Year 10 2016

Year Level Handbook

1/1/2016

All Faculties

A Kildare Education Ministries school in the Brigidine tradition
Contents
Welcome to Year 10 2016 ........................................................................................................ 5
  Brigidine Core Values ........................................................................................................... 5
  Prayer to St Brigid ................................................................................................................ 5
The Culture of Learning .......................................................................................................... 6
The Year 10 Course of Study .................................................................................................. 7
  Core Subjects ...................................................................................................................... 7
  Electives ............................................................................................................................... 7
  Year Level Promotion Policy ............................................................................................... 7
  VCE ..................................................................................................................................... 8
  VET - Vocational Education Training .................................................................................. 8
Core Subjects ........................................................................................................................ 9
  Religious Education ............................................................................................................ 9
  English ................................................................................................................................. 9
  Mathematics ........................................................................................................................ 10
  CAS Mathematics .............................................................................................................. 11
  Year 10 Mathematics .......................................................................................................... 11
  Year 10 Fundamental Maths ............................................................................................... 11
Science .................................................................................................................................. 12
  Physical Education ............................................................................................................. 12
  Industry and Enterprise (I&E) ........................................................................................... 13
Electives ................................................................................................................................ 14
  Humanities .......................................................................................................................... 14
  Horrible Histories ................................................................................................................ 14
  Game of Thrones .................................................................................................................. 14
  Economics ............................................................................................................................ 14
  Legal Studies ....................................................................................................................... 14
  Geography of Terrorism ...................................................................................................... 14
  Business Studies .................................................................................................................. 14
  English ................................................................................................................................. 15
  Literature ............................................................................................................................. 15
Creative writing........................................................................................................................................15
Cinema Studies .....................................................................................................................................15
LOTE ......................................................................................................................................................15
Mandarin ...............................................................................................................................................15
Maths ....................................................................................................................................................15
Maths through Investigation ..................................................................................................................15
Money Mathematics ...............................................................................................................................16
The Arts ..................................................................................................................................................16
Foundation Art .....................................................................................................................................16
Ceramics 1 and/or 2 .................................................................................................................................16
Drawing 1 and/or 2 ..................................................................................................................................16
Drama and Production (Wakakirri) ........................................................................................................17
Drama ....................................................................................................................................................17
Photographic Imaging ...............................................................................................................................17
Music Performance & Composition .........................................................................................................17
Technology .............................................................................................................................................18
Asian Foods ..........................................................................................................................................18
Survival Foods ......................................................................................................................................18
Food for Fitness .....................................................................................................................................18
Textiles - Fashion .................................................................................................................................19
Textiles – Wearable Art ..........................................................................................................................19
Textiles - The Fabric of Community .......................................................................................................19
Materials- Furniture Making ..................................................................................................................20
Materials- Woodwork 1 &/or 2 ................................................................................................................20
Systems – Mechatronics Advanced .........................................................................................................20
Developing Digital Media .....................................................................................................................20
Health & PE ...........................................................................................................................................21
Outdoor Activities ...................................................................................................................................21
Multi-Sport and Fitness ..........................................................................................................................21
VCE .........................................................................................................................................................22
Science ...................................................................................................................................................22
Biology Units 1 & 2.................................................................................................................................22
VCE and VET application

Year 10 2016
Subject Selection

Vocational Education Programs in Schools

Vocational Educational and Training in Schools VETiS

Technology

The Arts

Health and Physical Education

Humanities

Business Management

History

Philosophy

Legal Studies

Australian and Global Politics

The Arts

Drama

Music

Studio Arts

Visual Communication Design

Technology

Product Design and Technology (Textiles/ Wood, Metal * Plastics)

Systems Technology

Food and Technology

Vocational Educational and Training in Schools VETiS

Vocational Education Programs in Schools VETiS

Certificate II in Wine Industry Operations (FDF20411)

VET 22216VIC Certificate II in Building and Construction (Carpentry)

VET Certificate II in Engineering Studies (22209VIC)

VET Certificate II in Automotive - 22015VIC

Year 10 2016 Subject Selection

VCE and VET application

Year Level Promotion Policy
Welcome to Year 10   2016
This booklet has been prepared to help you understand how Year 10 subjects are selected. It is school policy that up to Year 10, students study a core curriculum, which enables them to develop a comprehensive range of knowledge and skills in the major learning areas. This policy aims to ensure that you do not reduce your subject options at V.C.E. through too narrow a choice in the middle years. It is important to keep your career options open.

With the emotional, social and intellectual changes that take place over these years, it is very likely that you will have changed your ideas about career choices several times, so it is important to consider the options which will best allow you to achieve your potential.

At Year 10 you will study a number of core subjects which contain options within them and you will also select several elective units for each Semester.

A number of VCE and VET Units 1 & 2 are also offered. However students are required to apply for one of these subjects. The option of VCE and VET will depend on the blocking as well as the academic performance of students in Year 9.

Mrs. Carmel Barker
Principal of Marian College Ararat

Brigidine Core Values

In Brigidine Education, we will:

Be faithful
to our Catholic heritage

Welcome
All people, especially the most vulnerable

Celebrate
all that is good with joy and gratitude

Engender
a love of learning, hope and a sense of purpose

Image and practise
justice and service

Prayer to St Brigid

St. Brigid
Mary of Ireland
Ask for us all today
The courage to do God’s bidding
Whatever the world may say
The grace to be strong and valiant
The grace to be firm and true
The grace to be faithful always
To God, His Mother and You.
THE CULTURE OF LEARNING AT MARIAN COLLEGE

Our Commitment to Learning
We encourage excellence and perseverance in learning
We strive for continuous improvement.

Student Learning- Action Statement

I WILL:
• Learn in every lesson
• Come prepared for every lesson in attitude and action
• Respect the learning environment
• Respect the rights of others to learn
• Accept new challenges
• Persevere and complete all tasks to the best of my ability
• Accept feedback as a chance to grow
The Year 10 Course of Study
All Year 10 students must study the following subjects in 2016

Core Subjects
Religious Education
English
Mathematics (Must select one Maths)
- CAS Maths
- Year 10 Maths
- Year 10 Fundamental Maths

Science
Physical Education
Industry and Enterprise Unit 2 (VCE) & VCAL Work Related Skills

Electives
The following elective units will be offered and will run if sufficient students choose them.

