AVE MARIA COLLEGE
A Catholic College for Young Women

Year 10

Subject Information 2017

Year 10 Program

The Year 10 program aims to offer as much choice as possible, catering for the differing needs and ambitions of each girl. The course is comprised of **seven compulsory subjects** which run for the full year, including one from the Humanities 'pool'. Students then choose from a variety of electives to complete their course, Students at Year 10 have the opportunity of accelerating by undertaking an Extension Units 1 & 2 VCE or VET course. Clicking on a subject name below will take you directly to that page.

Year 10 Core Subjects

Year 10 Religious Education

Course overview

In year 10, students explore the dimensions of religion in a spiritual, historical and moral context. Students study the history and impact of St Francis and apply his teachings to their personal circumstances. Students study the upheaval in the medieval era and research the rise of The Reformation culminating in the response of the Catholic Church at the Council of Trent. In 'In Right Relationships' students consider the complexity of relationships through the study of a film by the evaluation the morality of relationships, what makes for a good relationship and Marriage and sexuality. Students study 'Social Justice' by researching the history of Catholic Social Teaching from *Rerum Novarum* to the writings of Pope Francis 1 and apply their findings to issues such as the environment, the nature of work or the preferential option for the poor. Emphasis will be given to understanding the place of subsidiarity in a just society. These concepts may be applied in 'Indigenous Religions' where students will study the characteristics of a religious tradition and its uniqueness. 'Conscience and Decision Making' invites students to develop an understanding of conscience, free will, informed decision making and morality in their lives.

What students should *know* at the end of the course

- The biographical details of St Francis including the foundation of the Franciscan order
- How to apply Franciscan spirituality to enhance a personal spirituality
- The history of the Medieval Era and including key figures
- How to evaluate complex relationships as portrayed in a film
- Why the Church regards Marriage as a Sacrament
- The principles of Catholic Social Teaching and its application to contemporary issues
- The aspects of an Indigenous religion
- The role of conscience, informed decision, and free will pertaining to moral decision making

What students should be *able to do* by the end of the course

- Apply Franciscan thought to issues in the contemporary world
- Plan, select and use appropriate material to present a topic such as The Reformation to the class
- Apply the principles of Catholic Social Teaching to contemporary situations
- Apply conscience, free-will and morality to a range of issues with which one does not necessarily agree
- Articulate ideas in text and verbally using the correct format, appropriate salutations and accurate bibliographical details

How these outcomes will be assessed

Students will complete:

- a number of research investigations both independently and collaboratively
- a number of presentations requiring high level analysis and reformulation of material
- formal written assignments, presentations and an examination that requires knowledge recall and application of concepts.

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Year 10 English

Course overview

Built around the three interrelated strands of Language, Literature and Literacy, the English curriculum at Year 10 integrates all three strands into all teaching and learning programs. Together, they focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.
A primary component of the Year 10 curriculum is the integration and meaningful use of the students' electronic device. With this, students interpret, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of electronic and media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

What students should *know* at the end of the course

- how to read and interact with electronic texts, both in novel and interactive media form
- how to write a cohesive, coherent and well-structured piece of prose
- that text structures and features can be altered or amended for specific audiences and purposes
- that 'voice' as a literary device can be used in a range of different types of texts and for different purposes
- how to use a range of software, including media presentation programs confidently, flexibly and imaginatively
- to create, edit and publish texts
- how to use organisation patterns, voice and language conventions to present a point of view on a subject,
- speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences

What students should be able to do by the end of the course

- write cohesive and well-developed analytical/expository/imaginative/creative essays
- present detailed and substantiated arguments about literary texts
- compare and contrast the use of cohesive devices in texts
- reflect on, extend, endorse and refute others' interpretations of and responses to literature
- use contemporary software and electronic programs to order and present information in an engaging way
- create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments
- critically and meaningfully decode and break down conventions of non-print texts, such as film, to reach conclusions and develop

How these outcomes will be assessed

- Students will write a number of different text types in which they showcase their deeper understanding of texts, exploring notions of narrative voice, theme, character and audiences.
- Students will create written and spoken texts that present a point of view and they will respond to texts and issues by interpreting and integrating ideas from texts
- Students will plan and present their opinions through oral presentations

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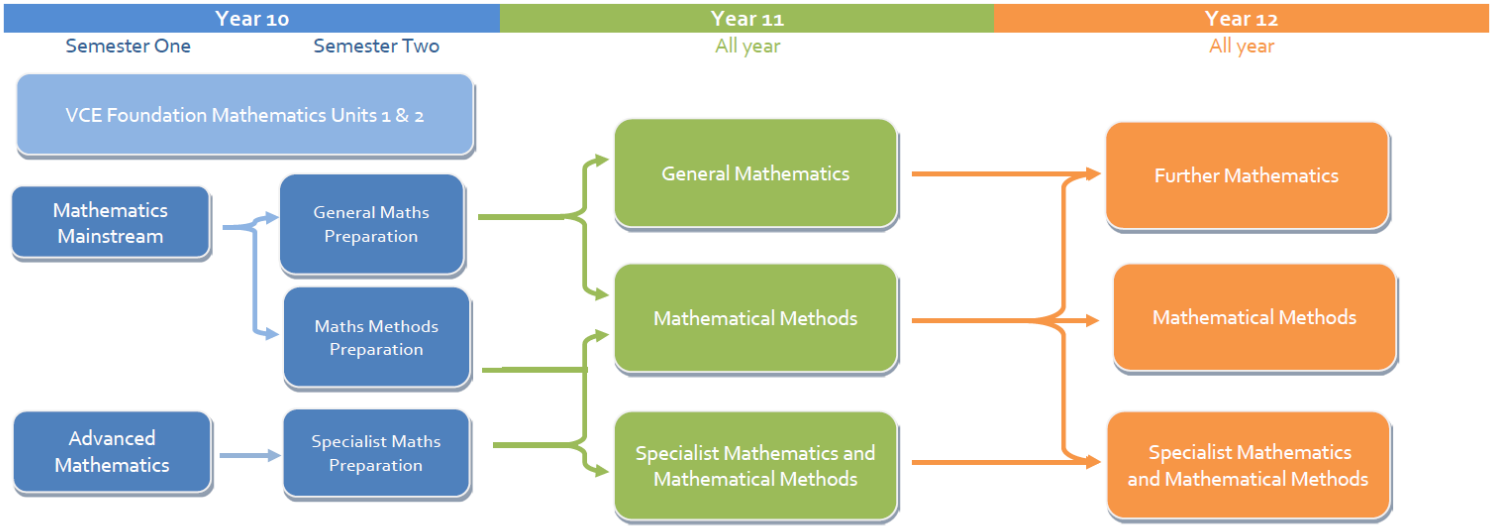
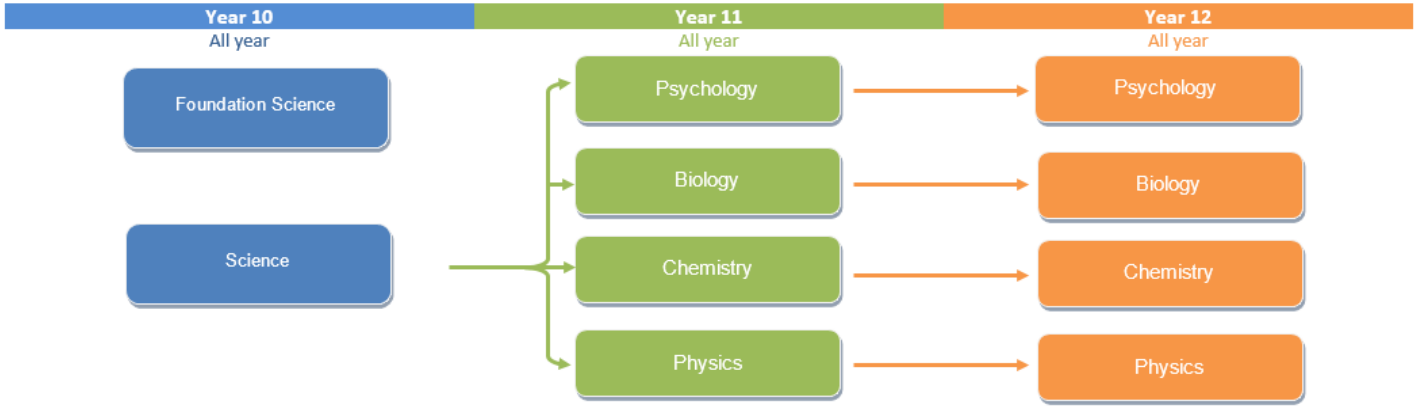
Mathematics Options at Year 10



