



2021

# YEAR 10 CURRICULUM HANDBOOK

MERCY COLLEGE



# From our Principal

## Lila McInerney

Year 10 is a time of preparing for the future and Mercy gives your daughter all the support she needs to face the world with courage and optimism. It is an important and exciting secondary schooling year with a wide range of learning opportunities and challenges for students. Mercy College offers a comprehensive and balanced selection of subjects that allows all students to excel. These subject offerings are designed to challenge learners to explore and consider deep questions, and big ideas.

The curriculum and wellbeing program at year 10 is complemented by the Next Step program, co-curricular activities and whole school cultural, sporting and religious celebrations that each contribute to a rich education experience.

A learning program that exposes students to both a breadth and depth of ideas, concepts and strategies for contributing to society is valued and promoted in student course planning. Each of the Key Learning Areas (KLAs) offers subjects within the curriculum that are based on the Victorian Curriculum. Experiences within these subjects enable students to develop their knowledge and understanding of key concepts and skills for life and in preparation for further compulsory and post compulsory studies.

The Mercy College Year 10 Curriculum Handbook is an important part of the course planning and subject selection process. The handbook is designed to inform students and parents/guardians of the requirements and expectations of studying Year 10 at Mercy College as well as providing an overview of the compulsory and individual program unit subjects that students study to complete their compulsory schooling.

Year 10 students at Mercy College undertake a course planning program to equip them to make informed decisions about the elective subjects they will study. The course planning program includes student and parent/guardian information sessions, a subject expo, course guidance and the formal subject selection process. A student's course plan should address their individual strengths and needs whilst ensuring access to a balanced range of learning experiences.

Students should select subjects with an understanding of their learning strengths and interests, as well as keeping in mind the broad learning areas and potential pathways. It is advisable that students select subjects that suit their interests, develop their talents and skills, challenge them to build on their strengths and enable them to pursue their goals and aspirations.

It is essential that students access a range of information and sources in order to make informed decisions about subject selection. We look forward to continuing to work in partnership with you as together we prepare our students to realise their potential and maximise the achievement of future pathway goals.

I wish each of our students every success in their learning journey and assure you that Mercy College is a place where young people are nurtured and celebrated for their worth and 'who they are'.

Lila McInerney

**College Principal**

"Deep learning ... unfolds as a process that respects the diverse cultures, worldviews and backgrounds of students and actively engages them with Catholic beliefs and values relevant to their learning."



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# Choosing Subjects

Students undertake a range of compulsory subjects as well as a selection of electives. Compulsory subjects are a full year (two semesters) in length. Elective units are one semester in length (two terms).

At Mercy College, Year 10 students undertake six (6) compulsory yearlong subjects. Students also select six (6) electives that are one semester in length. Three electives are undertaken each semester. Due to the significant oral component of Languages subjects, when a language (Indonesian or VET Italian) is selected, this subject may count for two elective selections.

## Compulsory Subjects

All Year 10 students will study the following:

Compulsory Full Year Subjects	Compulsory Single Semester Subjects
Religious Education	Commerce
English	History
Mathematics or Advanced Mathematics	
Science	
Physical Education	

## Electives

All Year 10 students select from the following units. All students must select six (6) electives. Each individual elective unit is studied for one semester, with the exception of Indonesian and VET Italian.

All students are advised to select a balanced and broad range of subjects in order to maximise the variety and scope in their individual learning program. Students are encouraged to consider subjects from each of the following blocks when selecting subjects.

The Arts	Technology	Humanities, Health and Physical Education, Science and Languages	Unit 1 and 2 Sequence (counts as four electives)
Drama Art Media Music Performance Visual Communication and Design	Café Culture Design and Fashion	Digi Tech and Sustainability Health Justice It's a Small World Psychology Indonesian (counts as two electives) VET Italian (counts as two electives)	Accounting Biology Physical Education

# Religious Education

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The Year 10 Religious Education program introduces the students to VCE. For the first three terms of the year, students study Unit 1 of the VCE subject, Religion and Society. In Term Four, a school based study is taught which focuses on Respectful Relationships.