HUMANITIES (Must select 2 Humanities subjects)
Horrible Histories
Game of Thrones
Economics
Legal Studies
Geography of Terror
Business Management

General Electives (Select up to six)
ENGLISH
- Literature
- Creative Writing
- Cinema Studies

LOTE
- Mandarin

MATHS
- Maths Through Investigation
- Money Mathematics

THE ARTS
- Foundation Art
- Ceramics 1 &/or 2
- Drawing 1 &/or 2
- Drama & Production-Wakakirri
- Drama
- Photographic Imaging
- Music Performance and Composition

HEALTH & P E
- Outdoor Activities
- Multi-Sport Fitness

TECHNOLOGY
- Asian Foods
- Survival Foods
- Food for Fitness
- Textiles - Fashion
- Textiles – Wearable Art
- Textiles – Fabric of the Community
- Materials – Furniture Making
- Materials – Woodwork 1 &/or 2
- Systems – Mechatronics Advanced
- Developing Digital Media

Picking your subjects:
1. Select a Maths subject – your Maths teacher will already have advised you what you can select.
2. Select two Humanities electives.
3. Select (up to) 6 other elective subjects (When selecting a VCE/VET or year-long class, your options reduce).
4. Pick 2 reserve electives
   
   Your order of preferences is important!

Year Level Promotion Policy
For a student to be granted approval to study one or more subjects at the next year level, a grade average of "C" must be achieved in their core subjects, in the previous year and/or a "C" in the particular elective being sought if it is outside the core. If these requirements are not met there will need to be a promotions meeting involving the student, the parent and the Academic Review Panel.
VCE

Science
- Biology Units 1 & 2
- Psychology Units 1 & 2
- VCE VET Cert III Laboratory Skills

Physical Education and Health
- Health & Human Development Units 1 & 2
- Physical Education Units 1 & 2
- VCE VET Cert II Sport and Recreation

Humanities
- Business Management Units 1 & 2
- History 20 Century 1918-1939 Units 1 & 2
- Philosophy Unit 1 & 2
- Legal Studies Units 1 & 2
- Australian and Global Politics Units 1 & 2

The Arts
- Drama Units 1 & 2
- Music Units 1 & 2
- Studio Art Units 1 & 2
- Visual Communications and Design (TBC) Units 1 & 2

Technology
- Product Design & Technology– (Textiles / Wood, Plastic, Metal) Units 1 & 2
- Systems Engineering Units 1 & 2
- Food Technology Units 1 & 2

VET - Vocational Education Training

Automotive Engineering (Cert II)
Building & Const (Cert II)
Food Processing (Wine) (Cert II)
Engineering (Cert II)
Core Subjects

Religious Education

Course Description
Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith and our Brigidine values.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community, which aims to develop religiously literate young people who;

- understand and appreciate religious values
- are positive about life
- have a sense of their own worth and of their contribution to the world
- are able to apply the Gospel values they have acquired, in the context in which they live and work

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Prayer, Sacraments, Religion and Society, God, Christian Life, Jesus Christ, Scripture and Church.

At Year 10 students study the following units of work:
1. Death and New Life
2. Prayer and Meditation
3. The Church Through Time
4. Celebrating Religious Diversity
5. Prophets and Saints
6. The Awakenings units are also complemented by Marian College areas of study in Lent, Easter and the Stations of the Cross and the Community Service Program.

Assessment
- written responses
- posters and power point presentations
- scripture investigations
- visual representations – drawing, collage, comic strip
- community service diary

English

The three key areas for learning and assessment in English from years 7 to 10 are ‘Reading and Viewing’, ‘Writing’ and ‘Speaking and Listening’.

In year 10 there is more emphasis on preparing students for what they will encounter in VCE English. Greater focus is placed on academic writing, in particular, on honing essay writing skills. Analysing persuasive language is a key area in VCE and term 4 in Year 10 is dedicated to giving students the skills and knowledge they need to succeed in this area.

Students are also encouraged to respond creatively and reflectively to the texts they study in class.

Texts currently used in the Year 10 English curriculum:

- **Novels:** The Invisible Hero
- **Film:** In the Name of the Father
- **Plays:** Romeo and Juliet

Assessment
- Essay writing - persuasive language and text response
- Comparative analyses in oral and written form
- Persuasive writing and speaking
- Creative responses to literature
Mathematics

In Year 10 students select one of three mathematics courses. They may undertake the usual Year 10 General course, Year 10 CAS Maths or Year 10 Fundamental Maths.

The choice of mathematics course is a result of consultation with the student, the parent and the teacher to ensure that the most appropriate course is selected.

CAS Maths is primarily designed to prepare students for Year 11 Mathematical Methods and beyond and should be selected if your child has intentions of studying this subject in 2016. A CAS calculator is essential for CAS Maths and must be purchased prior to the start of the year.

We would like students and parents to make an informed choice about which Maths to choose, taking into account the recommendations from teachers, as some courses have specific Mathematical prerequisites.

The following chart gives an indication of the possible paths that can be taken:

Mathematical Pathways for students of Marian College Ararat

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11/Unit 1 and 2</th>
<th>Year 12/Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended average B and above</td>
<td>Year 10 General Mathematics</td>
<td>Specialist Mathematics 1 and 2</td>
<td>Specialist Mathematics 3 and 4</td>
</tr>
<tr>
<td>Recommended average C and above</td>
<td>Year 10 CAS Mathematics</td>
<td>Mathematical Methods 1 and 2</td>
<td>Mathematical Methods 3 and 4</td>
</tr>
<tr>
<td>Recommended average D and below</td>
<td>Year 10 Fundamental Mathematics*</td>
<td>General Mathematics 1 and 2</td>
<td>Further Mathematics 3 and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation Mathematics 1 and 2**</td>
<td></td>
</tr>
</tbody>
</table>

Extremely difficult but not impossible.

Students will need a high level of motivation required and/or tutoring to bridge gaps in knowledge. A lot of work will be required to catch up.

Year 10 CAS Mathematics – covers the Year 10 General course AND Advanced Trigonometry, Quadratics, Polynomials and Index laws.

*Year 10 Fundamental Mathematics covers the basics - fractions, decimals, percentages, etc in an applied context at Year 7 or Year 8 level.

**Foundation Mathematics 1 and 2: The student who chooses to do this subject in year 11 MUST recognise that this is a mathematical “last stop”. Very rarely listed as a pre-requisite for courses. If considering completing Further Mathematics 3 and 4, choose General Mathematics 1 and 2.

Year 10 Elective Units:

Maths Through Investigation is an enhancement unit specific to technology and processing skills that will assist students looking at studying Maths and Science in Years 11 and 12.