Science Options at Year 10



Year 10 Mathematics Mainsteam *(Semester 1)*

Course overview

This subject covers essential Year 10 mathematical concepts and aims to ensure that students:

- *develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world*
- *see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts*

The Mathematics course follows the Victorian Curriculum Year 10 and 10A requirements. During the semester, students will develop their understanding of mathematical processes and applications to problems, with and without technology. Students will learn about concepts including Pythagoras' Theorem and trigonometry, patterns and algebra, money and financial mathematics and linear equations and graphs.
At the conclusion of the semester, students, parents and teachers will choose a VCE preparation course for Semester 2.

What students should *know* at the end of the course

- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies
- Factorise algebraic expressions by taking out a common algebraic factor
- Apply the four operations to simple algebraic fractions with numerical denominators
- Expand binomial products and factorise monic quadratic expressions using a variety of strategies
- Substitute values into formulae to determine an unknown
- Solve problems involving linear equations, including those derived from formulae
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology
- Solve problems involving parallel and perpendicular lines
- Solve linear equations involving simple algebraic fractions
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression

What students should be *able to do* by the end of the course

Students should be able to:

- solve right-angled triangle problems including those involving direction and angles of elevation and depression
- solve problems involving linear equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
- substitute into formulae, find unknown values, manipulate linear algebraic expressions, with and without the use of digital technology
- apply the four operations to simple algebraic fractions and solve linear equations involving simple algebraic fractions
- represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems
- use parallel and perpendicular lines to solve practical problems
- recognise the connection between simple and compound interest.

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations

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Year 10 Advanced Mathematics (Semester 1)

Course overview

This subject is offered to students who have been achieving at high standards throughout Year 9. Students in this class have excellent mathematical skills, especially in the areas of algebra and graphing. The Advanced Mathematics course follows the Victorian Curriculum Year 10 and 10A requirements. Students will develop their understanding of mathematical processes and applications to problems, with and without technology. Students will learn about rational and irrational numbers; perform operations using surds; expand, factorise and simplify algebraic expressions; solve linear and exponential equations, and produce sketches of these graphs; solve right and non-right angled triangle problems in multiple dimensions and contexts.

What students should *know* at the end of the course

By the end of this course, students should know how to:

- simplify algebraic products and quotients using index laws and fractional indices
- substitute values into formulas to determine an unknown
- solve problems involving linear equations, including those derived from formulae
- solve linear inequalities and graph their solutions on a number line
- solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology
- solve problems involving parallel and perpendicular lines
- solve right-angled triangle problems including those involving direction and angles of elevation and depression
- establish the sine, cosine and area rules for any triangle and solve related problems
- define rational and irrational numbers and perform operations with surds and fractional indices
- recognise settings involving exponential functions

What students should be *able to do* by the end of the course

By the end of the course, students should be able to:

- solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
- express values in an appropriate format using scientific notation and/or significant figures
- substitute into formulas, find unknown values, manipulate linear algebraic expressions
- represent linear equations numerically, graphically and algebraically, and to model and solve practical problems;
- perform operations with surds and fractional indices
- solve simple exponential equations
- use trigonometric rules to find the area of triangles
- apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles

How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments; tests, projects, short written responses, summary or review notes, problem-solving and/or modelling tasks
- effective and appropriate use of computer algebra system technology.

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Year 10 General Mathematics Preparation *(Semester 2)*

Course overview

This subject is offered to students who are preparing for Year 11 General Mathematics and as such it provides the students with the necessary skills and background to achieve success and follows the processes used in the Year 11 General Mathematics course.
The areas of study for General Mathematics Preparation course are introductions to the Year 11 programs of 'Arithmetic and number', 'Discrete mathematics' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Students should have facility with relevant mental and by-hand approaches to estimation and computation. The use of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

What students should *know* at the end of the course

The following areas of study and topics are completed in Semester 2.

- Measurement
- Matrices; Graphs and networks
- Statistics – Investigating and comparing data distributions

What students should be *able to do* by the end of the course

By the end of this course, students should be able to :

- Calculate length, area, surface area and volume of shapes and solids
- use matrices to solve a variety of problems, with and without technology
- use networks to model problems and find solutions
- find solutions to statistical problems involving single variables, with technology

How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.

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Year 10 Mathematical Methods Preparation *(Semester 2)*

Course overview

This subject is offered to students who are preparing for Year 11 Mathematical Methods. As such, it provides the students with the necessary skills and background to achieve success and follows the processes used in VCE Mathematical Methods (CAS) Units 1&2. The Mathematical Methods Preparation course follows the Victorian Curriculum Year 10 and 10A requirements. During the semester, students will further develop their understanding of mathematical processes and applications to problems, with and without technology. They will make connections between equations of relations and their graphs, discover quadratic equations and how their solutions are linked to quadratic graphs, apply modelling to solve problems and use probability.

