



MERCY COLLEGE

YEAR 10

Curriculum Handbook

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From our Principal

Lila McInerney

"Learning brings Hope...a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them".

(Horizons of Hope: Catholic Education Melbourne)

Dear Parents/ Guardians and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self directed, ethical, spiritually centered and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in an interconnected world. They will be responsible citizens ready to act for a just and caring world.

Year 10 is a time of preparing for the future and Mercy gives your child all the support they need 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. 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 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.

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.

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. Year 10 students begin to develop their senior pathway as they think further ahead to life after Mercy College. The work experience program assist students to develop an understanding of what future they would like to design, and subject selection is an important step in this process.

We look forward to working in partnership with you as together we prepare our students to realise their potential and maximise the achievement of future pathway goals.

Lila McInerney

College Principal

CHOOSING SUBJECTS

At Mercy College, all Year 10 students undertake five compulsory subjects for a full year, and two compulsory subjects for a semester (two terms).

Compulsory subjects:

YEAR LONG SUBJECTS

1. RELIGIOUS EDUCATION
 2. ENGLISH
 3. MATHEMATICS OR ADVANCED MATHEMATICS
 4. SCIENCE
 5. PHYSICAL EDUCATION
- * NEXT SETP (CAREER DEVELOPMENT)

SEMESTER LENGTH SUBJECTS

1. COMMERCE
2. HISTORY

Electives:

Year 10 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Due to the significant oral component of language subjects, when a language (Indonesian or Italian) is selected, this subject may count for two elective selections, and is undertaken for a full year.

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.

BLOCK A - THE ARTS

DRAMA	MEDIA	ART
MUSIC PERFORMANCE	VISUAL COMMUNICATION DESIGN	

BLOCK B - TECHNOLOGY

CAFE CULTURE	DESIGN AND FASHION
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BLOCK C - HUMANITIES, HEALTH AND PHYSICAL EDUCATION, SCIENCE AND LANGUAGES

DIGI TECH AND SUSTAINABILITY	HEALTH AND SPORT SCIENCE	
JUSTICE	GEOGRAPHY	PSYCHOLOGY
ITALIAN (COUNTS AS TWO ELECTIVES)	INDONESIAN (COUNTS AS TWO ELECTIVES)	

UNIT 1 AND 2 SEQUENCE (COUNTS AS FOUR ELECTIVES)

BIOLOGY	PHYSICAL EDUCATION
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DRAFTING A PROGRAM

Students are required to design 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 elective subjects, students also need to identify **four reserve elective subjects** 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, Learning and Wellbeing Level Leader, Director of Student Engagement and Wellbeing, Deputy Principal, or a member of the Leadership Team.
- Parents/Guardians and students are required to sign the Planning Your Year 10 Subjects selection form.

Some subject choices may not be possible, and some subjects not offered, due to reaching maximum class sizes, under or over subscription, or timetable clashes. In these instances, students will be guided on their course planning to 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.

RELIGIOUS EDUCATION

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

The Year 10 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of 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 in Semester One:

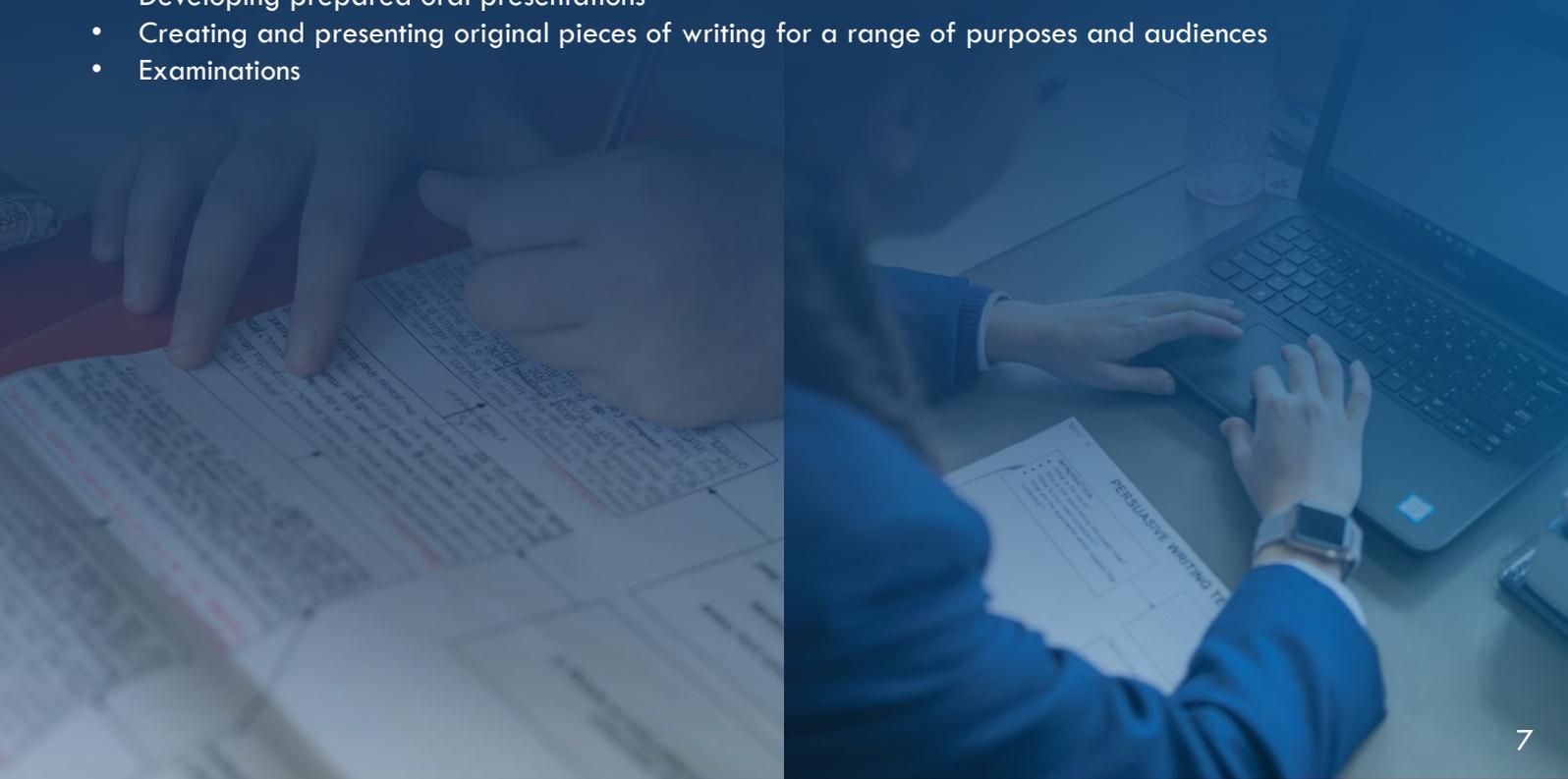
- Reading and Exploring Texts: The film *Jasper Jones*, directed by Rachel Perkins
- Exploring Argument

Topics studied in Semester Two:

- Reading and Exploring Texts: The novel *Night*, by Elie Wiesel
- Creating Texts
- Exploring 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

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 in Semester One:

All students complete:

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

Topics studied in Semester Two:

All students complete:

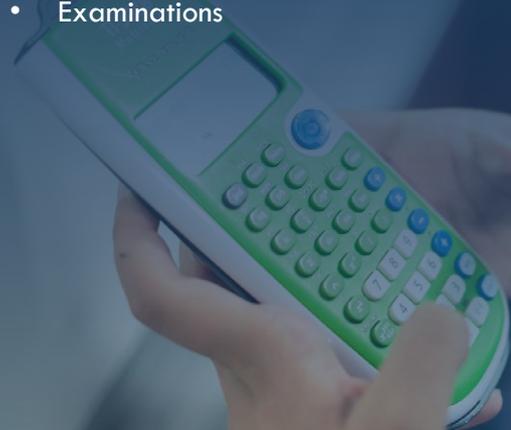
- Measurement
- Probability

Depending on subject selections 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