Money Mathematics is a unit based on necessary life skills around managing money.
**CAS Mathematics**
The course is similar to the Year 10 course but emphasizes the use of graphic calculators and their applications in advanced Mathematical subjects. It has extra units (marked with a * below) that will introduce topics related specifically to year 11 and 12 Maths Methods.

**Course Content**
- Financial Mathematics
- Algebra
- Measurement
- Linear Relationships
- Trigonometry
- Advanced Trigonometry*
- Statistics
- Geometry
- Non-linear Relationships
- Probability
- Polynomials*
- Surds and Logarithms

**Year 10 Mathematics**

**Course Description**
Year 10s will be engaged in activities from the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.

An up-to-date workbook should be maintained. This should contain neatly arranged notes and worked examples and completed class work.

Year 10 students will have homework once a week and it is an expectation that all homework is attempted and handed in on the due date.

A number of problem solving or modelling activities will be undertaken. These may directly relate to class work or they may be from a separate area of study. The activities will require students to use mathematics creatively in order to solve unfamiliar problems as well as applying mathematical methods to real life problems.

The use of technology, including calculators and computers, will be integrated into the course. Extension work and modified programs are incorporated into the course delivery and offered to suitable candidates.

**Assessment**
The assessment of each unit of work will be by means of class test(s) and may also include activities, problems or a project.

**Course Content**
- Financial Mathematics
- Algebra
- Measurement
- Linear Relationships
- Trigonometry
- Statistics
- Geometry
- Non-linear Relationships
- Probability

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**Year 10 Fundamental Maths**
This course is designed to assist students in developing their confidence and skills in mathematics. The course will cover mathematics concepts from Years 7, 8, 9 & some 10 with an emphasis on developing students’ ability to problem solve. A student would have to perform extremely well in this subject and have superb levels of self-motivation to be able to cope with General Mathematics in Year 11

**Course Content**
- Personal Finances
- Measurement
- Space
- Chance and Data
- Practical Applications
- Taxation

**Assessment Tasks (All three Maths Subjects)**
- assignments;
- tests;
- summary or review notes.
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks.
Science
Students are living in a period where knowledge is growing rapidly and technology is changing at an incredible rate. Learning how to learn is becoming just as important as learning itself. This course is aimed at helping students to develop their own quest for scientific knowledge and scientific skills.

Semester 1
Genetics
- Cells – eukaryotic and prokaryotic
- Cell structure
- DNA structure and role in human inheritance
- Chromosomes and genes
- Inheritance and pedigrees
- Genetic disorders.

Chemistry
- Atomic structure
- Periodic table
- How atoms combine: ionic, covalent and metallic bonding
- MSDS and Risk Assessments
- Chemical reactions
- Balanced chemical equations
- How to alter the rate of chemical reactions, role of catalysts
- Organic chemistry: alkenes, fermentation, distillation

Motion
- Newton’s Law of Motion
- Distance, time, speed, velocity, acceleration
- Forces, Gravity including “Great Egg Drop Competition’
- Road Safety relating to speed, acceleration and stopping distances.

Evolution
- Adaptations
- Natural selection
- Darwin’s Theory
- Fossils
- Tectonic Plates and the changing Earth.

Assessment
- Knowledge
- Practical knowledge
- Research skills

Physical Education
Course Description
A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:
- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity
In Year 10 students continue develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

Course Content
- Swimming and life saving
- Golf
- Croquet
- Skills
- Athletics
- Tactics
- Lawn Bowls
- Road Safety
- Fitness testing
- Mental Health
- Squash
- Fitness Program
- Baseball
- Coaching
- Key areas of Fitness
- Fitness training

Assessment
- Participation & Motivation
- Skill Development
- Interpersonal Skills
- Written Tasks
- Exam
Industry and Enterprise (I&E)

VCE Unit 2 and VCAL Work Related Skills 1 (Intermediate)

Industry and Enterprise Unit Two is based around work and Australian work practices. The students complete 70 hours of work placement (Work Experience) as well as associated tasks. On top of this students spend time looking at subject selection, career paths and VCE. The valuable skills attained in VCAL Work Related Skills 1 (Intermediate) complete this subject.

Learning Outcomes

- Work Place Folio:
  - Complete a job application including resume and job application.

Occupational Health and Safety:

- Completed certificates in OH&S as specified by the Department of Education and Training

Work Place Activity:

- Maintained adequate records whilst undertaking a minimum of 70 hours of work in a placement

Industry Case Study

- Completed a case study of an industry in order to illustrate the nature of the industry and its operation

Course content

This subject will cover such things as:

- Work Experience
- Subject selection
- Work Practices
- Discrimination in the workplace
- Occupation Health and Safety

Assessment

- Essay
- Folio
- Work placement & diary
- Case study
- Class work
- Exam
Electives

Humanities
(Must select two Humanities subjects)

*All year 10 electives operate as ONE semester

Horrible Histories
This unit of History explores some of the darker periods in History. Students will investigate the lives of Gladiators and the society that produced such a sport. Students will also research and explore The Crusades and develop a deeper understanding of the religious, political and geographical conflicts that occurred at the time. Furthermore, students will investigate the Salem Witch Trials. They will be given the opportunity to evaluate a darker period in Australian history with research into the Stolen Generation.

Game of Thrones
This unit of History provides students an opportunity to study some of the most influential Dynasties in society. Students will investigate the rule of the Tsars in Russia, The Tudors in Britain, Khan ruled in Mongolia and The French Monarchs. This unit will help students to develop an understanding of the influence of patriarchal societies in shaping history.

Economics
Economics is the study of how people and society choose to use limited resources to satisfy their needs and unlimited wants, it is much more than the study of money. Studying Economics will make students more aware of human behaviour, how we interact with other people in society, how the decisions and choices we make impact on us and other groups in society.

This course structure covers the fundamentals of Economics, Consumerism, Markets and the Economics of war.

Legal Studies
The students’ focus is based around our Legal System. Students look at how laws are made in Victoria through both courts and parliament. They look at how the legal system can affect them. The course work covers a variety of areas that include: young people and the law, legal rights, and court procedure.

Geography of Terrorism
This subject will investigate the influence of spread of terrorism in a geographical context. It will give students the opportunity to learn about key geographical characteristics and how these can be used to describe and explain the spread of terrorism around the globe.

The subject has been designed to give students the opportunity to learn about geography through the investigation of different examples of Terrorism including the impact of terrorism on society, movement of people and goods. Issues such as the deployment and removal of landmines, the economic impact of terrorism and the social consequences will be discussed. The history of terrorism will be studied in relation to the current distribution of conflict and risk.