What students should *know* at the end of the course

By the end of this course, students should know how to:

- Define rational and irrational numbers and perform operations with surds and fractional indices; use sine and cosine ratios to identify exact values around the unit circle;
- Factorise algebraic expressions by taking out a common algebraic factor; simplify algebraic products and quotients using index laws; expand binomial products and factorise quadratic expressions using a variety of strategies; investigate the concept of a polynomial and apply the factor theorems to solve problems; solve simple exponential equations; describe, interpret and sketch parabolas and their transformations;
- Describe the results of two- and three-step chance experiments, both with and without replacements; assign probabilities to outcomes and determine probabilities of events; investigate the concept of independence; use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language.

What students should be *able to do* by the end of the course

By the end of the course, students should be able to:

- use numerical and algebraic techniques to simplify surds and fractional indices and apply sine and cosine ratios in the context of the unit circle.
- expand and factorise a range of expressions
- solve linear, quadratic and exponential equations
- sketch quadratic graphs and interpret key features
- apply modelling and probability techniques to solve real-life problems

How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments; tests; summary or review notes; projects; short written responses; problem solving tasks; modelling tasks and effective and appropriate use of computer algebra system technology.

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Year 10 Specialist Mathematics Preparation *(Semester Two)*

Course overview

This subject is offered to students who are preparing for Year 11 Mathematical Methods and Specialist Mathematics. As such, it provides the students with the necessary skills and background to achieve success and follows the processes used in the Year 11 Mathematical Methods and Specialist Mathematics courses. The Specialist Mathematics Preparation course follows the AusVels Year 10 and 10A requirements. During the semester, students will further develop their understanding of mathematical processes and applications of these processes, with and without technology. They will make connections between equations of relations and their graphs, discover quadratic equations and how their solutions are linked to quadratic graphs, apply modelling to solve problems, use probability, use geometric proofs and apply vectors.

What students should *know* at the end of the course

- By the end of this course, students should know how to:
- Formulate proofs involving congruent triangles and angle properties; apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes; prove and apply angle and chord properties of circles
- factorise quadratic expressions using a variety of strategies; investigate the concept of a polynomial and apply the factor theorems to solve problems; describe, interpret and sketch parabolas hyperbolas, circles and exponential functions and their transformations
- Describe the results of two- and three-step chance experiments, both with and without replacements; assign probabilities to outcomes and determine probabilities of events; investigate the concept of independence; use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language;
- understand and apply vectors to a variety of situations.

What students should be *able to do* by the end of the course

By the end of the course, students should be able to:

- carry out geometric proofs
- determine properties of circles
- expand and factorise a range of expressions
- solve linear, quadratic equations
- sketch quadratic graphs and interpret key features
- apply modelling techniques to solve real-life problems
- apply probability techniques to solve real-life problems
- apply vector mathematics to solve real-life problems

How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.

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Year 10 Health and Physical Education

Health Strand

Course overview

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

The Health strand will have a focus on the overall health of young people and matters of health related to the Australian community. This strand would suit those students who are contemplating Health and Human Development in their future VCE studies.

What students should *know* at the end of the course

- factors that influence their identities, relationships, decisions and behaviours
- the impact of attitudes and beliefs about diversity on community connection and wellbeing
- how people respond to emotional responses to different situations
- how to find credible sources related to health information
- how to improve fitness and activity levels in their community
- the role physical activity has played historically in defining cultures and cultural identities
- factors that contribute to respectful relationships
- the importance of cooperation, leadership and fair play across a range of health and movement contexts
- a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing
- how to apply criteria to make judgments about and refine their own and others' specialised physical performance
- design and apply solutions to movement challenges

What students should be *able to do* by the end of the course

- critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing
- evaluate the outcomes of emotional responses to different situations
- access, synthesise and apply health information from credible sources
- propose and evaluate interventions to improve fitness and physical activity levels in their communities
- examine the role physical activity has played historically in defining cultures and cultural identities
- identify and analyse factors that contribute to respectful relationships
- explain the importance of cooperation, leadership and fair play across a range of health and movement contexts
- compare and contrast a range of actions that could be undertaken to enhance health, safety and wellbeing
- apply and transfer movement concepts and strategies to new and challenging movement situations
- apply criteria to make judgments about and refine their own and others' specialised physical performance
- work collaboratively to design and apply solutions to movement challenges

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations

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Year 10 Health and Physical Education

Physical Education Strand

Course overview

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

The Physical Education strand will have a "sport focus" with a number of components related to the improvement of performance in the individual. This strand would suit students who enjoy physical performance and are contemplating Physical Education in their future VCE studies.

What students should *know* at the end of the course

- factors that influence their identities, relationships, decisions and behaviours
- the impact of attitudes and beliefs about diversity on community connection and wellbeing
- how people respond to emotional responses to different situations
- how to find credible sources related to health information
- how to improve fitness and activity levels in their community
- the role physical activity has played historically in defining cultures and cultural identities
- factors that contribute to respectful relationships
- the importance of cooperation, leadership and fair play across a range of health and movement contexts
- a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing
- how to apply criteria to make judgments about and refine their own and others' specialised physical performance
- design and apply solutions to movement challenges

What students should be *able to do* by the end of the course

- critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing
- evaluate the outcomes of emotional responses to different situations
- access, synthesise and apply health information from credible sources
- propose and evaluate interventions to improve fitness and physical activity levels in their communities
- examine the role physical activity has played historically in defining cultures and cultural identities
- identify and analyse factors that contribute to respectful relationships
- explain the importance of cooperation, leadership and fair play across a range of health and movement contexts
- compare and contrast a range of actions that could be undertaken to enhance health, safety and wellbeing
- apply and transfer movement concepts and strategies to new and challenging movement situations
- apply criteria to make judgments about and refine their own and others' specialised physical performance
- work collaboratively to design and apply solutions to movement challenges

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations

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Year 10 Foundation Science

Entry to this subject is based on recommendation from the student's Year 9 Science teacher

Course overview

Foundation Science is a year 10 course catering for students not doing VCE Sciences. The following units will be covered: Astronomy, Electricity, Consumer Science, Chemistry in the Home, Genetics and Reproduction, Diseases and Forensic Science. In the Astronomy unit students will learn the origin of the universe and solar system, the nature and scale of planets, stars, asteroids, comets and meteors, galaxies and black holes. The focus in the Electricity unit is the components of an electrical circuit and required safety handling procedures. Consumer science is to gain an understanding of fair scientific testing, basic food tests and unit pricing. Chemistry in the Home unit includes an investigation into the types of chemicals found in the home and the necessary safety handling procedures for such chemicals, predominantly acids and bases. In the Genetics unit the main types of inheritance are studied as well as inherited diseases and current ethical and moral issues associated with genetics, including, genetic engineering, stem cell research and cloning. The Reproduction unit comprises of the reproductive system, adolescence and pregnancy. The focus when studying Diseases is the major types of pathogens and methods of immunity. In the Forensic Science unit students will look at various methods used to solve crime. Students will use inquiry-based and activity approaches to reach conclusions derived from both first hand and second hand data especially research investigations.

