



# WHITEFRIARS COLLEGE

## YEAR 10 (2023)

### CURRICULUM HANDBOOK



WHITEFRIARS  
CATHOLIC COLLEGE FOR BOYS

# WELCOME

Student learning at Whitefriars College is developed through positive relationships between staff and students. Boys learn when they feel valued and connected to the teacher and their peers in the classroom. Student voice and leadership is extremely useful in our boys' educational setting at Whitefriars as it empowers them to identify, inquire, discuss, construct and present learning.

For Senior School (Years 10-12) students at Whitefriars College, each day is filled with a diverse range of activities designed to ensure a successful transition to university, vocational education or work whilst preparing them for adult life.

An extensive range of VCE units is offered which enables students to tailor a course of study to suit their interests, needs and preferred destinations. Students enjoy greater subject choice, specialist teachers and more career support to help them excel. Additionally, students are able to enrol in Vocational Education and Training programs offered in association with TAFE Institutes study. The VCE Vocational Major is a viable Senior Years pathway for those whose needs are not met by the VCE and VET options and require an application of learning.

I wish each boy all the best as they embark on discerning subjects for their future.

Catherine Spurrirt  
Deputy Principal  
Learning & Teaching

# HOW TO NAVIGATE

Welcome to the Whitefriars Curriculum Handbook for Year 10 (2023). This document has been designed to assist you with subject selection as you move into Year 10.

A quick and easy way to navigate through the handbook is to go to the Curriculum Overview found on page 10 where you will be able to see all subjects on offer. By hovering your mouse over the square to the left of the subject, you will notice it will change to a little hand which indicates that it is a 'clickable link'. Click once and it will take you directly to the subject page you are interested in.



To return back to the Overview page, look for the 'Overview Button' located at the top of each page with the yellow magnifying glass.





# Mission & Values



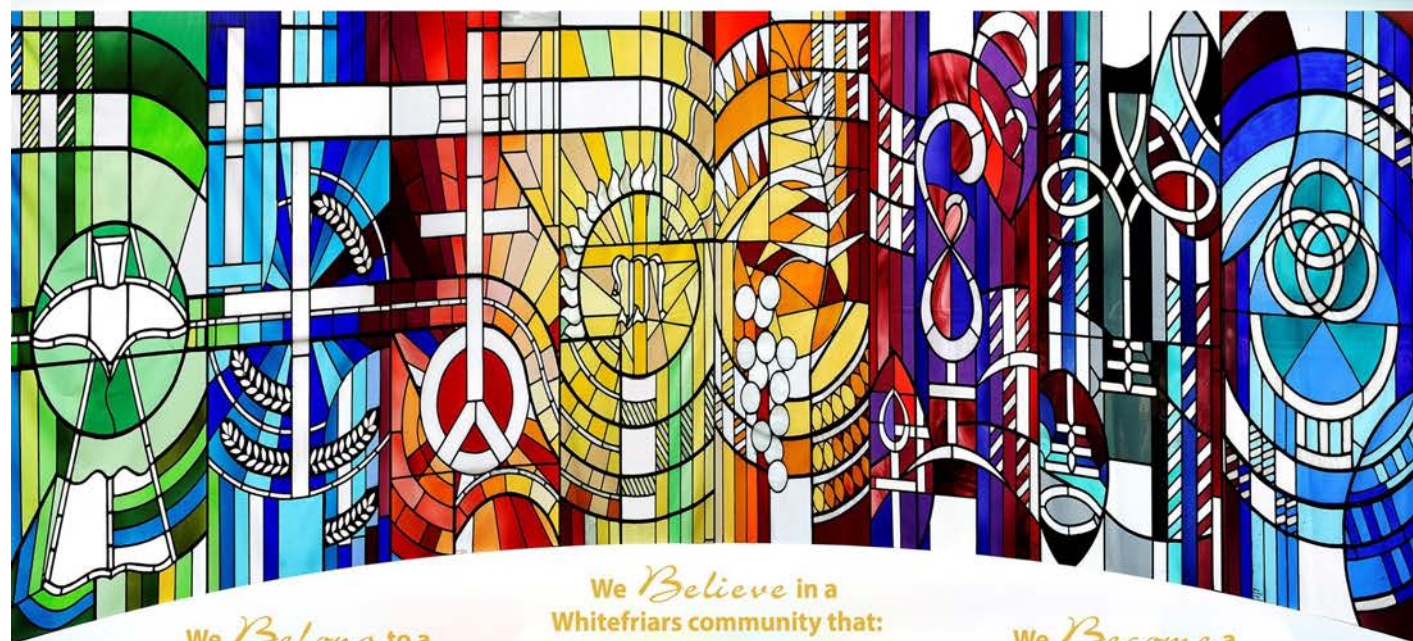
**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS

Whitefriars is a Catholic College which reflects the tradition of the Carmelites who actively seek to live in God's presence by walking in the way of Jesus Christ.