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 an 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)
- Indices & Exponential Graphs
- Linear Relations
- Geometry (10A)
- Trigonometry (10A)
- Measurement (10 A)
- 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



SCIENCE

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:

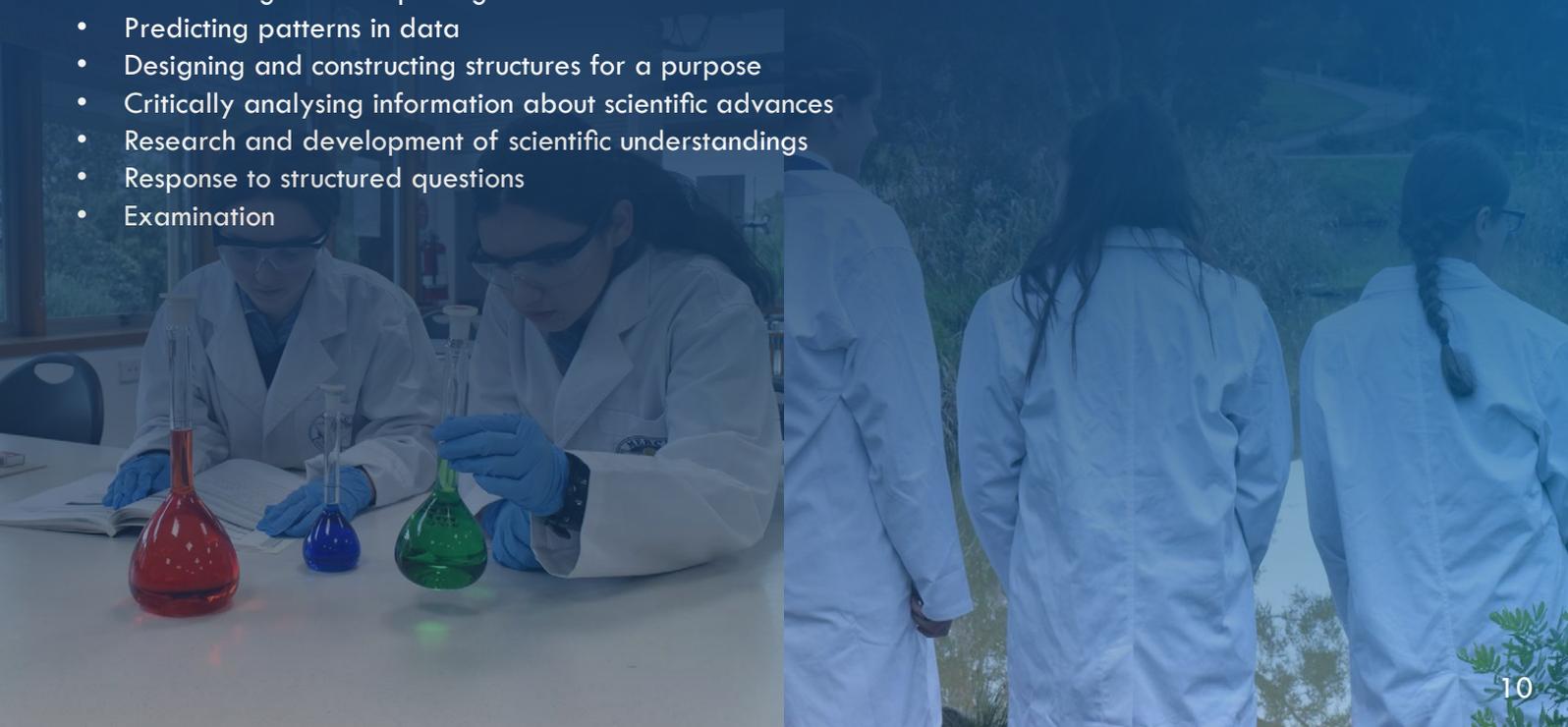
All year.