What students should *know* at the end of the course

- Know the origin of the universe and solar system, the nature and scale of planets, stars, asteroids, comets and meteors, galaxies and black holes.
- Know the main components of an electrical circuit
- How to conduct a fair test
- Know how to calculate unit prices and be able to convert from one unit to another
- How to carry out research in a variety of areas in science
- Know the safety handling procedures required for chemicals in the home
- Know the link between DNA, genes and chromosomes
- Know the causes of some genetic disorders
- The nature of pathogens and how certain diseases are transmitted.
- Know the various techniques used in solving crime such as fingerprinting, chromatography, DNA profiling, ballistics

What students should be able *to do* by the end of the course

- Use excel and astronomy programs
- Convert units
- Use a range of laboratory apparatus
- Draw pedigrees
- Carry out research and present the information in a variety of formats
- Conduct a fair test
- Conduct experimental investigations

How these outcomes will be assessed

- Class work including worksheets
- Homework sheets
- Experimental Reports
- Formative assessments including puzzles, quizzes and worksheets
- Research Investigations

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Year 10 Science

Course overview

In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

What students should *know* at the end of the course

- Different types of chemical reactions are used to produce a range of products and can occur at different rates
- Chemical reactions may be represented by balanced chemical equations
- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics
- The transmission of heritable characteristics from one generation to the next involves DNA and genes
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
- The Universe contains features including galaxies, stars and solar systems, the Big Bang Theory can be used to explain the origin of the universe
- The flow of energy in Earth's atmosphere can be explained by the process of heat transfer
- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- The values and needs of contemporary society can influence the focus of scientific research

What students should be able *to do* by the end of the course

- Formulate a question or hypothesis that can be investigated scientifically
- Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods
- Construct and use a range of representations including graphs to record and summarise data from a student's own investigation to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data
- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies
- Communicate scientific ideas and information for particular purposes, including constructing evidence-based arguments
- Use scientific language, conventions and representations

How these outcomes will be assessed

- Students will complete a number of research investigations where they communicate their ideas using scientific language and appropriate representations.
- Students will complete a number of practical investigations where they plan a fair test, identify variables and draw on evidence to support their conclusions.
- Students will complete formal written tests and an examination which requires them to recall knowledge and to analyse unfamiliar contexts.

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Year 10 Community and Careers

Course overview

The Year 10 Career Course is built around the three Australian Blueprint competencies of Personal Management, Learning and Work Exploration and Life Work Building. Each competency is developed through stages of acquisition, application, personalisation and actualization. In Personal Management students develop abilities to maintain a positive self-concept, develop abilities for building positive relationships in one's life and work and learn to respond to change and growth. In Learning and Work Exploration, students learn to link learning to one's career building process, locate, interpret, evaluate and use life/work information and understand how societal and economic needs influence the nature and structure of work. In Life/Work building, students develop abilities to seek, obtain, create and maintain work, they learn to link lifestyles and life stages to life/work building. They understand and learn to overcome stereotypes in life/work building and recognise and take charge of one's life/work building process. A primary component of the Year 10
Career Curriculum is the integration and meaningful use of the student electronic device. This is achieved through web based interactive career assessment, where students are led through a systematic career decision-making process. Online tests, explore work searches and pathway scenarios. Students also access a wide range of on line texts where the primary aim is to develop and enhance personal marketing documentation.

What students should *know* at the end of the course

- Students should know how to assess one's personal characteristics and capitalize on those that contribute positively to the achievement of one's personal, educational, social and professional goals.
- Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one's life and work.
- Develop and apply strategies to adopt and respond effectively to life and work changes.
- Determine one's transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.
- Assess life/work information and evaluate its impact on one's life/work decisions.
- Evaluate the impact of social, demographic, technological occupational and industrial trends and the global economy on oneself.
- Demonstrate their skills, knowledge and attitudes in preparing personal marketing documentation, e.g. resumes and cover letters, successful work interviews, obtaining and maintaining work and experience volunteering as a proactive job search in personal development strategy.

What students should be able *to do* by the end of the course

- Improve one's self-image in order to contribute positively to one's life and work.
- Engage in further learning experiences that help build positive relationships in life and work.
- Improve one's life and work management strategies.
- Engage in a continuous learning process supportive to one's life/work goals.
- Improve one's strategies to locate, interpret, evaluate and use life/work information.
- Engage in work experiences that satisfy one's needs as well as contribute to society.
- Create and engage in work opportunities reflective of one's personal set of skills, knowledge and attitudes.
- Adapt or innovate one's work search skills and tools.

How these outcomes will be assessed

Students will create a portfolio both electronically and hardcopy. The Portfolio will contain:

- Resume
- Cover letter
- Work Experience Log Books
- Worksheets on activities
- Occupational Health and Safety Certificates
- Certificates of completion of Work Experience
- Review of Work Experience
- References from Employers
- Courses selected from VTAC with Questions answered
- Portfolios of jobs relevant to student and pathway to those

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Year 10 Electives

Year 10 History

Course overview

The Year 10 History course provides a study of the modern world and Australia from 1914 to the present, with an emphasis on Australia in its global context. This will be covered by: an overview of the historical period that identifies important features of the period as part of an expansive chronology that helps students understand broad patterns of historical change and includes, for example, the inter-war years between World War I and World War II and the nature of Australia's involvement in the wars and popular culture; the experiences of Indigenous people in Australia; and three depth studies that focus on a particular society, event, movement or development, with each accounting for 30% of school time.

What students should *know* at the end of the course

By the end of this course students should have an understanding about key events, individuals, beliefs and values that have shaped the modern world and Australia from 1914 to the present. Key events include, for example, Australia's involvement in World War I and World War II, the Civil Rights Movement in the USA and the popular culture. A study of key individuals and groups could include, for example, John Curtin, Rosa Park and Martin Luther King Jnr. Students should also become aware of historiography and that there are competing interpretations and contested narratives in history. They should recognise the significance of different events within an historical context and learn how evidence and values produce different interpretation of events, people and institutions.