The College provides a Catholic Education for boys where excellence is valued and all are challenged to achieve their best.

This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice. It assists them to take their place in a contemporary, global society as valued individuals, alive with the wisdom of the Gospel.

*Almae In Fide Parentis*



## We *Belong* to a Whitefriars community that:

- embodies a belief in the Catholic faith that has Christ as its centre
- takes inspiration from Carmelite spirituality
- values and respects the richness of the land and the people who came before us
- develops skills for lifelong learning
- nurtures and celebrates the diverse gifts and unique contributions of each individual
- values collaboration and fosters positive, supportive relationships

## We *Believe* in a Whitefriars community that:

- celebrates God's presence through prayer and the Eucharist
- forms its students in the tradition of the Catholic and Carmelite ethos
- instils a sense of social justice, service and an understanding of the common good
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides a holistic education through a broad and vibrant curriculum
- challenges and develops all through diverse and enriching curricular and co-curricular pathways

## We *Become* a Whitefriars community that:

- forms 'Gentle men' of compassion, service and tolerance grounded in Catholic faith and Carmelite tradition
- develops young men with active and creative minds and with the courage to act on their beliefs
- challenges all to be active participants in the learning process
- fosters a sense of understanding and compassion for others
- encourages all to live with integrity and contribute positively to a global society
- engenders a sense of self-worth, confidence and wisdom in each individual
- contributes to the development of a just and sustainable world

*Belong Believe Become*

# LEARNING @ WHITEFRIARS COLLEGE

Learners engage with the Carmelite tenets of *community, prayer and action* to acquire skills, knowledge and understanding as an active global citizen

Learning is holistic, providing opportunities for spiritual, intellectual, emotional, physical and social development

Learners use resources and develop their talents to achieve personal excellence

## BELONG

Through the **COMMUNITY**  
Whitefriars College learners...

ENGAGE WITH THE CATHOLIC FAITH IN THE CARMELITE TRADITION

FOSTER POSITIVE RELATIONSHIPS

VALUE & UNDERSTAND THE INDIGENOUS STORY

DEVELOP CULTURAL AWARENESS & GLOBAL PERSPECTIVES

EMBRACE SUSTAINABLE PRACTICES & OUR NATURAL ENVIRONMENT

## BELIEVE

Through **PRAYER**  
Whitefriars College learners...

REFLECT CRITICALLY

QUESTION, INQUIRE, IMAGINE

CONSTRUCT MEANING

ARE OPEN TO FEEDBACK & A GROWTH MINDSET

## BECOME

Through **ACTION**  
Whitefriars College learners...

TAKE RISKS, EXPERIMENT, PRACTISE & PERSEVERE

COLLABORATE, COOPERATE & COMMUNICATE

CRITICALLY THINK & PROBLEM SOLVE

DEMONSTRATE ORIGINALITY & CREATIVITY

SERVE & RESPECT OTHERS

ARE RESPONSIBLE FOR THEIR LEARNING



**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS



# YEAR 10

Whitefriars College offers a comprehensive secondary curriculum which includes access to the Victorian Certificate of Education (VCE), the VCE - Vocational Major and Vocational Education and Training (VET) pathways. Subjects and enrichment activities are designed to challenge our students whilst allowing them to have a breadth of experiences based on interests and abilities.

It is critical that students and parents carefully read subject descriptions of any subject. To be clear of the content and expectations, students should discuss pathways, pre-requisite subjects and subject choices with qualified Career staff.

## YEAR 10 SUBJECT INFORMATION

In Year 10 there is a greater emphasis on choosing subjects that will lead to a pathway that provides enjoyment and academic success. Academic expectations increase as each student partakes in learning that will provide the foundations for future success in obtaining their VCE Certificate.

Most students select a standard Year 10 program, based on the Victorian Curriculum F-10 requirements, which provide a pathway to VCE, VCE (VM) and VET programs in Years 11 and 12.