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



PHYSICAL EDUCATION

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



NEXT STEP

The Year 10 Next Step program aims to support students in their career planning for the future, as they explore the world of work, and the options for future study. Identifying the skills and attributes that students have, as well as their interests, assists students to explore possible careers, and hence the pathways they could follow to enhance their future career opportunities.

Duration of study:

All year.

Topics studied:

1. Career Planning

In this topic students explore their interests and possible career direction/s, to assist them in developing an understanding of their career options and the requirements of specific careers, with the aim to support students in their senior studies subject selection options.

2. Work Experience

This topic incorporates the planning and preparation for Work Experience. During Activities Week, students undertake a placement in a workplace of their choice, with an aim to become more familiar with the world of work in a real world setting.

3. The World of Work

In this topic students explore and investigate the various aspects of the changing world of work, and the soft and hard skills needed for success in the ever-changing world of work.

4. Real Industry Job Interview (RIJI)

In this topic students focus on preparing for their involvement in the Real Industry Job Interviews program (RIJI). The RIJI is done in conjunction with the Inner Northern LLEN and industry partners. The RIJI involves students applying for a potential first entry job, writing a cover letter and resume, and then attending a mock interview with volunteer local employers. The volunteer employers then provide written feedback to students.

Examples of Learning Activities and Assessment tasks:

- Large and small group discussions
- Analysis of a Career Collage
- Research tasks
- Resumes and Cover letters
- Inquiry based learning



COMMERCE

In this Year 10 subject, students practice and develop their innovation skills. They explain the nature of innovation, and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved, and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. 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



HISTORY

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, the War in Europe and the War in the Pacific, in particular the nature of Australia's involvement and the significance of 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:

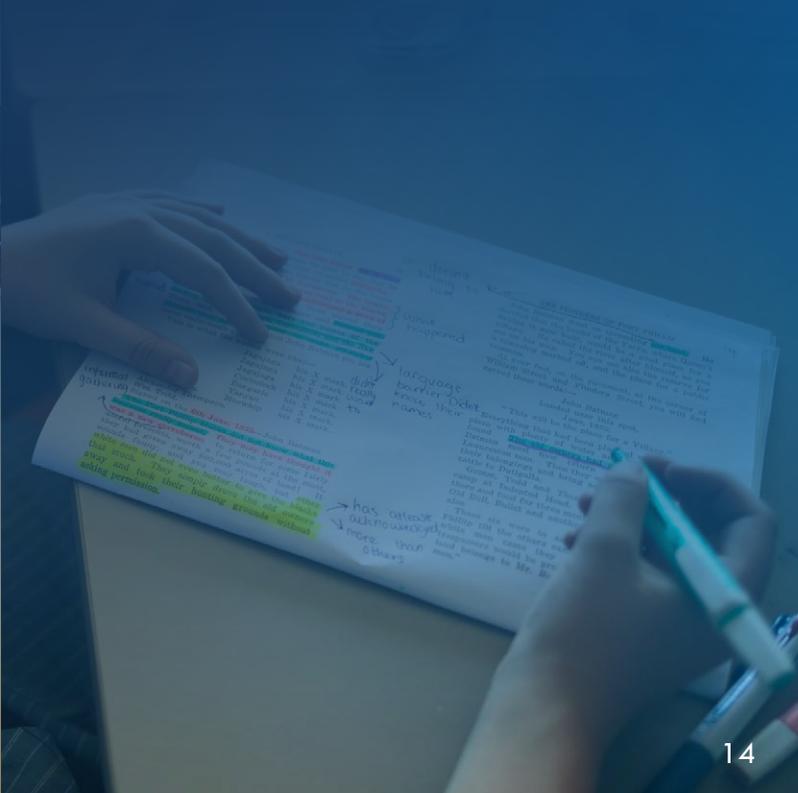
One semester.