Business Studies
The students look at small business operations, with a particular focus on businesses within the local region. The course is designed around them learning the skills and knowledge that are required to run a small business and then apply these to designing their own small business plan which is submitted as their major assessment piece.

Assessment

Assessment for Humanities electives will be drawn from the following:

- Research
- Document analysis
- Essay
- Test
English

Literature
(Duration: One semester)
Course Description
Year 10 Literature offers students a chance to engage more closely with a variety of texts: novels, novellas, film and poetry. The classes are discussion based and texts are analysed closely. Students respond to the texts both critically and creatively, and are encouraged to express their personal opinions. The course also focuses on the structural features of poetry, film and novels, and is, therefore, very helpful in preparation for both VCE English or Literature.

Assessment:
- Textual analysis
- Creative writing
- Personal responses to literature

Creative writing
(Duration: One semester)
Course Description
This subject extends upon the Year 9 Creative Writing course in that students can hone their writing skills in the genre of their choosing. Students also have the opportunity to read the work of other writers and analyse the ways in which they use language to build imagery and convey an interesting narrative. The subject should allow students the opportunity to meet with writers and hear them talk about their craft.

Assessment
A range of creative pieces from any genre of the student’s choosing, e.g. short stories, monologues, letters, poetry, etc.

Cinema Studies
The focus in Cinema Studies is on students developing their critical responses to film. Students learn to identify the different cinematic devices used by different genres. They view films from a range of genres and periods. They analyse the films in terms of camera techniques, costuming, lighting and setting and explore how these filmic elements make meaning. As well as viewing and discussing, students will be expected to write film reviews, personal responses and essays.

Assessment
- Film reviews
- Personal responses
- Formal essay

LOTE

Mandarin
(Duration: Two semesters)
As for Year 9, Year 10 Mandarin is an elective subject. The course content builds on the travel-based topics of Year 9, but also focuses on the skills required to undertake studies in Mandarin at VCE Level.
Topics covered may include:
- Illness and going to the doctor
- Television programs
- Recreational activities
- Renting facilities or movies

Assessment:
- Written assignments
- Oral Activities/Presentations
- Projects on China

Maths

Maths through Investigation
(Duration: One semester, 210 minutes per fortnight)
The focus of this unit is to give the students an opportunity to develop their mathematical and analytical skills further before starting VCE.
The unit is directed at students who would like to study VCE Mathematics, Chemistry and Physics. It is designed to expand on mathematical skills taught in year 10 maths and through investigation will develop a student’s analytical ability.
The students undertaking this course will require access to a TI-Inspire CAS Calculator.
Topics covered:
- Number skills counting, binary, percentages and ratios,
- Order of magnitude
- Scalars and vectors
- Variation and relationships
- Probability and Forecasting
- Simulations / programming

Assessment:
- Project work
- Research and investigation
Money Mathematics
(Duration: One semester, 210 minutes per fortnight)

Course Description:
Learn how to manage money and make it work for you.
Topics include but are not limited to:
- How to draw up a budget
- Feeding a family on a budget
- Why save? The power of compound interest
- Understanding mortgages
- Good, Bad and In-between: how to invest and what is the best deal?

This course is good for anyone who has to handle money or would like to make the most of what they earn. Especially recommended for the students who would like to go into business or work with money management in future.

Assessment:
- Project work
- Research and investigation

The Arts

Foundation Art
(Duration one or two semesters)

Course Description
This elective is included to stimulate creativity, encourage problem solving and foster creative potential in students. The Foundation Art course is designed to introduce skills which will be a strong grounding for students who want to follow the VCE Studio Art pathway.

All projects encourage individual creative thinking and personal response in the creation of artwork, whilst demonstrating an understanding of the elements and principles. Foundation art projects will include digital art, printing, painting and drawing techniques. Drawing is the basis for all the tasks and skills will be developed throughout the year.

Assessment
- Folio of assignment work
- Annotated Visual Diary

Ceramics 1 and/or 2
(Duration: One or two semesters)

Course Description
Over the course of the semester each student is required to undertake at least two of the listed projects, these being:
- An installation tower
- An ocarina
- A work inspired by Peter Travis
- Work produced on the pottery wheel
- A work inspired by work in the folder titled ‘representing the figure’
- A project involving colour and texture in glazes is also an option.
- Students are required to bring their iPads to class each lesson and record their work from week to week.
- A simple documentation of the planning process is required for each of the projects and this is to be recorded on to their iPads.
- There are a number of reference items that students will find on their Google drive hopefully these will be of interest and provide technical information.

Students will be assessed on a minimum of two listed projects and two self generated projects that they can nominate for assessment. This will be presented as a power point.

Assessment:
- Digital portfolio
- Class assessments

Drawing 1 and/or 2
(Duration: One semester)

Course Description
Drawing is a fundamental skill to develop, that will help inform all areas of art practice. Students will be guided through a range of drawing experiences and processes. This is an essential pre requisite. The ability to visually express yourself provides artists with the ability to progress in any of their chosen areas.

Assessment Tasks
- Folio of assignment work
- Annotated visual diary
Drama and Production (Wakakirri)
(Duration: One semester)
Course Description
This subject aims to walk the students through the creative process of staging an event (Rock Eisteddfod). It incorporates a number of skills including but not exclusive to; leadership, planning, creative design, problem solving, teamwork, community service and commitment.
The students would be required to;
- Devise a concept for performance
- Choreograph a 6 minute dance routine for a large group
- Teach the dance move to both experience and beginner dancers
- Organize and timetable rehearsals
- Run rehearsals outside of classroom time.
- Design, construct and purchase costumes
- Design t-shirts and all promotional material
- Select and edit a music sound track.
- Design a lighting grid
- Complete all paper work as per the Rock Challenge© requirements
- Liaise with teacher and each other on a regular basis
- Manage a budget
- Organise competition day and any communication with parents/students.
Assessment:
- A Design Folio
- Evaluation
- Practical: Logbook

Drama
(Duration: One semester)
Course Description
The study of drama involves the exploration of a range of dramatic elements including the development of improvisation and acting skills, script-writing and individual and group performance skills, with an emphasis on the student as actor. Students further develop skills in working with dramatic elements and also develop a vocabulary to enable them to respond effectively to dramatic performances.
Course Content
- Theatre History – Greek theatre & Commedia Del ‘Arte
- Improvisation on a theme
- Theatre-sports
- Movement
- Solo/Group Performance on a theme
- Script-writing and creation of a student-devised play.
Assessment
- Journal
- Class participation
- Script-writing and play-creation
- Review of a theatre production
- Production of a major play

Photographic Imaging
(Duration one semester)
Course Description
The first photograph was made in 1826 and it took 8 hours to produce. Since then photography has firmly entrenched itself as an important art form.