All Year 10 students will complete core subjects as per the table below.

Core Subjects	VCE Unit 1 Religion & Society	English	Mathematics <i>For Numeracy For General For Methods</i>	HPE	Science	Wellbeing
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Mathematics ^ - Mathematics for General, Mathematics for Methods, Mathematics for Numeracy to be included in their program will be based on student achievement and teacher recommendation.

Science \* - Applied Science is available by invitation only to qualifying students.

## ELECTIVE SUBJECT OPTIONS

Year 10 students need to select 8 elective units (4 in Semester 1 and 4 in Semester 2) to include in their program. Some elective units involve additional costs. Refer to the subject descriptions for levy details.

Elective Units	History or Geography	Elective 1	Elective 2	Elective 3
	Humanities or Commerce option	Elective 5	Elective 6	Elective 7

Each elective subject option has a unit value based on periods per cycle.

Students must select subjects to a total of 8 Units as well as 2 additional reserve subjects when selecting subjects for Year 10. The reserve option is in case subjects are unavailable due to staffing and/or timetabling constraints. You cannot chose the same option twice.

Subject Options	Periods/Cycle	Semester or Year	Unit Value
Elective Units	5	Semester	1
Languages <i>(year long subject)</i>	5	Year	2
Vocational Preparation <i>(year long subject)</i>	5	Year	2
VET Certificate III Sport and Recreation (Year 1)	10	Year	4
VCE Outdoor & Environmental Studies Unit 1 & 2	10	Year	4
VCE Acceleration <i>(subject to eligibility)</i>	10	Semester	2



## ACCELERATION

Whitefriars College will offer some Year 10 students the opportunity to accelerate into a VCE/VET subject within their Year 10 program based on their academic aptitude, performance and attitude to learning.

The benefits of a student accelerating include:

- Gaining an early understanding of the level of rigour needed to successfully undertake VCE and Year 12 subjects
- Setting up a pathway to completing six Unit 3 and 4 subjects as part of a VCE/VET, which can assist the calculation of a student's ATAR score

A student considering undertaking an accelerated program has displayed effective time management, study skills and

academic achievement. They display exemplary learning behaviours. Suitability for Acceleration will be determined by an Acceleration Panel.

The following units are open to all Year 10 students:

- VCE Outdoor and Environmental Studies
- VCE VET Sport and Recreation

Quality success in Units 3 and 4 subjects is built on the successful foundations put in place in Years 10 and 11.

Offers of acceleration are made by the College to students who meet the criteria. Students who do not receive a letter of offer and would like to accelerate, can apply and their application will be considered by the Acceleration Panel.

Subject Options	Period/Cycle	Semester or Year	Unit Value
VCE Acceleration Subjects	10	Semester	2

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

To complete the Victorian Certificate of Education students must satisfactorily complete 16 Units across Units 1,2, 3 and 4., including a minimum of three units from the English group (with at least two units in sequence at Units 3 and 4) and at least three sequences of Units 3 and 4 studies other than English.

Units 1 and 2 are designed to be taken by Year 11 students but they can be taken by students at Year 10 (acceleration). It is highly recommended that the preferred pathway for

students is to complete both Units 1 & 2 of a VCE subject if accelerating.

The VCAA's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) also provides up-to-date information for parents and students about the VCE.

## CAREERS

For futher assistance, contact the careers office

[Anna Gasparini - Careers Advisor](#)

[Dean Notting - Pathways Coordinator](#)

# YEAR 10

## VICTORIAN CERTIFICATE OF EDUCATION - VOCATIONAL MAJOR

The Victorian Certificate of Education - Vocational Major, begins at Whitefriars in Year 11.

Students interested in undertaking this pathway may wish to complete Vocational Preparation and Mathematics for Numeracy in Year 10.

## VOCATIONAL EDUCATION AND TRAINING (VET)

VET programs are nationally recognised vocational certificates. The qualifications gained can provide the basis for further study in the vocational education sector and the units completed are credited to the student's VCE or VCE (VM) program.

Whitefriars College offers the Certificate III in Sport and Recreation, however more courses are offered through our VET partnerships enabling our students to enrol in VET programs off-site at nearby schools and TAFE institutes.

Popular VET programs for Whitefriars College include Building & Construction, Plumbing, Music Industry, Electrotechnology and Automotive. A full list of VET offerings is available on Whitefriars Learn and Engage.