## Duration of Study

All year

## Topics Studied

VCE Unit 1, Religion and Society has three areas of study:

### 1. The nature and purpose of religion

In this area of study students are introduced to the nature and purpose of religion in general, exploring the role of religion in shaping and giving expression to spiritual experience. They identify the aspects common to religious traditions, explore the interrelation of these aspects generally and explain why these aspects are common to all religious traditions studied. They also explore how these aspects may vary between religious traditions.

### 2. Religion through the ages

In this area of study students investigate how society and religion influence each other and the role of religion in society. They consider the factors that influence these roles and the effect that developments and changes in society might have on religion.

### 3. Religion in Australia

In this area of study students consider religion in Australia, past and present, and the influences on Australian religious composition, in particular from migration and secularisation. They explore how the communities and later institutions of these religious traditions perceived themselves and expressed their collective identity in Australia. Students also examine the influence of religion on the personal identity of members. They explore the influence of religious traditions on the development of social infrastructure in Australia and consider factors such as the laws governing the provision of education and welfare. This exploration should include the interfaith and ecumenical initiatives between and within religious traditions in Australia.

## Examples of Learning Activities and Assessment Tasks

- Small group discussions
- Written responses
- Research assignments
- Essays
- Tests
- Inquiry based learning
- Examination

# English

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The Year 10 English course focuses on developing skills in the four language modes -reading /viewing, writing, listening and speaking. Students will have the opportunity to become confident communicators, imaginative thinkers and informed citizens. Students will explore a range of written, multimodal and visual texts.

The Year 10 English course aims to refine and develop skills and knowledge to assist students to make a successful transition to VCE English.

## Duration of Study

All year

## Topics Studied

### Semester One:

- Viewing & Creating: *The Sapphires*, directed by Wayne Blair
- Analysing Argument
- Response to Literature: Poetry
- Presenting Argument

### Semester Two:

- Presenting Argument
- Reading & Comparing: Short Stories
- Reading & Creating: *Night*, written by Elie Wiesel
- Analysing Argument

## Examples of Learning Activities and Assessment Tasks:

- Reading/viewing and responding to a range of written, multimodal and visual texts
- Class discussion and small group activities
- Developing prepared oral presentations
- Creating and presenting original pieces of writing for a range of purposes and audiences
- Examinations

# Mathematics

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The Year 10 Mathematics course is made up of three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students continue to work with the CAS calculators.

## Duration of Study

All year

## Topics Studied

### Semester One

All students complete:

- Statistics
- Trigonometry
- Linear Relations
- Geometry
- Indices
- Algorithmic Thinking

### Semester Two

All students complete:

- Measurement
- Probability

Depending on subject selection for Year 11, students will take one of the following two pathways for Semester Two:

- **General Pathway:** The rest of the Year 10 curriculum
- **Methods Pathway:** The Year 10A curriculum

## Examples of Learning Activities and Assessment Tasks

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Examinations

# Advanced Mathematics

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The Year 10 Advanced Mathematics course is the second year of a two year Mathematics program for students who have completed Year 9 Advanced Mathematics. Students complete the rest of the Year 10 Mathematics course as well as the Year 10A Mathematics course as extension.

Mathematics is made up of three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students continue to work with the CAS calculators.

## Duration of Study

All year

## Topics Studied

- Surds (10A)
- Linear Relations
- Geometry (10A)
- Indices
- Trigonometry (10A)
- Quadratic Expressions & Equations
- Parabolas & Other Graphs (10A)
- Probability
- Logs & polynomials (10A)
- Algorithmic Thinking

## Examples of Learning Activities and Assessment Tasks

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Examinations

# History

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Year 10 History provides a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students investigate the causes of World War II and the nature of Australia's involvement, including the significance to Australia's international relationships. They develop an understanding of the push and pull factors of post-war migration and how this impacted Australian society. Students also focus on Indigenous rights and freedoms through a study of influential people and significant events in the 20th century as well as areas that are a focus for continued civil rights action for Aboriginal and Torres Strait Islander peoples today.