The course offers the opportunity to explore many facets of this fascinating art form including both digital and wet area (dark room) photography. An understanding of camera functions, the developing of skills in editing images and of course the intricacies of style and composition to suit particular subject matters are core elements of the course. This can provide a pathway into VCE Studio Art.
Assessment
- Digital portfolio
- Class assessments

Music Performance & Composition
(Duration: One semester)
Course Description
This unit involves the study of performance and composition techniques including composition, music theory and skill development, focusing particularly on the student’s individual instrument/s.

Students have the opportunity to focus on their own skill development on their own instrument, developing technical and personal skills through performance opportunities. It is recommended that students choosing this Music unit have some skill and experience in singing and/or playing a musical instrument and have ideally completed Music at Year9.

Course content
- Listening Journal and Theory
- Practical Music Skills
- Compositional Techniques and Performance Skills
- Aural Studies
- Analysis studies

ASSESSMENT
- Listening Diary
- Evening Performance
- Compositional Task
- Analysis Task
- Technical Performance
- Theory/aural Test
Technology

Asian Foods
(Duration: One semester)

Course Description
This unit will focus on looking at a number of Asian cultures with particular emphasis on their foods, cultural events and cooking methods.

Course Content
- Location of particular Asian countries
- Culture of individual Asian countries
- Geography and climate of particular Asian countries and their impact on food availability
- Cooking methods
- Preparation of meals
- Cultural event

Assessment
- Recipe Research and Peer Teach
- Recipe Evaluations
- Cooking Safety and Hygiene

Survival Foods
(Duration: One semester)

Course Description
This unit aims to provide students with the necessary skills to enable them to look after themselves in terms of cooking when they leave home.

Ingredients used in most recipes are cheap, in season, and readily available.

Course Content
- Advantages and disadvantages of pre-prepared foods.
- Benefits of home cooking – influences on food selection.
- Social aspects of preparing foods for friends.
- Preparation of suitable recipes: time-saving, inexpensive, simple to prepare.
- Assignment “Eating Within A Budget’.

Food for Fitness
(Duration: One semester)

Course Description
This unit examines up to date nutritional information translated into recipes that are relatively easy to prepare and cover all food types. The focus will be on preparing a wide variety of foods to provide for maximum energy and everyday fitness.

Ingredients used in most recipes are mostly low fat and benefit the athlete. Students learn that most foods made from such ingredients don’t differ in taste and texture much more than those from high fat ingredients (for example, the sticky date pudding).

- Healthy Weight Range,
- Body Mass Index,
- Nutrition for Exercise,
- Competition Nutrition,
- High & Low Glycaemic Foods,

The course covers all food groups and focus particularly on food which will meet the nutritional requirements of adolescents.

Students will be encouraged to adapt recipes to suit their tastes and work independently in practical sessions. They will keep a record of all recipes used with notes for work plans and relevant theory.

Food labelling and labelling will be covered. Depending on student interest aspects of Food & Technology Units 1 & 2 will be covered to enable students to complete Units 3 & 4 in Year 11.

Assessment
- 2 Week Challenge
- Carbohydrate Meal Research and Production
- Recipe Evaluations
- Cooking Safety and Hygiene
Textiles - Fashion
(Duration: One semester)

Course Description
Textiles Fashion builds on pre-established skills with an emphasis on making a garment from a commercial pattern. Students develop their fashion illustration skills, sewing construction knowledge and a range of traditional processes. They work to a design brief and meet specifications. There are no pre-requisites for Year 10 Textiles.

Course Content
- Safety in the technology classroom
- Fibre and fabric properties and characteristics
- Fashion drawing
- Thinking strategies for designing
- The design brief and specifications
- Assignment
- Commercial pattern knowledge
- Development of sewing construction skills and fabric embellishment samples

Assessment
- Visual diary
- Textiles products/garment made from a commercial pattern
- Written assignment

Textiles - The Fabric of Community
(Duration: One semester)

Course Description
Using and developing their skills students will create articles that will be distributed to local community groups. Students will conduct research into products (created from a variety of fibre/fabric) which will be useful to local community organizations. This could include a skype interview with other organizations doing similar projects.

Students will use, and build upon, their fabric and fibre knowledge and skills, to design and produce these products, either individually or as a group.

Skills could include knitting, crocheting, appliqué, hand and machine sewing, embroidery

End products may include weighted blankets/vest, sensory blankets, quilts, knee rugs, kits for foster children (e.g. bag, soft toy, and quilt)

Course Content:
- Safety in the technology classroom
- Research
- Design Plan
- Construction skill development,

Assessment:
- Research Report
- Visual Diary
- End products (will vary)

Textiles - Wearable Art
(Duration: One semester)

Course Description
Wearable Art builds on pre-established skills with an emphasis on creative design. Students design and produce a garment based on a theme. Students continue to develop their design skills, their understanding of the design elements and explore known and new materials and how they can be manipulated.

There are no pre-requisites for Year 10 Textiles.

Course Content
- Safety in the Technology classroom
- Fibre and fabric properties and characteristics
- Fashion drawing
- Thinking strategies for designing
- The design brief
- Assignment
- Exploratory techniques e.g. printing, dyeing and decorative effects.

Assessment
- Visual diary
- Wearable Art
- Written assignment
- Commercial pattern knowledge
- Development of garment construction skills and fabric embellishment samples
Materials - Furniture Making  
(Duration: One semester)  

Course Description  
Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools.

Course Content  
- Construction of a ‘rustic’ kitchen cabinet  
- Basic furniture making techniques and processes  
- Assessing products with reference to specified criteria  
- Selecting appropriate materials and techniques

Assessment  
- Production of a piece of furniture  
- Assignment on properties of materials  
- Workbook – design exercises, evaluation tasks and class work.

Materials - Woodwork 1 &/or 2  
(Duration: One or two semester)  

Course Description  
Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools.

Course Content  
- Projects using advanced techniques and equipment such as the wood lathe and router.  
- Further development of existing skills and introduction of new processes.  
- Selecting and using appropriate materials and techniques.

Assessment  
- Competency in a range of skills and processes.  
- Assignment on use of equipment and processes.  
- Work book – Class work and design exercises.  
- Design and production challenge, to design and produce an item from one plank of wood.

Systems – Mechatronics Advanced  
(Duration: One semester)  

Course Description  
Mechatronic systems combine both mechanical and electronic principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems. Students increasingly understand the components of systems as well as how changes made to inputs and processes affect output.