- VET programs attract additional fees
- Students must enrol for a full sequence of the certificate i.e. for the full year
- As there are requirements in relation to managing timetables and studying outside the school, the approval of the Pathways Coordinator and Director - Senior Years is critical.

Students wishing to undertake VET studies can do so provided the VET studies can be successfully integrated with the student's VCE or VCE (VM) course of study at this school. Any student who is interested in taking up a VET program should discuss this with the Pathways Coordinator, Careers Coordinator and/or the Director - Senior Years at the time of subject selection.

VCE Vocational Major	Focus	Semester or Year
Year 11	Knowledge and skills development leads to independent learning, confidence and a high level of transferable skills	VCE Vocational Major Apprenticeships and Traineeships Certificate II (or above) VET courses Employment
Year 12	Knowledge and employability skills development leads to a high level of interpersonal, independent action and achievement of tasks that require decision making and leadership.	Apprenticeships and Traineeships Certificate III (or above) VET courses Employment



*” I love the flexibility of my program which allows me to apply my skills in a hands on way and in the classroom”*

Whitefriars Student, Year 11

## VCE/PATHWAY CHOICE

The formal requirements for tertiary course selection should not be the only (or even the most important) element of a student's choice of studies in Years 10, 11 and 12, students need to consider the implications of their choices for future courses. In choosing studies, current Year 9, Year 10 and Year 11 students should consider the following:

### Personal Interest/Ability

The most important factors for any student planning Year 10 and VCE studies are personal interest and ability. Think about the subjects you have enjoyed (or believe that you would enjoy) and those in which you perform well. It is likely that these will be the Year 10 and VCE studies that will bring not only personal satisfaction and involvement but your best results. You should discuss subjects with current VCE students and consider reviewing the text book and other references used, look at notes and folios and past examinations on the VCAA website.

### Teacher Advice

Subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. Make sure that you consult your parents/guardian, House Leader and the advisers in the Careers Centre. You need to be aware of all the implications of study choices. For current Year 10 students, your teachers will be asked to comment on your likelihood of success in related studies at Year 10 and VCE level. These comments will be considered when Year 10 and VCE subject selections are discussed with the House Leader and Careers staff in Term 3.

### Prerequisite Studies

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually, these must be completed at Unit 3 and 4 level, but sometimes they are required at Units 1 and 2. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of performance (Study Score) to be achieved.

Students need to think of their VCE studies in terms of “adequate preparation” and “presumed knowledge”, for these are the important factors in the establishment of course prerequisites. This is evident in science-based courses where some combination of studies in Chemistry, Physics, Biology and Mathematics is usually a prerequisite.

Prerequisite studies for all Victorian university courses are set out in VTAC's Victorian Tertiary Entrance Requirements (VicTER) 2021. It may be necessary to consider adding a study to your program in order to allow access to certain desired courses. You may need to revise your tertiary options in what you know about your ability and/or interest in certain subjects which may be prerequisites.

In Term 3, all Years 9 and 10 students will have a course advice interview with a Whitefriars College Teacher to discuss the implications of their study choice. Year 11 students are advised to speak with the Careers staff to ensure correct selection of study choices.



# Senior Years Curriculum Overview

## YEAR 10

- Religion & Society Unit 1
- English
- English as an Additional Language
- Craft of English
- Intro to Literature and Linguistics
- Literacy Support (*approved students only*)
- Mathematics - for General
- Mathematics - for Methods
- Mathematics - for Numeracy
- Science
- Applied Science
- Food Technology
- Introduction to VCE Applied Computing
- Civics and Citizenship
- Geography
- History
- Economics & Personal Accounting
- Health & Physical Education
- Science of Sport - Analysing the Game
- Outdoor and Environmental Studies Units 1&2
- VET Certificate III Sport and Recreation (Year 1)
- Sports Development Program
- Art Making and Digital Art
- Media
- Visual Communication Design
- Product Design and Technology
- Theatre Studies
- Songwriting & Music Production
- Music Performance
- Chinese
- Indonesian
- Italian
- Vocational Preparation
- Wellbeing Program
- Resilience Project
- Outdoor Learning Program
- Work Experience
- Instrumental Music
- Performing Arts Ensembles
- Student Leadership