What students should be *able to do* by the end of the course

By the end of this course students should be able to explain significant events and developments, as well as sequence these within a chronological framework so as to identify the relationships between events and across time. They should be able to research, develop, evaluate and modify questions to frame an historical enquiry. Student should also be able to process, analyse and synthesise information from a range of primary and secondary sources as well as analyse these sources to draw conclusions about their usefulness, taking into account their origin, purpose and context. They should be able to develop and justify their own interpretations of the past. Students should be able to develop texts, particularly explanations and discussions, incorporating historical arguments.

How these outcomes will be assessed

Students will be assessed by undertaking tasks that include:

- An IT site about Australian women during WWII;
- A speech and visual representation of an important Indigenous Australian;
- An essay on the development of culture in Australia
- Various class activities / tasks;
- An examination.

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Year 10 Civics and Citizenship

Human Rights, Political Rights and Your Rights!

Course overview

Human Rights, Political Rights and Your Rights is a course that focuses on the study of a world where people, environments, the law and politics are inextricably linked. Students learn why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities. They develop an appreciation for the efforts of individuals and groups to achieve political rights and equality. Students will explore what it means to be an Australian and investigate Australia's role in the global community. They will consider human rights and social justice issues at local, national and global levels. In this semester-long course students investigate our democratic traditions and the diverse contributions and participation by citizens. They learn about, contest and enact the values that are important to be an engaged citizen within a community.

What students should *know* at the end of the course

- about the Australian Constitution and its impact
- about the origins and nature of Australia's federal political system and, considered points of view on an issue about change in the political system and the law; and,
- the origins and nature of global political systems
- how to explore and evaluate current global political

What students should be *able to do* by the end of the course

- participate in a range of citizenship activities including those with a local, national or global perspective;
- draw on a range of resources, including the mass media to articulate and defend their own opinions about political and social issues;
- suggest possible ways in which the Australian Constitution affects their lives, and protects human rights
- draw on a range of resources, including the mass media to articulate and defend their own opinions about political and social issues; and,
- describe the opinions of others and develop an action plan which demonstrates their knowledge of issues and suggest strategies to raise awareness of these

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Test on criminal and civil laws, legal rights and responsibilities.
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations
- Comparative Investigation on Global political system
- Debates quizzes

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.quizzes

Year 10 Business and Economics

Course overview

In this course, students will explore the process of starting a business and all the likely considerations surrounding this. The will acquire enterprise sills and attributes through the development of their own business concept, via a business plan. Students are introduced to the basic concepts and standards underlying financial accounting systems through their study of accounting principles, characteristics and reporting. They may enter competitions such as iPAB and the ASX stock market game. Students examine Australia's economic performance and its influence on the standard of living. They analyse global economies, examining reasons for the economic differences across the globe and drawing conclusions on what could be done to make resource distribution fairer amongst nations. They investigate how policies and programs advanced by governments and other institutions affect them, their fellow citizens and Australian business.

What students should *know* at the end of the course

- How businesses organize themselves to improve productivity, including the ways they manage their workforce;
- The role business planning has to the success of an organisation, including the related enterprising skills;
- The impact of changing economic conditions have on business;
- The interconnection between markets, government policies, enterprise and innovation and their effect on the economy, society and environment ;
- The relationship between economic resources and living standards; and,
- That the distribution of economic resources is inequitable around the world, comparing Australia to its neighbouring nations.

What students should be *able to do* by the end of the course

- Prepare a structured business plan;
- Record financial transactions in accounting journals;
- Construct accounting reports ;
- Predict the consequences of proposed government policy on the economy; and,
- Construct graphs showing the variance in stock prices

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Test
- Case Studies
- Business Plan
- Investigation

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Year 10 Drama

Course overview

In the first half of the course, students will learn about the German practitioner Bertolt Brecht and his Epic Theatre and devise a non-naturalistic ensemble performance based on his work. They will work together to perform a scripted Brechtian play. They will work within the form and non-naturalistic performance style of the script and use performance and expressive skills to realise characters. Students will also work with the design elements of lighting, sound, costume, and set to enhance the mood and context of the play. They will perform to an invited audience after having created promotional materials for the event. In Unit 1, students are introduced to the process of creating a solo performance based on stimulus materials. Students will read excerpts from Alice Pung's *Growing Up Asian in Australia*, and examine the style of biographical storytelling. They will then interview someone of their choosing about a formative life experience, and this interview will form the basis of a solo performance piece. They will produce a folio outlining the preparation of the piece and including the script, and they will perform the piece in front of an audience.

What students should *know* at the end of the course

- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles

What students should be *able to do* by the end of the course

- Identify the elements of an existing script as well as creating an original script
- Refine expressive skills of voice, gesture, facial expressions and movement as well as the performance skills of focus, timing, energy and actor-audience relationship
- Use and manipulate design elements such as set, lighting and sound in order to shape meaning
- Work as an ensemble, and within time restraints to stage a scripted play
- Work within the confines of the Brechtian form and non-naturalistic performance style
- Research and acquire stimulus materials.
- Use playmaking techniques to devise a performance piece.
- Understand, select and use dramatic elements to create specific meanings for the audience.

How these outcomes will be assessed

Students will complete:
Monologues
Non-Naturalistic ensemble performance of a Brechtian play
Examination
Journal: assessed at the end of the semester

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Year 10 Food Technology

Course overview

Students focus on food technology as a specialist area of Design and Technologies. They use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities. Students undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students identify the steps involved in planning the production of designed food solutions. They develop project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely and hygienically. They identify and establish safety procedures that minimise risk. They also learn to transfer theoretical knowledge to practical activities across a range of projects. Students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. In the creation of designed solutions, students will investigate the needs or opportunities to develop design briefs and design ideas. The will generate food solutions through the application of design thinking, creativity, innovation and enterprise. They will work flexibly to safely test, select, justify and use appropriate technologies and processes in their solutions. Students will evaluate their designs ideals and solutions against comprehensive criteria for success.

What students should know at the end of the course

How to:

- undertake research relevant to a design brief
- make products that meet functionality and performance, aesthetic, cost and/or ethical considerations while addressing the needs of a design brief
- identify a range of criteria for evaluating products
- implement a range of production processes accurately, consistently, safely/hygienically and responsibly, particularly baking techniques
- adapt methods of production and provide a sound explanation for modifications from a design proposal.