Students work with a range of systems concentrating on systems that combine mechanical and electronic principles ie mechatronics.

Course Content  
- PILAXE programming tasks  
- Construction of a range of projects, micro computer controlled robots and their programming, gear boxes, serras etc  
- Use of test and measurement instruments

Assessment  
- Production of a programmable robot  
- Assignment – on mechatronic concepts and principles  
- Workbook

Developing Digital Media  
(Duration: One semester)  

Course Description  
Students explore many interesting and diverse areas of digital media enabling them to form a basic understanding and build a more advanced knowledge and level expertise in a range of exciting media formats. Students will examine ethical issues, cybersafety and follow a design process.

Course Content  
- Podcasts  
- Web pages  
- Screen casts  
- App development  
- Social medial  
- Video editing

Assessment  
Students will demonstrate their competency and abilities in different aspects of the course in the form of presentations, assignments and in their workbook.
Health & PE

Outdoor Activities
(Duration: One semester)
This program is designed to allow an opportunity for students to explore and participate in a range of practical activities, predominantly in the Outdoors. They will have the opportunity to develop a range of skills including: Teamwork, Leadership and Individual work.

Course Content
- Practical classes including sessions on; navigation, orienteering, cooking, packing packs and fitness walks.
- Completing set class work that prepares students to participate in activities with safety and respect to others.
- A variety of recreational Outdoor activities

Assessment
- Reflection of prac activities
- Research project
- Practical skills

Multi-Sport and Fitness
(Duration: One semester)
In this subject students will participate in a variety of fitness based activities. The concepts that will be studied and applied to the practical activities will serve as a solid introduction to those students intending to study VCE Physical Education.

Students will investigate training methods and study techniques and strategies used in fitness activities and multi-sport events. Students will be encouraged to participate at their own level and all ranges of fitness and abilities will be catered for.

Course Content
- Multi-sport events
- Training Principles
  - Swimming
  - Training methods
  - Running
  - Training program design
  - Cycling
  - Nutrition
  - Technology & Fitness
  - Recovery methods
Science

Biology Units 1 & 2

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. 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 in terms of inputs and outputs. They analyze types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilizes, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Outcome 1 On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.

Outcome 2 On completion of this unit the student should be able 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.

Outcome 3 On completion of this unit the student should be able to 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: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction.

The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Outcome 1 On completion of this unit the student should be able to 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.

Outcome 2 On completion of this unit the student should be able to 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.

Outcome 3 On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
Psychology Units 1 & 2

Unit 1: How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Cert III Laboratory Skills (MSL30109) VCE VET

Aim of the Program:
The Certificate III in Laboratory Skills offers entry level technical training in laboratory skills across a range of industries. Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel.

Laboratory technicians perform straightforward laboratory work. They follow set procedures and recipes, and apply well developed technical skills and basic scientific knowledge. They generally work inside a laboratory but may also perform technical tasks in the field or within production plants. They may also perform a range of laboratory maintenance and office tasks. Industry sector/specializations could include, but are not limited to:

- construction materials testing
- environmental monitoring
- food testing
- pathology testing
- mineral assay
- scientific glassblowing
- wine testing.

Duration: 2 Years
Location: Marian College RTO: VOTES
Year 1: 6 core units and 2 electives from the following options
- Participate in environmentally sustainable work practices
- Communicate with other people
- Plan and conduct laboratory/field work
- Record and present data
- Participate in laboratory/field workplace safety
- Maintain the laboratory fit for purpose

Year 2: 4 core units and 1 electives from the following options
- Contribute to the achievement of quality objectives
- Perform aseptic techniques
- Perform working solutions
- Perform microscopic examination

And 1 of:
- There is an end of year examination for this subject so an study score is available.
Health and Physical Education

Health and Human Development Units 1 & 2

Unit 1  The Health and Development of Australia’s Youth
This unit provides students with an understanding of the concepts of health and development. Students will also become aware of the interrelationships that exist between them. Students will also develop an understanding of how different environments influence health and development. This understanding provides the basis for investigating the possibility of varying health and development outcomes between individuals and across populations.

Unit 2  Individual Human Development and Health Issues
In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood and investigate inequitable health and development outcomes that can occur as a result of social and economic factors. Students will also examine the organization and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

COURSE CONTENT
- Health and development of young Australians.
- Adult health and development
- Health Care in Australia.

Physical Education Units 1& 2

Unit 1  Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Unit 2  Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.
VCE VET Cert III in Sport & Recreation (SIS30513)

Aim of the Program:
The VCE VET Sport and Recreation program provides students the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

Certificate II in Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Possible employment outcomes may include support in the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Duration: 2 Years  Location: Marian College  RTO: AIET

Year 1:
- Organise personal work priorities and development
- Provide First Aid
- Use social media tools for collaboration & management
- Develop and extend critical & creative thinking skills
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies
- Provide equipment for activities
- Maintain sport and recreation facilities
- Maintain sport and recreation equipment for activities
- Teach the fundamental skills of athletics

Year 2:
- Manage conflict  (C)
- Undertake risk analysis of activities
- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Facilitate groups  (C)
- Provide public education on the use of resources
- Assist with recreation games not requiring equipment
- Officiate games or competitions
- Provide fitness orientation and health screening
- Instruct and monitor fitness programs
Humanities

Business Management Units 1 & 2

Unit 1 - Small Business Management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2 - Communication and Management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

History

Unit 1 - Twentieth Century 1918–1939
World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

Areas of Study

Ideology and conflict
What impact did the treaties which concluded World War One have on nations and people?
- What were the dominant ideologies of the period?
- What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

Social and cultural change
What continuity and what change is evident between the 1920s and 1930s in social and cultural life?
- How did ideologies affect the daily lives of people?
- How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?

Unit 2 - History Twentieth Century 1945-2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Areas of Study

Competing Ideologies
What were the causes of the Cold War?
- What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
- What was the impact of the Cold War on nations and people?
- What led to the end of the Cold War?

Challenge and Change
What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
- How did the actions and ideas of popular movements and individuals contribute to change?
- What impacts did challenge and change have on nations and people?
Philosophy Units 1 & 2

VCE Philosophy explores some of the most enduring and influential ideas that underpin some of society’s greatest achievements in ethics, science, and the arts. VCE Philosophy is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Doing philosophy involves explicitly developing the habits of clarifying concepts, analyzing problems and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and help them to develop a sophisticated and coherent world view.