# Senior Years Curriculum Overview

## YEAR 11 (Units 1&2)

- Religion & Society Units 3&4
- Texts & Traditions Units 3&4
- Religion & Society Unit 2 / Texts & Traditions Unit 2
- English
- English Language
- Literature
- English as an Additional Language
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Biology
- Chemistry
- Physics
- Psychology
- Applied Computing
- Food Studies
- Australian and Global Politics
- Geography
- Modern History
- Accounting
- Business Management
- Economics
- Legal Studies
- Health & Human Development
- Physical Education
- Outdoor and Environmental Studies Units 3&4
- VET Certificate III Sport and Recreation (Year 1/Year 2)
- Media
- Product Design Technology
- Studio Arts (Art Making and Exhibiting)
- Visual Communication Design
- Music
- Theatre Studies
- Chinese First Language
- Chinese Second Language
- Chinese Second Language (Advanced)
- Indonesian (SL)
- Italian
- VCE (VM) Literacy
- VCE Foundation Mathematics
- VCE (VM) Personal Development Skills
- VCE (VM) Work Related Skills
- VET Off Campus programs
- Structured Workplace Learning

## YEAR 12 (Units 3&4)

- Religion & Society
- Texts & Traditions
- Faith Formation
- English
- English Language
- Literature
- English as an Additional Language
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Biology
- Chemistry
- Physics
- Psychology
- Food Studies
- Applied Computing: Software Development
- Geography
- History: Revolutions
- Accounting
- Business Management
- Economics
- Legal Studies
- Health & Human Development
- Physical Education
- VET Certificate III Sport and Recreation (Year 2)
- Media
- Product Design Technology
- Studio Arts (Art Making and Exhibiting)
- Visual Communication Design
- Music Performance
- Theatre Studies
- Chinese First Language
- Chinese Second Language
- Chinese Second Language (Advanced)
- Indonesian (SL)
- Italian
- VCE (VM) Literacy
- VCE Foundation Mathematics
- VCE (VM) Personal Development Skills
- VCE (VM) Work Related Skills
- VET Off Campus programs
- Structured Workplace Learning





# YEAR 10 RELIGION AND SOCIETY UNIT 1

## SUBJECT PREREQUISITES

The satisfactory completion of Religion 9

## THIS SUBJECT IS RECOMMENDED FOR

All Year 10 students

## COURSE OVERVIEW

The beliefs, practices, principles, and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents. In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion.

## UNIT 1

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term ‘religion’ refers, and acknowledge religion’s contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Text &Traditions Unit 2	
					Religion & Society Unit 3&4 Acceleration	
					Text & Traditions Unit 3&4 Acceleration	

# YEAR 10 ENGLISH

**SUBJECT PREREQUISITES** The satisfactory completion of English 9.

**THIS SUBJECT IS RECOMMENDED FOR**

The Year 10 English curriculum is built around the Victorian Curriculum’s three interrelated strands of Language, Literature and Literacy. Our teaching and learning program balances and integrates all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

**COURSE OVERVIEW**

In Year 10, students interact with peers, teachers and individuals in a range of face-to-face and online environments. Students engage with a variety of texts for enjoyment. They interpret, create, 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 media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students develop critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative and persuasive types of texts including narratives, performances, discussions, literary analyses and comparisons, as well as creative responses to texts. In addition, students will also analyse and present argument. The Year 10 English course also offers students the opportunity to participate in interschool debating and the Melbourne Writers’ Festival and enter external writing and public speaking competitions.

**SEMESTER 1**

Term 1 – Text Analysis and Creative Writing to a prompt  
Term 2 – Close Passage Analysis and Exam Preparation

**SEMESTER 2**

Term 3 – Analysis of Argument and Language Use and Slam Poetry Oral Presentations  
Term 4 – Framework of Ideas and Exam Preparation

**PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		English as an Additional Language 3&4
				The Craft of English		
				Literacy Support		

ENGLISH



# YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE

## SUBJECT PREREQUISITES

Students who are selected for English as an Additional Language at Year 10 should be working towards their development of reading and viewing, writing, speaking and listening in the C4 standard of the EAL continuum.

## THIS SUBJECT IS RECOMMENDED FOR

The Year 10 English as an Additional Language curriculum is built around the Victorian Curriculum EAL’s three interrelated strands of Language, Literature and Literacy. Our teaching and learning program, balances and integrates all three strands. Students should be able to use spoken and written English effectively in a wide range of social interactions and topics, consolidate their use of English across different curriculum areas.