## Duration of Study

One semester

## Topics Studied

- Australia at War: World War II
- Migration Experiences
- Rights and Freedoms

## Examples of Learning Activities and Assessment Tasks

- Analyse and evaluate historical sources
- Present conclusions about historical interpretations
- Research Tasks
- Essay
- Examination
- Presentations

# Commerce

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In this subject, students develop entrepreneurial skills such as problem solving, teamwork and presentation skills by identifying a problem and developing a sustainable solution, presented as a pitch. Students also develop an understanding of financial literacy by prioritising short-term financial objectives and identifying how these objectives can be achieved. They identify ways consumers can protect themselves from risks through insurance and savings and identify different types of bank accounts. Students use simple cost-benefit analysis to recommend and justify a course of action. They discuss the role of political parties and independent representatives in Australia's system of government. They analyse a range of strategies used to persuade citizens' electoral choices such as public debate, media, opinion polls, advertising, interest groups and political party campaigns and discuss how social media is used to influence people's understanding of issues.

## Duration of Study

One semester

## Topics Studied

- Entrepreneurship
- Consumer and Financial Literacy
- Government and Democracy
- The Future of Work

## Examples of Learning Activities and Assessment Tasks

- Business investigations
- Research projects
- Budgets and other financial reports
- Pitching ideas and solutions
- Interpreting and using data
- Examination

# Physical Education

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This subject aims to encourage life-long participation in physical activity, exploring the various benefits of exercise at different life stages. Students investigate the different components of fitness in relation to overall health and wellbeing, participating in a range of fitness based activities.

Learning is achieved through participation in fitness testing, fitness classes, various sports and recreational activities as they examine the role Physical Activity and Sport play in the lives of Australians.

## Duration of Study

All year

## Topics Studied

- Forms of Physical Activity
- Fitness Testing
- Fitness Classes
- Sport Education
- Striking Sports
- Community Recreational Activities

## Examples of Learning Activities and Assessment Tasks

- Participation in a variety of sporting and fitness based activities
- Fitness assessment and development
- Experience in coaching and other various sporting roles
- Observation of skill and tactical development in activities/games
- Exposure to and completion of theoretical components

# Science

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The Year 10 Science course is focused on deepening students' understanding of fundamental scientific concepts from the three key areas of Science - Biology, Chemistry, and Physics in preparation for the VCE Sciences. The course also aims to develop students' ability to apply their understanding to real-world examples and think critically about Science when encountering it in their everyday lives.

At Year 10, students explain the concept of energy conservation and model energy transfer and transformation within systems. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on earth. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. They use atomic symbols and balanced chemical equations to summarise chemical reactions. They explain how different factors influence the rate of reactions. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.

Students further develop their skills of scientific inquiry by designing and conducting scientific investigations. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments and use appropriate scientific language and representations when communicating their findings and ideas for specific purposes.

## Duration of Study

All year

## Topics Studied

- Chemistry - Chemical Reactions and Reaction Rates
- Biology – Genetics, Forensics and Evolution
- Physics - The Universe, Motion and Energy Changes

## Examples of Learning Activities and Assessment Tasks

- Designing experiments
- Constructing and interpreting models
- Predicting patterns in data
- Designing and constructing structures for a purpose
- Critically analysing information about scientific advances
- Research and development of scientific understandings
- Response to structured questions
- Examination

# ELECTIVES

## Drama

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This unit explores the influential performance style of Epic Theatre and Theatre of the Absurd. Each of which passes comment on social, political and historical contents. Student have the opportunity to select whether they would like to participate in an acting stream or a production stream.

All students explore the dramatic and production elements of theatre, and then together develop an ensemble performance as either cast (acting) or crew (production). Students who participate in the production facet of the performance, explore the world of the play through dramaturgy and apply the production area elements to the performance. Students have the opportunity to attend a professional production and analyse the application of both dramatic and production elements in the performance.

### Duration of Study

One semester

### Topics Studied

- Epic Theatre
- Theatre of the Absurd
- Ensemble Development

### Examples of Learning Activities and Assessment Tasks

- Drama terminology task
- Mini-ensemble performance (acting) or folio (production)
- Ensemble performance (acting) or folio (production)

# Art

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This unit exposes students to a wide range of 2D studies. The students will develop an awareness of materials and techniques, principles of design and artistic terminology while extending their own personal style. The students will produce a folio of work that will include the following techniques: silk-screen printing, chalk and oil pastels, plasticine, watercolour and acrylic paint. Students will explore a variety of themes, issues and ideas in their artworks and examine the work of artists who have worked in a similar style or medium. The periods of art covered in this course will be Expressionism, Pop and Japanese Edo-Period art.