The ability to think philosophically is highly regarded in careers where conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed. At the same time exploring the big philosophical questions and their ideas of some of history’s greatest thinkers can promote a more satisfying intellectual life and offer inspiration to guide human existence into the future.

Unit 1: Existence, Knowledge & Reasoning
What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice, and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Unit 2: Questions of Value
What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Legal Studies

Legal Studies Units 1 & 2

Unit 1  Criminal Law in Action
The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2  Issues in Civil Law
The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.
Unit 1: The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Power, Politics and Democracy
What is politics? In what ways do individuals and groups gain and exercise political power? What are the most significant features of the way politics is practised in Australia? What opportunities exist for younger Australians to participate in the Australian political system?

Exercising and Challenging Power
Why do individuals get involved in politics? Do political leaders have similar characteristics and share similar aims? What are the major political ideologies? What are the ideas and aims of the most significant political movements in Australia?

Unit 2: The Global Citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Global threads
How do citizens in the twenty-first century interact? How have our lives been affected by globalisation? Do citizens have global responsibilities? Does the global citizen really exist?

Global cooperation and conflict
What do we understand by the term ‘international community’? How does this community work in the twenty-first century and what are its responsibilities? How effective is the international community in managing cooperation, conflict and instability? What challenges do key global actors such as the United Nations and NGOs, face in resolving issues such as war, conflict, environmental challenges and people movement?
The Arts

Drama

Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. In this unit, students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use.

Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts. In this area of study, the terms ‘character’, ‘performance’, ‘story’ and ‘style’ can be understood as one or more characters, performances, stories or styles.

Unit 2: Non-naturalistic Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. In this area of study, the terms ‘character’, ‘performance’, ‘story’ and ‘style’ can be understood as one or more characters, performances, stories or styles.

Music

Unit 1 Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

- Performances of three works
- Technical work and exercises
- Reports – oral, multimedia, written
- Performance of unprepared material
- Aural, written and practical tasks

Unit 2 Music Performance
In this unit, students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

ASSESSMENT
- Group and solo performances of three works
- Technical work and exercises
- Reports – oral, multimedia, written
- Performance of unprepared material
- Aural, written and practical tasks
- Composition and/or improvisation exercises
**Studio Arts Units 1 & 2**

Unit 1 Artistic inspiration and techniques
The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Students explore different sources as starting points for the making of artworks. These may include reflections on personal experiences, ideas and issues as well as the observations of people, societies, natural and constructed objects and environments. Various methods of recording sources of inspiration are identified and developed into a visual language through a variety of ways; for example, from observation students produce realistic renderings through hand-drawn or photographic methods and contrast them with expressive or abstracted interpretations. Students consolidate their experience through a process of progressive reflection on the development of their individual ideas and the artwork they produce.

Unit 2 Design exploration and concepts
This area of study focuses on developing artworks through an individual design process based on visual research and inquiry.

In developing an individual design process, students learn to explore ideas and sources of inspiration. Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

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**Visual Communication Design Units 1 & 2**

Unit 1 Introduction To Visual Communication Design
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Unit 2 Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.
Technology

Product Design and Technology (Textiles/ Wood, Metal * Plastics) Units 1 & 2

Unit 1 Product re-Design and Sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2 Collaborative Design
In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Systems Technology Units 1 & 2

Unit 1 Introduction to mechanical system
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation.

Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Unit 2 Introduction to electrotechnology Systems
In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation. Electrotechnology is experiencing rapid developments and changes through technological innovation. The contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers. In this unit students explore some of these new and emerging technologies.
Food and Technology  Units 1 & 2

Unit 1  Food Safety and Properties of Food
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Unit 2  Planning and Preparation of Food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.
Vocational Educational and Training in Schools (VETiS)

Vocational Education and Training is directly job related and competency based. These courses are good for people who like study that is practical and hands on.

Year 10, 11 and 12 students can undertake VET programs while completing their VCE or VCAL. Programs provide a qualification or partial completion of a Certificate II or III and are designed to give an overview/introduction to the industry. The units completed during a VETiS program will in some cases count toward continued study at TAFE, giving you a head start on your further education, apprenticeship or traineeship.

Approved VCE VET programs allow VCE students to blend general studies with vocational education – keeping employment and training options open while also providing ATAR contributions for university entrance. Other VET programs can also be undertaken with block credit to the VCE.

Vocational Education Programs in Schools (VETiS)

In 2016 the following VETiS subjects will be offered to VCE students:

- Certificate III Laboratory Skills MSL30109 (refer to VCE Science)
- Certificate II in Automotive Studies (Prevocational) 22015VIC
- Certificate II in Building and Construction (Pre-apprenticeship) 21844VIC
- Certificate II in Sport & Recreation SIS30510 (refer to VCE Health & PE)
- Certificate II in Engineering Studies 22209VIC
- Certificate II in Food Processing (Wine) FDF20403
Certificate II in Wine Industry Operations (FDF20411)

Aim of the Program:
This qualification provides vocational skills for work in the wine industry. A range of specialist electives are included covering skills used in the following wine industry operational areas:

- bottling and packaging
- cellar door sales
- cellar operations laboratory
- warehousing wine grape growing.

The FDF20411 Certificate II in Wine Industry Operations targets those working within a production or production support role. Job roles in the industry often vary in the degree of skill specialisation and the qualification packaging rules reflect this diversity through allowing a choice of specialist electives in one specialisation area or a combination of grape growing, cellar operations, bottling and packaging, warehousing, laboratory and cellar door sales work.

Duration: 2 Years
Location: Marian College RTO: To be confirmed

Course Units
- Implement the food safety program and procedures
- Participate in OH&S processes
- Apply quality systems and procedures
- Provide and apply workplace information
- Participate in environmentally sustainable work practices

Elective Units to be confirmed before commencement of course

VET 22216VIC Certificate II in Building and Construction (Carpentry)

Aim of the Program:
Provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry.

Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

The VCE VET Building and Construction program provides partial completion of the 22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre- Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

Duration: 2 Years
Location: Marian College RTO: VOTES

Course Units

**Year 1**
- CPCCOHS1001A Work safely in the construction industry (CI card)
- VU20955 Workplace safety and site induction#
- HLTFA211A Provide basic emergency life support
- VU20956 Building structures
- VU20957 Calculations for the construction industry
- VU20958 Prepare for work in the construction industry
- VU20959 Communication skills for the construction industry
- VU20961 Levelling#
- VU20962 Quality principles for the construction industry
- VU20963 Safe handling and use of plant and selected portable power tools
- VU20964 Workplace documents and plans
- VU20971 Carpentry hand tools
VET Certificate II in Engineering Studies (22209VIC)

Aim of the Program:

- Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades.
- Units 1 and 2 cover areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities.
- Depending on the electives chosen, Units 3 and 4 cover areas such as producing basic engineering sketches and drawings, handling engineering materials, fabricating basic jewellery items and assembling and testing electronic engineering equipment and making it operational.