## COURSE OVERVIEW

The Year 10 English as an Additional Language curriculum is built around the Victorian Curriculum EAL’s three interrelated strands of Language, Literature and Literacy. Our teaching and learning program balances and integrates all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 10, students interact with peers, teachers and individuals in a range of face-to-face and online environments. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss. Students develop critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative and persuasive types of texts including narratives, performances, discussions, literary analyses and comparisons, as well as creative responses to texts. In addition, students will also analyse and present an argument on any topic both locally and/or internationally.

- Listening to texts and Cambridge Testing
- Reading and Creating and Reading and Comparing
- Analysing and Presenting Argument
- Reading of a diverse range of print and e-books, e-magazines and graphic novels

## SEMESTER 1

Term 1 – Understanding different text types, reading texts and writing responses  
Term 2 – Listening and comprehending and essay writing

## SEMESTER 2

Term 3 – Short Story analysis, unpacking grammar within text  
Term 4 – How to persuade and engage readers through your own writing

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

# YEAR 10 LITERACY SUPPORT

## SUBJECT PREREQUISITES

The Literacy Support class at Year 10 is an elective class designed to help skills-build in Literacy for success in the Victorian Curriculum for English. Year 10 Literacy classes aim to align the content of literacy classes with the mainstream English curriculum; add extra support and provide individual help to students within a collaborative environment; and to provide adjustment to academic work to meet the individual needs of each student.

## THIS SUBJECT IS RECOMMENDED FOR

The Year 10 Literacy Course has been designed primarily to complement the Year 10 English Course. The content of the course is therefore an adapted version of the Year 10 English Course, with its main function being to give students individualised extra support, often in the form of specific study skills linked to the study of English and suited to the individual student. Differentiated learning, focusing on the strengths and weaknesses of the individual, is utilised. There is also a strong focus on growth mindset and nurturing the abilities and strengths of the individual.

## COURSE OVERVIEW

English Literacy Support is a two-semester subject that provides the opportunity for students to further understand the English curriculum and build on their literacy skills to help them in English and other subjects. The subject investigates the understanding and development of writing analytical responses, creative writing, comparative text analysis and study skills. Students will have the opportunity to work independently or within group settings to consolidate their understanding, whilst ensuring their individual learning requirements are being utilised to their advantage. While undertaking this subject, students will develop various skills in literacy and study habits which should benefit their development in English and other subjects.

The main aim of this subject is:

- Align the content and skills of the mainstream English curriculum with the Learning Support literacy classes
- Add extra support and individual help to students within a smaller environment
- Adjust and scaffold the work to meet the individual needs of each student
- Provide study skills to complement the work being taught in English classes as well as in other subjects
- Focus on improving the basic English skills of students (for example: spelling, grammar, vocabulary and essay writing)
- Provide supplementary support to students with the use of assistive technology (for example: Dyslexie font, coloured overlays, audiobooks)
- Provide information on different Pathways options

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

# YEAR 10 THE CRAFT OF ENGLISH

## SUBJECT PREREQUISITES

The satisfactory completion of Year 9 English

## THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those who have sound English writing and analytical skills, and who are wishing to study journalism, arts, media, communications, law and politics. The course aims to develop the general capabilities of literary, critical thinking skills, as well as students’ reading and writing skills.

## COURSE OVERVIEW

The content studied throughout ‘The Craft of English’ will allow students to immerse themselves in the world of English and build upon their ability to craft content in a number of different ways, including public speaking, creative writing, as well as developing analytical content as journalists.

## TERM 1 - FOCUS

Students will firstly engage with the craft of writing, and to build upon their written literacy skills. Activities in this first term centre around the following areas:

- Students will be encouraged to read widely and have exposure to literature that will inform their own creative process and strengthen their understanding of how to write engaging responses to questions, prompts and genres.
- Students will have the ability to develop writing for different forms, audiences and purposes, as well as developing their understanding of different genres
- They partake in a genre study where they read collected works by various authors and learn about the conventions of each genre and complete an analysis on a short story of their choice to then apply to their own creative writing.