Topics studied:

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

Examples of Learning Activities and Assessment tasks:

- Source Analysis
- Extended Response
- Present conclusions about historical interpretations
- Examination



ELECTIVES - BLOCK A

THE ARTS

Year 10 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Due to the significant oral component of language subjects, when a language (Indonesian or Italian) is selected, this subject may count for two elective selections, and is undertaken for a full year.

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.



DRAMA

The Year 10 Drama course explores the influential performance style of Epic Theatre, and Theatre of the Absurd. Each of which passes comment on social, political and historical contents. Students 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)



MEDIA

The Year 10 Media course explores different media products, and investigates 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
- Comparative Film analysis

Examples of Learning Activities and Assessment tasks:

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



ART

The Year 10 Art course exposes students to a wide range of 3D art studies. Students will develop an awareness of the historical and cultural contexts of artists and art movements; the materials, techniques and processes of various artforms, art elements and principles; develop an artistic vocabulary and understand specific terminology. Students will produce a folio of work incorporating the following techniques: resin, oil/soft pastels, various paints including acrylic and high flo, and digital formats. 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 Contemporary Art and Indigenous Art.

Duration of study:

One semester.

Topics studied:

- Art Period: Contemporary Art
- Art Period: Indigenous Art

Examples of Learning Activities and Assessment tasks:

- Installation Art
- Mixed Media Artwork
- Indigenous Painting
- Art Analysis



MUSIC PERFORMANCE

The Year 10 Music Performance course focuses on the art of performance. Students learn about effective practice strategies, performance techniques and etiquette, which are discussed and demonstrated extensively in performance workshops. Through undertaking private instrumental lessons, students prepare for an end of semester recital, which combines solo and ensemble performance. In addition, students 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 and group performance
- Theory and aural
- History of music- 'From Bach to Bernstein'

Examples of Learning Activities and Assessment Tasks:

- 'What Makes a Good Performance?'
- Solo and Group Performance Recital
- Theory and aural test
- 'From Bach to Bernstein' composition



VISUAL COMMUNICATION DESIGN

The Year 10 Visual Communication Design course 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
- Technical Drawing

Examples of Learning Activities and Assessment tasks:

- Design folio task
- Technical drawing methods
- Design analysis



ELECTIVES - BLOCK B

TECHNOLOGY

Year 10 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Due to the significant oral component of language subjects, when a language (Indonesian or Italian) is selected, this subject may count for two elective selections, and is undertaken for a full year.

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.

CAFE CULTURE

DESIGN AND FASHION

CAFE CULTURE

The Year 10 Café Culture course 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 preventive 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. They look at the mechanisms of food allergies and intolerances, and make necessary modifications to recipes to prevent illness. During practical lessons, students 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, 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 allergies and intolerances
- 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

The Year 10 Design and Fashion course focuses on the development of a variety of complex garment construction skills and designing for creativity. Students will investigate and make judgments on 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 pre established 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



ELECTIVES - BLOCK C

HUMANITIES, HEALTH AND PHYSICAL EDUCATION, SCIENCE AND LANGUAGES

Year 10 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Due to the significant oral component of language subjects, when a language (Indonesian or Italian) is selected, this subject may count for two elective selections, and is undertaken for a full year.

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.



DIGI TECH AND SUSTAINABILITY

STEM at Year 10 exemplifies an inquiry based design and digital technology focus. Students will investigate possible solutions to the question 'How do we feed 10 billion people by 2050?' by exploring the growth conditions of the mung bean, determine what conditions produce optimum yield, and understand its nutritional content as a primary source of plant based foods.