## **Duration of Study**

One semester

## **Topics Studied**

- Art Period: Expressionism
- Art Period: Pop Art
- Art Period: Edo-Period

## **Examples of Learning Activities and Assessment Tasks**

- Art analysis
- Expressionism drawing
- Pop Art painting
- Edo-Period print

# Media

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In this unit, students will explore different media products and investigate the relationship between them. Students will analyse and evaluate ways that meaning is communicated through different media types. Analysis of their own work and the work of others will explore different codes and conventions. Students will use design software to create media products developing skills in construction, representation, and reception of media products.

## Duration of Study

One semester

## Topics Studied

- Media types
- Media production
- Film comparative analysis

## Examples of Learning Activities and Assessment Tasks

- Media production plan
- Media types deconstruction
- Media production
- Film analysis task

# Music Performance

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In Year 10 Music, instrumental and voice students focus on the art of performance. They learn about effective practice strategies, performance techniques and etiquette which are discussed and demonstrated extensively in performance workshops. Students prepare a technical work program and participate in an end of semester recital which combine a solo and/or ensemble repertoire. In addition, students will learn relevant theory and aural skills, as well as complete a unit on the history of music, 'From Bach to Bernstein'.

This subject is suitable for students who are learning an instrument or voice, and especially for those considering VCE Music. **Students enrolling in this unit must be enrolled in private instrumental or voice lessons through the school instrumental program or through private lessons outside of school.**

## Duration of Study

One semester

## Topics Studied

- Practice strategies
- Performance technique
- Solo performance (technical and recital)
- Ensemble performance
- Theory and aural
- History of music - 'From Bach to Bernstein'

## Examples of Learning Activities and Assessment Tasks

- Practice strategies journal and assessment
- Technical work assessment
- Solo and ensemble recital
- Theory and aural test
- 'From Bach to Bernstein' composition

# Psychology

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This unit introduces students to three specialist areas of psychology; psychology as a science, clinical psychology and forensic psychology. As well as developing key knowledge, students develop skills such as the ability to:

- Use scientific processes to investigate hypothesis
- Apply theories and concepts to case studies and to everyday life
- Present information about a chosen mental illness using appropriate resources, technology and subject specific language
- Critically analyse a media source and apply the knowledge gained from relevant case studies.

## Duration of Study

One semester

## Topics Studied

- Psychology as a Science
- Clinical psychology
- Forensic psychology

## Examples of Learning Activities and Assessment Tasks

- Investigations on the 'Stroop Effect'
- Practising skills required by psychologists in a mock 'clinical interview'
- Analysis of case studies of people with mental illnesses
- Conducting research on selected mental illnesses
- Categorising types of stalkers
- Media appraisal on a movie covering forensic issues
- Examination

# Visual Communication and Design

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Year 10 Visual Communication and Design aims to develop freehand drawing and rendering skills, as well as the development of computer skills using Adobe Creative Suite and Google SketchUp software. Students work to design briefs and apply the design process to fulfil the requirements of the brief through producing final presentations. A variety of design elements and principles are studied and applied to both manual and digital drawing methods. Students look at existing examples of visual communications and use appropriate design terminology to describe, analyse and evaluate the effectiveness of designs.

## Duration of Study

One semester

## Topics Studied

- Design process
- Design analysis
- Instrumental drawing

## Examples of Learning Activities and Assessment Tasks

- Design folio task
- Technical drawing methods
- Design analysis

# Cafè Culture

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This unit of work continues to explore more complex food production skills with a focus on small scale food production. Students investigate the microorganisms that cause food poisoning, their effects and preventative practices. They complete an overview of the governance and regulation behind the setting of the food standards to ensure a safe food supply and apply the principles of food safety programs such as HACCP to their practical work. Students investigate the functional properties of ingredients and the physical and chemical changes that occur during preparation and cooking. During practical lessons they will use equipment and techniques appropriately and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food. Students will also follow the steps of the design process, to develop design briefs, use research techniques, design workable solutions and evaluate an end product, processes and the equipment used.