What students should be able *to do* by the end of the course

- Identify considerations and constraints within a design brief
- Locate and use relevant information to help design thinking and identify the needs of clients / user groups
- Generate a range of alternative possibilities, use appropriate technical language and justify preferred options
- Make critical decisions about materials / ingredients based on understanding the properties and characteristics of these materials / ingredients
- Use evaluation criteria they have developed, to critically analyse processes, materials / ingredients, and equipment; and make appropriate suggestions for changes.
- Use a range of suitable safe testing and production methods
- plan realistic and logical sequences of production stages, incorporating time, cost and resources needed for production
- work as part of a group / team to design and produce a product suitable for a specific design brief.

How these outcomes will be assessed

Assessment will include:

- production records in the form of a portfolio
- case studies
- multimedia compilations
- short answer tests
- examination

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Year 10 Indonesian VET Certificate II Applied Languages

Course overview

At year 10 students are undertaking the Certificate II in Applied Language (Indonesian) as well as adhering to the ACARA requirements for language students at Year 10 who are following Pathway 2. The four VET units undertaken at year 10 are: VU20600 Conduct basic oral communication for social purposes in Indonesian; VU206001 Conduct basic workplace oral communication in Indonesian; VU20602 Read and write basic documents for social purposes in Indonesian; VU20603 Read and write basic workplace documents in Indonesian. The Indonesian curriculum is built around two interlinked Strands: Communicating where the student uses language for communicative purposes in interpreting, creating and exchanging meaning; Understanding which provides the students with cultural guidelines for effective communication. Through reflecting, drafting, questioning linguistic relationships, observations and hypothesising, students demonstrate an understanding that language is a complex system with rules, and that there are subtle differences between languages. Students exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers, work and issues of general interest to young people. Students communicate their own personal meanings through the language. They adapt language to task and reduce abstract idea to the personal and concrete. Students expand their knowledge of spoken and written conventions and conduct research and reorganise information to present to others in a range of spoken and written forms. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks thereby gaining language awareness and intercultural understanding.

What students should know at the end of the course

- That Indonesian is a complex system with rules, and that there are subtle differences between Indonesian and English
- That Indonesian is a national, standardised language used for education, media and government
- Have an awareness that their own cultural assumptions and identity influence their language use and how they interact and may be perceived in intercultural exchanges
- Understand rules of affixation and apply these when using bilingual dictionaries
- Recall most of the main ideas, objects and details presented in a topic.
- How to create a variety of texts to express imaginary ideas and experiences by drawing on aspects of personal and social world
- How to translate informational texts from Indonesian to English and vice versa
- How to communicate and use appropriate language in workplace situations
- How to listen to and draw key information from spoken texts

What students should be able to do by the end of the course

- Use written and spoken Indonesian to communicate about personal interests and relationships
- Create a personal, informational and/or imaginative piece of writing for a specific audience and purpose
- Adhere to the conventions of the test-type when creating written and spoken texts
- Participate in an oral presentation and/or dialogue using rehearsed and spontaneous language
- Use a broad range of interrogatives in spoken situations
- Use a variety of me-verbs, noun forms such as ke-an, pe-, and pe-an
- Use tense markers e.g. refer to the past (yang lalu, dulu), present sedang, sedangkan, sambil, sementara) and future (akan, mau, kalau, besok, maa depan)
- Read texts with fluency
- Identify and extract main ideas and infer meaning written and spoken texts and use this information in a new contexts.

How these outcomes will be assessed

Students will produce a personal, imaginative piece of writing

- Students will produce basic documents related to the workplace
- Students will create and perform spoken texts for social purposes
- Students will create and perform spoken texts for workplace environments
- Students will read texts and locate specific ideas and infer meaning
- Students will listen to spoken texts and identify key points of information and infer meaning
- Students will demonstrate knowledge of grammar and vocabulary by completing a range of tasks and/or tests

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Year 10 Italian

VET Certificate II Applied Languages

Course overview

At year 10 students undertake the Certificate II in Applied Language (Italian) as well as adhering to the AusVels requirements for language students at Year 10 who are following Pathway 2. The four VET units undertaken at year 10 are: VU20600 Conduct basic oral communication for social purposes in Italian; VU206001 Conduct basic workplace oral communication in Italian; VU20602 Read and write for basic social communication in Italian; VU20603 Read and write basic workplace texts in Italian. The Italian curriculum is built around two interlinked Strands: 'Communicating' where the student uses language for communicative purposes to inform, create, translate and reflect; and 'Understanding' which provides the students with guidelines for effective communication in interculturally appropriate ways. Through reflecting, drafting, questioning linguistic relationships, observations and hypothesising, students demonstrate an understanding of the relationship between language, culture and identity. Students also use the past tense of verbs, recognise the form and function of reflexive verbs, the future and object pronouns, and use expressive and descriptive language to talk about feelings and experiences. In addition they exchange information and opinions related to the world of health and fitness, relationship issues, migration and overseas travel. Students communicate their own personal meanings through the language. They use words with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. Task characteristics are more complex and involve collaborative and independent language planning and performance, development and strategic use of language and cultural resources. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks thereby gaining language awareness and intercultural understanding.

What students should know at the end of the course

- That Italian belongs to the Romance family of languages and has many commonalities and connections with English, sharing many Latin derived words
- Italian is a major community language in Australia and an official language of the European Union
- How to access and manage information from different print, digital and community sources and present it in different formats for different audiences
- How to recall most of the main ideas, objects and details presented in a topic.
- How to create a variety of texts to express imaginary ideas and experiences by drawing on aspects of their personal and social world
- How to translate informational texts from Italian to English and vice versa and consider the role of culture when transferring meaning from ome language to another
- How to communicate and use appropriate language in social and workplace situations
- How to listen to and draw key information from spoken texts
- How to explore the reciprocal nature of intercultural communication, such as degress of formality, use of personal space and physical contact

What students should be able to do by the end of the course

- Use written and spoken Italian to communicate about personal interests, routines, future aspirations and relationships
- Create a personal, informational and/or imaginative piece of writing for a specific audience and purpose
- Adhere to the conventions of the text-type when creating written and spoken texts
- Create bilingual texts such as glossaries
- Participate in oral presentations and/or dialogues using rehearsed and spontaneous language
- Present information in different formats for different audiences
- Read texts with fluency and recognise the role of pronunciation, rhythm and pace in creating effect
- Identify and extract main ideas and infer meaning in written and spoken texts, and use this information in a new context.
- Use non-verbal elements of communication, such as facial expressions, gestures and intonations
- Use prefixes and suffixes and a variety of verb forms such as the past, the present and the future tenses.

How these outcomes will be assessed

- Students will produce a number of personal, imaginative pieces of writing
- Students will produce a number basic documents related to the workplace
- Students will create and perform spoken texts for social purposes
- Students will create and perform spoken texts for workplace environments
- Students will read texts and locate specific ideas and infer meaning
- Students will listen to spoken texts and identify key points of information and infer meaning
- Students will demonstrate knowledge of grammar and vocabulary by completing a range of tasks and/or tests.