Certificate II in Engineering Studies prepares students for an engineering apprenticeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, drafter, surveyor, mechanical fitter.

Duration: 2 Years  Location: Marian College  RTO: Federation University

VET Certificate II in Automotive - 22015VIC

Aim of the Program:

- Provide students with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems.
- Provide students with ‘work ready’ knowledge and skills applicable to a variety of career paths in the automotive industry.

Completion of Certificate II in Automotive Studies (Pre-vocational) provides a pathway for students into the automotive industry through an apprenticeship or higher education. With additional training and experience, future employment opportunities may include: trimmer, detailer, panel beater, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic.

Higher education pathways can lead to roles such as an automotive engineer.

Duration: 2 Years  Location: Marian College  RTO: Federation University

Course Units

Year 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURC270103A</td>
<td>Apply Safe Working Practices</td>
</tr>
<tr>
<td>VB6N44</td>
<td>Carry out Industry Research</td>
</tr>
<tr>
<td>AURT27028A</td>
<td>Use and Maintain Workplace Tools and Equipment</td>
</tr>
<tr>
<td>VB6N63</td>
<td>Remove &amp; Replace Suspension Front Springs</td>
</tr>
<tr>
<td>VB6N66</td>
<td>Remove &amp; Replace Wheel &amp; Tyre Assemblies</td>
</tr>
<tr>
<td>VB6N47</td>
<td>Job Seeking Skills</td>
</tr>
<tr>
<td>VB6N52</td>
<td>Dismantle &amp; Assemble 4 Stroke Multi Cylinder Petrol Engine</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBAU209</td>
<td>Participate in Basic Vehicle Servicing</td>
</tr>
<tr>
<td>VB6N59</td>
<td>Dismantle and Assemble Transmission</td>
</tr>
<tr>
<td>AURT225667A</td>
<td>Use and maintain Measuring Equipment</td>
</tr>
<tr>
<td>VB6N47</td>
<td>Clean a Vehicle</td>
</tr>
<tr>
<td>VB6N52</td>
<td>Dismantle and Assemble Engine</td>
</tr>
<tr>
<td>VB6N53</td>
<td>Remove and Replace Engine Cylinder Head</td>
</tr>
<tr>
<td>VB6N65</td>
<td>Remove and Replace Brake Assemblies</td>
</tr>
<tr>
<td>VB6N68</td>
<td>Operate Electrical Test Equipment</td>
</tr>
<tr>
<td>VB6N69</td>
<td>Construct Lighting Circuits</td>
</tr>
<tr>
<td>VB6N75</td>
<td>Recharge Batteries</td>
</tr>
<tr>
<td>VB6N74</td>
<td>Remove and Refit Batteries</td>
</tr>
</tbody>
</table>
Year 10 2016  Subject Selection
This form must be returned to Marian College by Friday 4th September, 2015

Name: ____________________________________________

Core Subjects
Religious Education
English
Science
Physical Education
Industry & Enterprise Unit 2 & WRS
Maths – (3 choices – see below)

Maths choices (Select One)
o  CAS Maths
o  Year 10 Maths
o  Fundamental Maths

Compulsory Electives

Humanities (Must select 2)
Horrible Histories
Game of Thrones
Economics
Legal Studies
Geography of Terror
Business Management

General Electives

English
Literature
Creative Writing
Cinema Studies

LOTE
Mandarin (Year long subject)

Maths
Maths through Investigation
Money Mathematics

VCE and VET
[Each take up 4 choices]
See over page – application attached

Art
Foundation Art
Ceramics 1 &/or 2
Drawing 1 &/or 2
Drama & Production-Wakakirri
Drama
Photographic Imaging
Music Performance and Composition

Technology
Asian Foods
Survival Foods
Food for Fitness
Textiles - Fashion
Textiles – Wearable Art
Textiles – Fabric of the Community
Materials – Furniture Making
Materials –Woodwork 1 &/or 2
Systems – Mechatronics Advanced
Developing Digital Media

Parent signature_____________________________________________________

TA Signature______________________________________________________

Student email address_______________________________________________

Parents email address________________________________________________

YEAR 10 2016
Please list your 10 choices in order of preference.

Choice of Maths

1. ________________________________

Electives

1. _____________________________ (Humanities)

2. _____________________________ (Humanities)

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________(Spare)

10. _____________________________(Spare)

Picking your subjects:
1. Select one Maths subject – your Maths teacher will already have advised you what you can select.
2. Select two Humanities electives.
3. Select (up to) 6 other elective subjects (When selecting a VCE/VET or year-long class, your options reduce).
4. Pick 2 reserve electives

Your order of preferences is important!
VCE and VET application

Year Level Promotion Policy
For a student to be granted approval to study one or more subjects at the next year level, a grade average of "C" must be achieved in their core subjects, in the previous year and/or a "C" in the particular elective being sought if it is outside the core. If these requirements are not met there will need to be a promotions meeting involving the student, the parent and the Academic Review Panel.

Students wishing to enrol in any VCE subject in Year 10, 2016 are required to apply to the Head of Curriculum

Name: ____________________________________________________________

Subject: __________________________________________________________

Reasons: __________________________________________________________

VCE

Science
- Biology Units 1 & 2
- Psychology Units 1 & 2
- VCE VET Cert III Laboratory Skills Year 1

Physical Education and Health
- Health & Human Development Units 1 & 2
- Physical Education Units 1 & 2
- VCE VET Cert II Sport and Recreation Year 1

Humanities
- Business Management Units 1 & 2
- History 20 Century 1918-1939 Units 1 & 2
- Philosophy Unit 1 & 2
- Legal Studies Units 1 & 2
- Australian and Global Politics Units 1 & 2

The Arts
- Drama Units 1 & 2
- Music Units 1 & 2
- Studio Art Units 1 & 2
- Visual Communications and Design Units 1 & 2

Technology
- Product Design & Technology– (Textiles / Wood, Plastic, Metal ) Units 1 & 2
- Systems Engineering Units 1 & 2
- Food Technology Units 1 & 2

VET - Vocational Education Training
- Automotive Engineering (Cert II)
- Building & Const (Cert II)
- Food Processing (Wine) (Cert II)
- Engineering (Cert II)