## Duration of Study

One semester

## Topics Studied

- Food safety and hygiene
- Functional properties of key ingredients
- Food production techniques
- Applying the design brief

## Examples of Learning Activities and Assessment Tasks

- Investigation and design tasks
- Production activities
- Sensory analysis and evaluation of end products and processes used

# Design and Fashion

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This unit focuses on the development of a variety of complex garment construction skills and designing for creativity. Students will investigate and make judgements on how the characteristics and properties of fibres and fabrics, tools and equipment, which can be combined to create designed solutions.

Students will critique the needs and opportunities from a client to develop a detailed design brief. They will investigate written and pictorial pattern instructions and use this knowledge to work independently through the construction phase. Following an investigation of fashion illustration techniques, students will apply design thinking and creativity to develop a number of design options. Students will choose one option and construct this design to the specifications outlined in the design brief with consideration taken for the production time, cost and risk associated with the production processes. Upon completion, students will evaluate their product and processes against the criteria.

## Duration of Study

One semester

## Topics Studied

- The design process
- Fashion illustration
- Garment construction

## Examples of Learning Activities and Assessment Tasks

- Establish a client profile and design brief
- Explore inspirations and fashion illustration techniques to design a number of design options
- Safely conduct appropriate testing of materials
- Production techniques using complex processes and equipment
- Analysis and evaluation of end product and processes used

# STEM- Digi Tech and Sustainability

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STEM at year 10 exemplifies an inquiry-based design and digital technology focus. Students will investigate the role of robotic technology in society and experience the skills necessary to code directions for the robot to complete a task. Students will also develop a product focussed on solving a social justice/contemporary issue.

## **Duration of Study**

One semester

## **Topics Studied**

- Robotic design and programming
- Design of a product to solve an issue

## **Examples of Learning Activities and Assessment Tasks**

- Students will investigate, design and evaluate their own product
- Students will use a coding package to program the robots
- Students will investigate a contemporary/social issue and design a product to address or solve the issue

# Justice

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In this subject, students examine the key features of Victoria's legal system, including court jurisdictions, how courts apply and interpret the law, resolve disputes and the responsibilities of jurors in this process. In doing so, they distinguish between criminal and civil law and examine examples of each. Students also focus on the principles of justice, fairness, equality and access and discuss the extent to which each of these are achieved in the Victorian legal system. They also explore social cohesion and ways citizens can influence changes in the law through an investigation into a contemporary issue and consider the influence of the media, including social media, in shaping our beliefs and attitudes.

## Duration of Study

One semester

## Topics Studied

- Victoria's legal system
- Active citizenship and social cohesion

## Examples of Learning Activities and Assessment Tasks

- Interpreting and applying case studies
- Interpreting and applying laws
- Examining the strengths and limitations of Victoria's legal system
- Campaign to raise awareness of an issue
- Research tasks

# It's a Small World

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Students examine the cost and benefits of tourism by investigating the effects of people's travel, recreational, cultural or leisure choices on places, while taking into consideration the implications of this for the future. They also explore the differences in human wellbeing in the local community throughout Australia, and in a global context. A study of the causes and effects of different standards of living is also undertaken including the role and obligations of government and non-government organisations in providing foreign aid to improve human wellbeing.

## Duration of Study

One semester

## Topics Studied

- Tourism
- Closing the Gap – Human Wellbeing

## Examples of Learning Activities and Assessment Tasks

- Creating and interpreting maps and graphs
- Interpreting data
- Field work
- Research tasks

# Health

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This subject focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

- Functional dimension – including researching and applying information relating to knowledge and services in order to respond to a health-related question;
- Interactive dimension – including more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances;
- Critical dimension – including accessing and critically analysing health information from a variety of sources which might include scientific information, health brochures or messages in the media, in order to take action to promote personal health and wellbeing, and that of others.

This study aims to develop the knowledge, understanding and skills to enable students to analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and wellbeing locally, regionally and globally.