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Year 10 Information Technology

Course overview

In Year 10, students apply the Problem Solving Methodology to various situations in order to analyse problems, and design, develop and evaluate their digital solutions. Students will explore networked systems, security and privacy practices, data collection methods and presentation techniques.

Through a series of problems and case studies, students will develop a range of useful skills that assist the end user or customer to become more effective and efficient in tasks through the use of technology. Students will develop skills in wed design, spreadsheets, databases and robotic control in order to develop solutions to the given problems. Students will explore issues related to technology use in the 21st Century and learn about computer hardware and software.

What students should *know* at the end of the course

Students will know:

- why personal or client privacy should be protected at all times
- why data security depends on how networks are managed
- why data is collected and why it needs to be transformed into information
- the basics of object-orientated programming through robotic programming
- the basics of webpage design, database structures and spreadsheet.

What students should be *able to do* by the end of the course

Students will know how to:

- maintain security on their own devices
- use the Problem Solving Methodology to analyse problems and then create an effective solution
- create relational databases to hold data and retrieve parts of the data using queries
- create spreadsheets to manipulate the data
- create webpages to present information
- use object-orientated programming to control robots to receive inputs and act on these decisions

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examination

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Year 10 Literature

Course overview

In Year 10 Literature, students develop a close connection with literary texts. Students read and explore a variety of text types by examining the nuanced and personal ways that authors can convey meaning in their work. They develop an understanding of the influences that context, time, and place have on the construction and expression of literature and they make sense of and justify their own personal responses to literature. In Study Part One, students engage in deep exploration of the Greek play *'Medea'* by Euripides to uncover the unique ways in which the author conveyed meaning. They examine aspects of characterisation, setting, human experience and social commentary. In Study Part Two, students examine the novel *'A Christmas Carol'* by Charles Dickens. They explore the life and times of the author, and they understand how his social and historical context shaped his writing style and his views and values. Study Part Three spans across the entire semester unit. Students, in consultation with their Literature teacher, select a novel of their own choice and write a creative response. Their task must indicate that they have an understanding of the cultural and historical period of their novel, the author's views and values and that they are able to emulate the author's writing style.

What students should *know* at the end of the course

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- Reflect on, extend, endorse or refute others' interpretations of and responses to literature
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- Evaluate the social, moral and ethical positions represented in texts
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience
- Create imaginative texts that make relevant thematic and intertextual connections with other texts

What students should be *able to do* by the end of the course

- Define the term 'literature' and determine, through debate and class discussion, whether a text possesses enough universality and textual integrity to deem it a piece of literature
- Explore the timeline of literary movements including Romanticism and Post-Modernism
- Uncover the dominant and resistant readings of a wide variety of texts from classic fairy tales through to modern-day pop songs
- Investigate the social, historical and political context of authors and examine the ways in which this context shapes their writing
- Create extended written responses to literary texts, making reference to varying points of view about the issues raised
- Use terms associated with literary text analysis (for example narrative, characters, poetry, figurative language, symbolism) when evaluating aspects that are valued and that contain aesthetic qualities
- Create a range of spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts
- Write or speak about how effectively the author constructed the text and engaged and sustained the reader's/viewer's/listener's personal interest.

How these outcomes will be assessed

Students will complete:

- Study Part 1: *'Medea' by Euripides* Analytical Essay (SAC)
- Study Part 2: *'A Christmas Carol' by Charles Dickens* Passage Analysis (SAC)
- Study Part 3: Writing Folio: Creative Wrting Task that is completed over the course of the Semester emulating their selected novel/author's style

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Year 10 Music

Course overview

The year 10 music elective is the last opportunity for students to prepare for their VCE Music Performance course. This course will mimic that of the VCE course, where there units of study are around the areas of Performance, Composition, Theory, Analysis and Ear Training. Students will prepare, with assistance from their individual instrumental or voice tutors, one solo performance piece in addition to a group performance piece. They will learn about a variety of performance techniques, in order to present these pieces in an appropriate setting. They will discover more advanced and complex theoretical, aural and analytical concepts as well as further develop their inner hearing skills using the Kodaly Method. *It is essential that students are learning an instrument or voice in order to enrol in this course.*

What students should *know* at the end of the course

- Musicality – theoretical, aural and analytical concepts
- Compositional tools and creative processes for composition or arranging pre-existing works
- Performance Techniques as an ensemble member
- Performance Techniques as a soloisT

What students should be *able to do* by the end of the course

- Make informed decisions within performance practice
- Manipulate, compose and create melodic, rhythmic and harmonic devices
- Perform with confidence and informed stylistic choices

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Critical Listening or Analytical tasks
- Aural development
- Performance based tasks
- End of semester examinations

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Year 10 Outdoor Environmental Education

Course overview

The Year 10 Outdoor Environmental Education course introduces a unique and enriching educational opportunity for students to understand the environment in which they live. It focuses on providing students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value these diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature. The course will involve theory related to human impact on the environment over time, challenges faced by the environment, mapping and navigation, skills related to camping in the outdoors. The course will involve a camping component that will enable students to apply the skills and content learnt throughout the course.

What students should *know* at the end of the course

- An overview of relationships humans have had with the Australian environment over time
- The impacts contemporary relationships are having with the environment and what this means for society
- The potential impact on the environment and society of climate change, urbanisation, introduced species, land degradation
- The importance of sustainability and sustainable development
- Strategies for planning safe and sustainable interactions with outdoor environments
- Types of outdoor environments including wilderness, managed parks, and urban/built environments
- Characteristics of outdoor environments including, alpine, marine, coastal, wetlands, grasslands, forest and arid.
- How technology has changed the way we interact with the environment
- Basic practical skills for participating safely in outdoor activities such as camping, cooking, navigation, mapping and general survival skills
- The variety of personal responses to risk in the outdoors and the best way to manage such risks.

What students should be *able to do* by the end of the course

- Use evidence based on inquiries and geographical language and concepts
- Explain how human activities can affect outdoor environments
- Analyse how development and policies can promote sustainable use and management of resources
- Accurately interpret information on different types of maps and photographs at a range of scales
- Collect and collate information gathered from fieldwork observations and present findings.
- Reinforce the importance of safety and risk management

How these outcomes will be assessed

- Oral
- Assignment
- Practical Activities
- Journal of practical experiences whilst on camp
- Exam

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Year 10 STEM

Science, Technology, Engineering and Mathematics

Course overview

STEM is the study of Science, Technology, Engineering and Mathematics through a hands-on and project based style of learning. This course will present students with various problems and design briefs, which will allow students to make choices, interpret, formulate, model, investigate and communicate solutions. Students participate in the CSIRO CREST program, where they will develop questions that can be investigated using a range of inquiry skills. They will independently design or develop an experimental method, collect and interpret data and provide a solution to a problem. They will develop their programing skills through by using the Arduino program to create wearable electronic fashion.