Students will also 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:

- Problem based learning (PBL): How do we feed 10 billion people by 2050?
- Robotic design and programming
- Design a product to solve an issue

Examples of Learning Activities and Assessment tasks:

- Design and evaluate a product
- Use coding to program a robot
- Investigate contemporary/social issues and design a product to solve the issue



HEALTH AND SPORT SCIENCE

This Year 10 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 questions
- **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 also aims to develop the knowledge, understanding and skills to enable students to analyse how varied and changing personal and contextual factors affect opportunities linked to sport, health and wellbeing.

Duration of study:

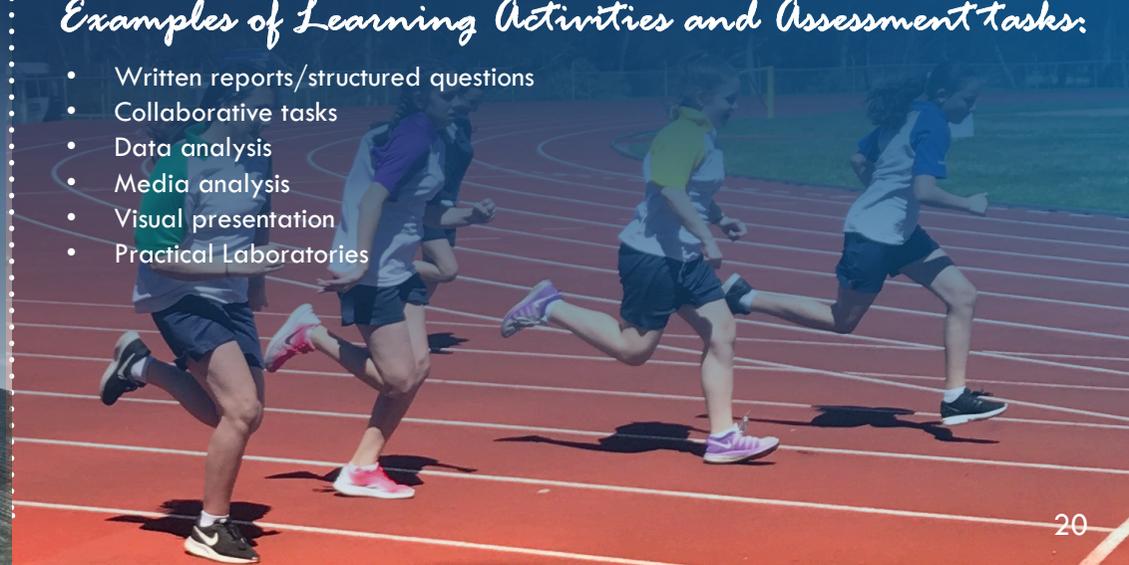
One semester.

Topics studied:

- Introducing health and development
- Health status and health issues of Australians
- Food and nutrition
- Body systems - cardiovascular system, respiratory system and energy systems
- Sport psychology

Examples of Learning Activities and Assessment tasks:

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



JUSTICE

In this Year 10 subject, students examine the key features of criminal law; such as the elements of a crime, court jurisdictions, the age of criminal responsibility and the role of the Australian Constitution in shaping the way our legal system operates. Students also explore social cohesion, and the ways they can be active citizens. They examine ways people can influence changes to the law, through an investigation into a contemporary issue. This investigation involves consideration of the role of the media, including social media, in shaping the beliefs and attitudes of members of society.

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

GEOGRAPHY

In Year 10, 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



PSYCHOLOGY

This Year 10 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



Languages in Year 10:

At Mercy College, the choice to pursue a language in Year 10 is optional. However, students are strongly encouraged to do so. There are many benefits to studying a foreign language including:

- providing challenge and enhancement
- strengthening a student's English/first language skills
- providing unique job opportunities and a point of difference on a resume
- the potential to increase the student's ATAR (should they continue the language in Years 11 and 12), as languages are scaled up

Students are encouraged to continue with the language they pursued in Year 9 at Mercy College - either Indonesian or Italian.

Students who speak another language at home (other than English), are also encouraged to consider studying this language via the Victorian School of Languages. Unlike Indonesian and Italian though, this would be counted as an additional subject, as it takes place outside of regular school hours.

