They will communicate by modeling language and by responding to prompts. 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 francophone countries.

Key Questions

- How can we recount things that happened in the past?
- 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
- End-of-semester exam

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 travelingtravelling 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 Italian
- 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
- End-of-semester exam

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 prompts. 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 Italian
- 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
- End-of-semester exam

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. 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 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
- sketch linear graphs and determine the gradient between two points
- 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
- End-of-semester exam

Mathematics

Pre-General Mathematics: Semester 2

Learning Program

Students will describe, interpret and sketch parabolas and their transformations 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. They will solve right-angled triangle problems using Pythagoras' theorem and trigonometry and investigate the tests for similar triangles. Students will solve problems related to surface area and volume of cylinders, pyramids, cones and spheres.

Key Questions

- How can the equation of a parabola be recognised and graphed?
- How can similarity 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?
- How can the surface area and volume of cylinders, pyramids, cones and spheres be determined both with and without the use of digital technology?

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 modelling tasks
- End-of-semester exam

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.

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 quadratic equation and how can the equation be factorised and any solutions determined?
- How do we perform operations with rational and irrational numbers as well as with surds and fractional indices?

Learning Outcomes

It is intended that students will:

- describe, interpret and sketch parabolas 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 and similar triangle problems
- calculate the surface area and volume of cylinders, pyramids, spheres and cones.

Assessment Tasks

- Topic tests on key knowledge and skills
- Problem solving and modelling tasks
- End-of-semester exam

Mathematics

Pre-Methods Mathematics: Semester 2

Learning Program

Students will describe, interpret and sketch parabolas and their transformations along with hyperbola, truncus, circles and exponential functions. They will explore the connection between algebraic and graphical representations of relations such as simple quadratics, 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. They 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 parabola, a truncus, and a hyperbola 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, truncus, 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
- End-of-semester exam

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 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:

- 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 to promote resilience and a sense of hope with a positive mindset toward all challenges.

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.

Key Questions

The Pastoral Care curriculum aims to build in students:

- How can I flourish and live fully for my benefit and the benefit of themselves and others?
- What skills and knowledge do I need to build protective factors?
- How will my wellbeing improve as I become self-aware, compassionate and confident?

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

DNA and Diversity of Life

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

Learning Program

Students study the transmission of inheritable characteristics from one generation to the next. They will explore DNA, genes and chromosomes and patterns of inheritance. Students explore how DNA becomes protein and the central dogma of molecular biology. Students will also study evolution by natural selection and the biodiversity of life on Earth. They are able to relate genetic diversity to biodiversity.

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?
- How did life evolve and populate the earth?
- What mechanisms see life survive, reproduce, evolve and become extinct?

Learning Outcomes

It is intended that students will:

- describe the role of DNA as the blueprint for controlling the characteristics of organisms
- use models and diagrams to represent the relationship between DNA, genes and chromosomes
- recognise that genetic information passed on to offspring is from both parents by meiosis and fertilisation
- describe mutations as changes in DNA or chromosomes and outline the factors that contribute to causing mutations
- explore the different organelles of animal cells
- apply three-way tables to elaborate on amino acids and their importance in the human body
- outline processes involved in natural selection including variation, isolation and selection
- describe biodiversity as a function of evolution
- investigate changes caused by natural selection in a particular population as a result of a specified selection pressure such as artificial selection in breeding for desired characteristics
- relate genetic characteristics to survival and reproductive rates
- evaluate and interpret evidence for evolution, including the fossil record, chemical and anatomical similarities, and geographical distribution of species.

Assessment Tasks

- Tests
- Experimental design task
- End-of-semester exam

Science

Fireworks and Fuels

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

Learning Program

Students will study the patterns in the periodic table and its construction as well as covalent, 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. The study will include an exploration into the production of fuels and how chemistry can be quantified.

Key Questions

- How do elements and their interaction govern our world?
- Where do we see chemical reactions in our daily lives?
- How does chemical structure determine the properties of materials?
- Where do we see and use chemistry in our daily lives?

Learning Outcomes

It is intended that students will:

- recognise that elements in the same group of the periodic table have similar properties
- describe the structure of atoms in terms of electron shells
- include trends of the periodic table – atomic radii & electronegativity
- investigate redox reactions
- investigate how chemistry can be used to produce a range of useful substances
- predict the products of different types of simple chemical reactions
- use word or symbol equations to represent chemical reactions
- investigate the effect of a range of factors, such as temperature and catalysts, on the rate of chemical reactions.

Assessment Tasks

- Tests
- Experimental design task
- End-of-semester exam

Science

The Electric Universe

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

Learning Program

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. Students will explore energy and 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. Students will explore the universe – galaxies, stars and solar systems and the Big Bang Theory. They will use theory to explain the origins, expansion and evolution of the universe as well explore the formation of galaxies and stars.The significance of the universe to life on Earth is also investigated.

Key Questions

- How do I predict the motion of objects?
- What are the implications of Newton's three laws of motion?
- How and why is energy conserved?
- Why does electricity behave differently in various circuits?
- How does light behave within the universe?
- Can light predict the age of the Universe?

Learning Outcomes

It is intended that students will:

- 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
- recognise that the age of the universe can be derived using knowledge of the Big Bang theory
- describe how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang
- identify the evidence supporting the Big Bang theory, such as Edwin Hubble's observations and the detection of microwave radiation.

Assessment Tasks

- Tests – Motion & Light
- Experimental design task – Electricity
- End-of-semester exam

Science

Sceptics and Conspiracy

This subject is designed to address Scientific literacy.