## Duration of Study

One semester

## Topics Studied

- Introducing health and development
- Factors that influence health and development
- Food and nutrition
- Health status of Australians
- Health issues of Australians
- Data analysis

## Examples of Learning Activities and Assessment Tasks

- Written reports/structured questions
- Collaborative tasks
- Data analysis
- Media analysis
- Visual presentation

# Languages: Indonesian

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Year 10 Indonesian aims to provide an enriching experience of the Indonesian language and culture. Activities promote authentic communication in Indonesian through reading, viewing, and writing, speaking and listening. Students develop their writing skills in areas such as journal, letter and descriptive writing. Their listening and speaking skills are developed through role plays and dialogues. Students' understanding of the culture of Indonesia is enhanced through various topics.

## Duration of Study

One year

## Topics Studied:

- House and daily activities
- Weather
- Careers and future aspirations
- Festivals and celebrations
- Protecting the environment

## Examples of Learning Activities and Assessment Tasks

- Listening comprehension
- Reading comprehension
- Viewing comprehension
- Writing advertisement/role-play/letter/review/article/blog/speech
- Speaking interview/conversation/speech

# Languages: VET Italian

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The Italian program at Year 10 is a VET Certificate II in Applied Languages. This study includes listening, speaking, reading, viewing and writing. Students produce study and respond to spoken, written and visual texts for a wide range of audiences and purposes. They develop communication skills and knowledge and come to understand language used in social and workplace context. They examine aspects of life in Italy and they broaden their language awareness from the varied classroom materials. Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these skills with intercultural understanding and language awareness. In order to be awarded the VET certificate students must complete the required number of nominal hours, this includes class attendance and home study.

## Duration of Study

One year

## Structure of the course (0297NAT Certificate II in Applied Language)

- CALOCS201 Conduct Basic Oral Communication for Social Purposes in a Language other than English
- CALOCW202 Conduct Basic Workplace Oral Communication in a Language other than English
- CALRWS203 Read and Write Basic Documents for Social Purposes in a Language other than English
- CALRWW204 Read and Write Basic Workplace Documents in a Language other than English

## Examples of Learning Activities and Assessment Tasks

- Listening
- Reading
- Writing
- Speaking

# Accelerated VCE Subjects

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## Purpose of Acceleration

- To provide experience in undertaking a Unit 1 & 2 VCE study
- To provide challenge and enhancement
- To provide six subjects to contribute towards the ATAR

## Criteria

Students who wish to study a VCE Unit 1 & 2 study in Year 10 should demonstrate

- an excellent record of achievement in their Year 9 studies including performance in examinations and coursework
- punctual submission of work
- excellent attendance
- high-level work habits as per Semester 1 learner Expectation Reports
- academic aptitude especially in English as per Semester 1 Report

## Eligibility

A student who is not achieving very high results in Year 9 will, at the school's discretion, be ineligible to study a Unit 1 & 2 study in Year 10.

## Steps in Application Process

1. Carefully read the section on undertaking a Unit 1 & 2 Study in the VCE/VCAL Curriculum Handbook.
2. Complete the Application Form. Copies are available on SIMON from Ms Kelly and your Wellbeing Leader.
3. Using a display folder insert the following
  - Application Form
  - Semester 1 Report
  - Subject selection Form
  - Parent/guardian's letter outlining how undertaking a Unit 1/2 Study will enhance your learning
  - Any other information that may assist the panel in considering your application
4. Ensure that you and your parents/guardians have signed where indicated.
5. Label the front and the spine of your display folder with your name and homeroom.
6. Submit the application **by Monday 27 July 2020 in the box outside Ms Kelly's office, Deputy Principal: Learning and Teaching.**
7. Be prepared to discuss your application with the Senior Learning and Wellbeing Leader and the Deputy Principal: Learning and Teaching.

# Accounting Units 1 and 2

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VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) are taken into account.