ITALIAN
(COUNTS AS TWO ELECTIVES)

INDONESIAN
(COUNTS AS TWO ELECTIVES)

ITALIAN

The Italian program at Year 10 builds on the foundations of Italian Language learning in the Junior Years. The 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.

Duration of study:

All year.

Topics studied:

- I giovani (Young People in Italy)
- La Musica (Italian music - the evolution of Italian music from the 50's to current day)
- Il caffè' (The importance of coffee culture in Italy)
- Dante Alighieri (Literature - studying Italy's great poet)

Examples of Learning Activities and Assessment tasks:

- Listening/Reading/Viewing
- Writing
- Speaking

INDONESIAN

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:

All 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



ACCELERATED VCE SUBJECTS - UNDERTAKING A UNIT 1 & 2 STUDY

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 subject in Year 10.

Steps in Application Process:

1. Carefully read the section on Accelerated VCE Subjects (Undertaking a Unit 1 & 2 Study) in the VCE/VCE-VM Curriculum Handbook.
2. Complete the Application Form. **Copies are available on SIMON from the Deputy Principal, Mr Ambrozy and your Learning & Wellbeing Leader.**
3. Using a display folder, insert the following:
 - Application Form
 - Semester 1 Report
 - Planning Your Year 10 Subjects 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 **Friday 29th July 2022** in the box outside Deputy Principal, Mr Ambrozy's office.
7. Be prepared to discuss your application with the Senior Learning and Wellbeing Leader and the Deputy Principal.

BIOLOGY UNITS 1 AND 2

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 organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Areas of Study:

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

Outcomes:

1. Students will be able to explain and compare cellular structure and function, and analyse the cell cycle, cell growth, death and differentiation.
2. Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals; focusing on regulation of water balance in plants; and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.
3. Students adapt or design, and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence generated from primary data.

Unit 2 Description:

How is Continuity of Life Maintained?

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Areas of Study:

1. How is inheritance explained?
2. How do inherited adaptations impact diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

Outcomes:

1. 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.
2. Students analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

PHYSICAL EDUCATION UNITS 1 AND 2

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

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.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model, to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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.



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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SEMESTER	COMPULSORY SUBJECTS						ELECTIVES
SEMESTER 1	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	SCIENCE	PHYSICAL EDUCATION	HISTORY OR COMMERCE	ELECTIVE 1: ELECTIVE 2: ELECTIVE 3:
SEMESTER 2	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	SCIENCE	PHYSICAL EDUCATION	HISTORY OR COMMERCE	ELECTIVE 4: ELECTIVE 5: ELECTIVE 6:

All students are required to select four additional reserve elective subjects that they would like to 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: _____

Date: _____ Date: _____ Date: _____

PLEASE GIVE A COPY OF THIS TO YOUR HOMEROOM TEACHER BY FRIDAY 5TH AUGUST 2022

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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SEMESTER	COMPULSORY SUBJECTS						UNIT 1 AND 2 SEQUENCE (MUST BE THE SAME SUBJECT) AND ELECTIVES
SEMESTER 1	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	SCIENCE	PHYSICAL EDUCATION	HISTORY OR COMMERCE	UNIT 1: ELECTIVE 1:
SEMESTER 2	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	SCIENCE	PHYSICAL EDUCATION	HISTORY OR COMMERCE	UNIT 2: ELECTIVE 2:

All students are required to select four additional reserve elective subjects that they would like to study, should their initial selections not be available. A unit 1 and 2 sequence cannot be included in the Additional Subject Choices.

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2	ADDITIONAL SUBJECT CHOICE 3	ADDITIONAL SUBJECT CHOICE 4

SIGNATURES:

Student: _____ Parent / Guardian: _____ Homeroom teacher: _____

Date: _____ Date: _____ Date: _____

PLEASE GIVE A COPY OF THIS TO YOUR HOMEROOM TEACHER BY FRIDAY 5TH AUGUST 2022