Learning Program

Students will explore diseases and vaccinations, exploring how disease is spread, contained and eradicated and look at the social response to this (anti-vaxxers). Students will study pharmaceutical medicines and drug design (homeopathic medicine), exploring how medicines are developed and trialled. The human impact on the planet is examined, looking at the effects of our lifestyles, our energy consumption and food requirements (climate change deniers). Our place in the universe is explored, looking at where we have been in space and where we are likely to go (flat-earthers and moon-landing deniers).

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
- End-of-semester exam

Science

Mind Matters

Learning Program

Students will learn about psychology as the study of human's thoughts, feeling and behaviour. Students will have a basic introduction to psychology and research methodologies. A key component of psychological research and investigation is centred around the nature versus nurture debate to explain the human experience. This will inform the discussion and exploration of ideas across all topics for this subject. Students will learn more about the human nervous system and the areas of the brain. Students will learn about Forensic Psychology as a career and the psychological theories and concepts surrounding criminal behaviour. A case study investigation will take place through an immersive, collaborative experience to solve a crime, using skills surrounding criminal profiling. Students will examine specific forensic psychology case studies and identify similar patterns of behaviour exhibited by known criminals. Students will learn about Positive Psychology exploring what it means to be happy, surrounding concepts of altruism, pro-social behaviour, wellbeing and health. Students will conduct a practical investigation to apply research methodologies, and evaluate the appropriateness of the experimental design and methodology.

Key Questions

- What is Psychology as a science?
- What are research methodologies?
- How does our brain work?
- What is normal behaviour? What is abnormal behaviour?
- What is Forensic Psychology?
- What is criminal profiling?
- What are the factors that influence happiness?
- What happens in our brain when we experience happiness (neurochemistry)?

Learning Outcomes

It is intended that students will:

- understand Psychology as a science and a profession
- describe the structure and function of the brain
- explore the structure of the brain and how it affects our mental processes, behaviour and health
- explore the area of Forensic Psychology
- investigate explanations for criminal behaviour
- explore the area of Positive Psychology
- investigate the role of positive attitudes in influencing behaviour
- conduct experiments and evaluate the appropriateness of the experimental design and methodology.

Assessment Tasks

- Topic test
- Research presentation
- Media analysis and practical investigation
- End-of-semester exam

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 food preparation skills. They will complete a design brief that involves investigating and generating ideas, planning, managing, producing and evaluating their developing skills. Students will be required to work both independently and collaboratively on food production challenges. Students apply sequenced production plans safely and skilfully to assist with the production of a desired outcome, modifying plans where appropriate.

Key Questions

- Are you ready to challenge and extend your food preparation skills?
- How can we work sustainably in Food Studies?

Learning Outcomes

It is intended that students will:

- follow the design process to produce recipes consisting of simple and complex processes, evaluating their skills and sensory characteristics of food to reflect on outcomes.
- work safely with a range of tools and equipment to produce or modify products
- investigate various food allergies and intolerances.

Assessment Tasks

- Design folio
- Production work
- Safety and hygiene report
- End-of-semester exam

Technologies – Design and Technologies

Food Studies – Food Styling

Learning Program

This course comprises both practical and theoretical aspects that inform students about the design, functions and promotion of a range of ingredients and products. Students acquire skills to prepare challenging recipes relating to key ingredients. In addition, they learn the techniques of food styling and photography. Students are required to work independently and collaboratively.

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 food preparation 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 collaboratively 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 and/or modify products
- build skills in the kitchen through processes such as reasoning, processing, evaluating and inquiry.

Assessment Tasks

- Food photography activities
- Design brief
- Food productions skills
- End-of-semester exam

Technologies – Design and Technologies

Year 10 Textiles

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 and investigation journal
- Textile production
- Analysis task
- End-of-semester exam

Technologies – Digital Technologies

Cyber Forensics

Learning Program

Cyber forensics is the application of computer investigation and analysis techniques to gather evidence. The goal of computer forensics is to perform a structured investigation while maintaining a documented chain of evidence to find out who did the crime digitally.

As a forensic investigator, students examine cybercrime. They take computer systems apart and rebuild them and learn the function of computer components. Students create their own criminal database and store data such as fingerprints for identification purposes.

Students investigate computer hacking and societal issues that arise because of technology. They will analyse problems and develop solutions to information problems, both individually and in collaborative teams.

Key Questions

- Would you like to learn how to build a computer system?
- Would you like to learn about different types of cyber crime?
- Would you like to experience the role as a Digital Forensic Investigator?
- Would you like to learn about computer security to protect computer systems and networks?

Learning Outcomes

It is intended that students will:

- dismantle, rebuild and test a computer system
- create, search and sort criminal records in a database
- investigate how computer crime is committed
- investigate and report on cyber criminals and various modern day issues.

Assessment Tasks

- Rebuild of a computer system
- Research computer security and cyber crimes
- Build a database to store data about cyber crimes
- End-of-semester exam

Technologies – Digital Technologies

STEAM: Designing the Future

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 five disciplines of STEAM. Science, Technology, Engineering, Arts and Mathematics. Students analyse how models and theories 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 and the world around us. They evaluate the evidence for scientific theories that explain changes in our world. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They will design their own solution to an element of human impact on the Earth that involves the use of mathematics, engineering and technology.

Key Questions

- What are your views on climate change?
- Will our solution to the problem be scientifically sound?
- How can we design a solution to a problem relating to human impact on the Earth?

Learning Outcomes

It is intended that students will:

- identify and explain how abiotic components affect 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 of 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 that 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

- Design folio
- Collaborative tasks and teamwork
- STEAM product expo
- End-of-semester exam

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