## Unit 1 Description: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

### Areas of Study

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

### Outcomes

1. Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
2. Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

## Unit 2 Description: Accounting and Decision-Making for a Trading Business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

### Areas of Study

1. Accounting for inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

### Outcomes

1. Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions
2. Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations
3. Record and report for non-current assets and depreciation

# Biology Units 1 and 2

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Biology seeks to understand and explore the nature of life, past and present. In this study, students explore the dynamic relationships between organisms and their interactions with the non-living environment. Students examine old and new research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills and make links between theory, knowledge and practice. As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

## Unit 1 Description: How do Living Things Stay Alive?

In this unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role of homeostasis in maintaining the internal environment. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### Areas of Study

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

### Outcomes

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

## Unit 2 Description: How is Continuity of Life Maintained?

In this unit, students learn about cell reproduction and the transmission of biological information from generation to generation. They explore the mechanisms of asexual and sexual reproduction and the role of stem cells in the differentiation, growth, repair and replacement of cells. Students use genetics to explain the inheritance of characteristics, analyse patterns of inheritance and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision making about the inherited genetic conditions and explore social and ethical issues associated with genetic technologies.

### Areas of Study

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

### Outcomes

1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

# Physical Education Units 1 and 2

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## Unit 1 Description: The Human Body in Motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

### Areas of Study

1. How does the musculoskeletal system work to produce movement
2. How does the cardiorespiratory system function at rest and during physical activity?

### Outcomes

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

## Unit 2 Description: Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

### Areas of Study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

### Outcomes

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

# Drafting a Program

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Students are required to develop an individual program plan. Initial subject choices should reflect a well-considered plan that provides a balanced course of study.

## Things to Remember

- The **subject selection process** requires **students** to be **proactive** in **seeking** out **information** about subjects before they make final subject selection decisions.
- In addition to choosing **six (6) electives**, students **also** need to identify **four (4) reserve electives** that they wish to undertake should their first preferences be unavailable.
- Students may be requested to discuss their subject selections with a variety of College staff including their Homeroom Teacher, Level Leader, Director of Student Wellbeing, and Deputy Principal: Learning and Teaching.
- Parents/guardians and students are required to sign the subject selection form.

*Some subject choices may not be possible due to subjects not being offered, maximum class sizes, under or over subscription or timetable clashes. In this instance, students need to be further guided on their course planning and make alternative subject selections.*

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions they should consult their Homeroom Teacher in the first instance.

# Planning Your Year 10 Subjects

Use the following chart to plan your Year 10 studies. Your Homeroom Teacher will provide you with another copy for submission.

Name:	Homeroom:	Homeroom Teacher:
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Compulsory Subjects							Electives
<b>Semester One</b>	Religious Education	English	Mathematics or Advanced Mathematics	Science	Physical Education	History or Commerce	<i>Select six (6) Elective Units</i>
							Elective #1:
							Elective #2:
							Elective #3:
<b>Semester Two</b>	Religious Education	English	Mathematics or Advanced Mathematics	Science	Physical Education	History or Commerce	Elective #4:
							Elective #5:
							Elective #6:

All students are required to select four additional elective units that they would study should their initial selections not be available.

Additional Subject Choice #1	Additional Subject Choice #2	Additional Subject Choice #3	Additional Subject Choice #4

**SIGNATURES:**

Student \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

# Planning Your Year 10 Subjects – With a Unit 1 and 2 Sequence

Use the following chart to plan your Year 10 studies. Your Homeroom Teacher will provide you with another copy for submission.

Name:	Homeroom:	Homeroom Teacher:
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Individual Program Units							
<b>Semester One</b>	Religious Education	English	Mathematics or Advanced Mathematics	Science	Physical Education	History or Commerce	<i>Select Unit 1 &amp; 2 (these must be the same subject) and 2 Electives</i>
							<b>Unit 1:</b>
							<b>Elective #1:</b>
<b>Semester Two</b>	Religious Education	English	Mathematics or Advanced Mathematics	Science	Physical Education	History or Commerce	<b>Unit 2:</b>
							<b>Elective #2:</b>

All students are required to select four additional electives that they would study should their initial selections not be available.

Additional Subject Choice #1	Additional Subject Choice #2	Additional Subject Choice #3	Additional Subject Choice #4

\*A unit 1 and 2 sequence cannot be included in the Additional Subject Choices.

**SIGNATURES:**

Student \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

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