What students should *know* at the end of the course

- How to conduct a scientific investigation or design project
- How to systemically collect and interpret data
- How to interpret a design brief
- How to program using the Arduino Program to make wearable electronic fashion
- How to design and print a 3D object using the 3D printer

What students should be *able to do* by the end of the course

- Develop the ability to make choices, interpret, formulate, model and investigate problems ,and communicate solutions effectively
- Work within a variety of design briefs within various contexts to produce possible solutions
- Formulate questions and hypotheses that can be investigated within the scope of the classroom or fields that can be investigated using a range of inquiry skills
- Use the internet to facilitate collaboration in joint projects and discussions
- Construct evidence based arguments and engage in debate about scientific ideas
- Present results and ideas using formal reports, oral presentations, slideshows, poster presentations, models and contribute to group discussions
- Use ICT to devise detailed plans that sequence tasks to be done
- Participate in and lead discussion on evaluating their own and other people's thinking in relation to creative and innovative products

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Research Task/Report
- Investigative Tasks/Report
- Design Task/Report
- Competitions

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Year 10 Studio Arts

Course overview

Over the course of the year students will design, make and present a variety of artworks. In doing so, they develop skills in making decisions about personal and creative ways of generating and implementing ideas. This is a studio-based course aiming to provide students with an opportunity to develop their individual artistic expression through the design process as they personally investigate themes and ideas. Students explore a variety of studio forms and through these different mediums develop appropriate skills and techniques needed to produce a creative and expressive folio of artworks including. They research and analyse artwork from specific periods of 20th Century Modern Art movements. This unit focuses on drawing and design through application of the design process, exploring a variety of mediums and techniques associated of Oil painting, Photography, Mixed media paper collage techniques. This course has been developed to compliment and prepare students for units 1 and 2 studio arts. Students will explore various materials, mediums, methods, design elements and principles in the development of their skills and technical processes.

What students should *know* at the end of the course

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait
- Islander artists.
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions.
- Develop and refine techniques and processes to represent ideas and subject matter.
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks.

What students should be *able to do* by the end of the course

- Create design concepts for art works devised from a range of stimuli;
- Explore ideas, specific technical procedures and the development of refinement of artworks in visual diary through manipulating and applying arts elements expressively:
- Select and refine chosen themes, forms, colour schemes and characteristics in their design concepts;
- Work through a range of design possibilities by researching ideas from several relevant sources;
- Trial ideas and manipulate them through the use of art elements and principles and the application of different mediums and techniques;
- Exercise control of tools and equipment to generate desired effect;
- Demonstrate technical competence in the use of skills, techniques and processes of each folio piece;
- Research and compare artworks from differing Modern Art periods and specific artists;
- Describe, analyse and interpret the formal properties of artworks.

How these outcomes will be assessed

Visual Diary: assessed at the end of the semester
Folio of finished artworks:
Still life Oil Painting on board, Photograph and Mixed Media Collage using recycled and textured papers.
Art History research and analysis tasks:
Modern Art Periods: Focus on artist's style and techniques and communication of ideas and meaning in their

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Year 10 Visual Communication Design

Course overview

The practice of Visual Communication Design is concerned with the transfer of information using visual language to convey ideas, information and messages. Visual design is problem solving and in response, designers use a process through which solutions are developed using reason, knowledge, style and visual sensitivity. The creativity of the designer is expressed through the designer's ability to work innovatively within the constraints of the brief, technology and the demands of society. Visual Communication Design develops skills in drawing, researching, understanding, organising, selecting information, and developing and refining ideas to create final presentations.The course content addresses all areas of the Design Process. This course has been developed to compliment and prepare students for Unit 1 and 2 of Visual Communication and Design. Students will explore various materials, media, design elements and principles, and methods including freehand drawing and computer-generated imagery using Adobe Illustrator software. Students will also develop instrumental drawing skills.

What students should *know* at the end of the course

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait
- Islander artists.
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions.
- Develop and refine techniques and processes to represent ideas and subject matter.
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks

What students should be *able to do* at the end of the course

- Write a design brief, considering the needs of the chosen client, target audience and relevant constraints.
- Create a written analysis of an advertisement
- Design a unique straight-edged clock.
- Correctly use drawings instruments to produce 3 dimensional drawings
- Render the paraline drawings to illustrate surface graphics, tone and texture.
- Record research, exploration, development and refinement of ideas associated with each of the given tasks.
- Write a comparison of the work of two fashion designers (Mary Quant and Christian Dior), in relation to their cultural context, time period and influences.
- Create a visual presentation documenting fashion design trends from eight key eras.

How these outcomes will be assessed

- Visual Diary: assessed at the end of the semester
- Folio of finished artworks:
- Visual Identity Design – Logo, Letterhead, Envelope and Business Card Design
- Clock Design – Design, Instrumental Drawing and Rendering of their own clock design;
- Visual Communication Design research and analysis tasks:
- Advert Analysis and Design in Context – Comparison and Analysis

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Course Plan

In Year 10 students can select from two study streams: Year 10 (with an extension study) or Year 10 (without an extension study). Students should note that Extension VCE Units 1 & 2 studies have prerequisites that they must meet prior to selection. Students wishing the complete Year 10 with a extension study should refer the VCE / VET Subject Information Handbook.

Year 10 (with an extended study)

Semester 1	Religious Education	English	Mathematics – *Mainstream or Advanced or Foundation*	Health and Physical Education – *Health strand or Phys Ed strand*	Science – Science or Foundation Science	Community and Careers	Extension Study *Unit 1*	Humanities Elective	Elective	Reserve Elective 1
Semester 2	Religious Education	English	Mathematics (TBA)	Health and Physical Education – *Health strand or Phys Ed strand*	Science – Science or Foundation Science	Community and Careers	Extension Study *Unit 2*	Elective	Elective	Reserve Elective 2

Year 10 (without an extended study)

Semester 1	Religious Education	English	Mathematics – *Mainstream or Advanced or Foundation*	Health and Physical Education – *Health strand or Phys Ed strand*	Science – Science or Foundation Science	Community and Careers	Humanities Elective	Elective	Elective	Reserve Elective 1
Semester 2	Religious Education	English	Mathematics (TBA)	Health and Physical Education – *Health strand or Phys Ed strand*	Science – Science or Foundation Science	Community and Careers	Elective	Elective	Elective	Reserve Elective 2