## TERM 2 - FOCUS

In Term 2 the focus shifts to strengthen their analytical writing ability and as well as public speaking and presentation skills. Activities in this term will centre on the following areas:

- Students learn about the power of journalism and the ethics being reporting, what investigative journalism looks like, and the creation and use of fake news in recent times.
- Build on their comprehending and comprehension skills through analysis of articles written about the same event from different perspectives, to consider how our worldview and historical understanding can shape our knowledge of events.
- Through presentation design, execution, appraisal and review of numerous historical and cultural speeches, students will gain an insight into what elements are required to create and deliver a powerful and engaging speech on areas that interest them.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2 English as an Additional Language 1&2	English Language 1&2 English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

# YEAR 10 INTRO TO LITERATURE AND LINGUISTICS

## SUBJECT PREREQUISITES

The satisfactory completion of English 9.

## THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those who may want to do English Literature and/or English Language subjects at VCE level, have sound English writing and analytical skills. It would enable students who are keen to learn about literature, linguistics and language to develop an understanding of the subject and also to develop some basic skills in the subject.

## COURSE OVERVIEW

This is a semester long elective, with foundations in the Literature and Linguistics stands of the Victorian Curriculum, as well as the VCAA English Language and Literature Study Designs. It is designed as a pathway to VCE English options that students can consider.

## TERM 1 - LITERATURE FOCUS

Students will respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. Students develop familiarity with key terms, concepts and practices that equip them for further studies in Literature including an awareness of how the views and values that readers hold may influence their approach to reading of texts.

Text types explored, and styles of assessment tasks completed include:

- Text Types: Classic Literature / Short Stories / Visual Texts / Plays / Poetry
- Styles of Assessment: Close Analysis, Poetry Analysis, Unpacking Historical Context, Literary Perspectives

## TERM 2 - LINGUISTICS FOCUS

Students will study the following aspects of language, taken from the Victorian Curriculum F-10 and also from VCE English Language Unit 1-2:

- Standard Australian English (including an overview of the subsystems of language and aspects of grammar such as world classes, sentence classes, nominalisation, modality and adverbials)
- How to analyse and evaluate the effectiveness of a wide range of sentence and clause structures in a variety of written and spoken language texts
- How paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
- How Australian English in its written and spoken forms has changed and developed over time and changes in the lexicon through word addition and word loss, with particular reference to words in Australian English
- How language changes across the subsystems, and our attitudes to language change
- An introduction to spoken language features, and the social uses of language and how it can have inclusive or exclusive social effects

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2 English as an Additional Language 1&2	English Language 1&2 English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		





# YEAR 10 MATHEMATICS FOR GENERAL

## SUBJECT PREREQUISITES

Entry is subject to the successful completion of Year 9 Mathematics

## THIS SUBJECT IS RECOMMENDED FOR

Students who wish to study General Mathematics at VCE

## COURSE OVERVIEW

The Year 10 Mathematics for General program aims to consolidate, strengthen, and further develop the mathematical concepts and skills that students have acquired in Year 9. The course aims to emphasize practical applications of Mathematics to real situations; provide interesting, relevant, varied mathematical experiences and integrate the use of technology within appropriate areas of mathematics to enhance understanding.

## SEMESTER 1

**Probability, Measurement & Geometry, Equations and Quadratics:** In these units, students list outcomes for multi-step chance experiments involving independent and dependent events and assign probabilities for these experiments. They solve and explain surface area and volume problems relating to composite solids. They use parallel lines, angle and triangle properties, similarity and congruence, to solve practical problems involving lengths and angles in plane shapes. Students 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. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic quadratic expressions, with and without the use of digital technology. They represent quadratic functions graphically and algebraically and use them to model situations and solve practical problems.

## SEMESTER 2

**Statistics, Straight Line Graphs and Financial Arithmetic:** In these units, students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. They represent linear functions graphically and algebraically and use them to model situations and solve practical problems. Students recognise the connection between simple and compound interest.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## SEMESTER 1

## SEMESTER 2

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## SEMESTER 1

## SEMESTER 2

Within these projects students will consolidate and further develop many of the skills from Semester 1 covering number and algebra, money and financial mathematics, measurement and geometry, and data representation and interpretation.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4





# YEAR 10 SCIENCE

## SUBJECT PREREQUISITES

The satisfactory completion of Science 9.

## THIS SUBJECT IS RECOMMENDED FOR

This is the **required** option for students who:

- Are intending to undertake one or more Science (Biology, Chemistry, Physics and Psychology) units at VCE level
- Wish to provide themselves a number of options for future pathways and may therefore undertake one or more Science (Biology, Chemistry, Physics and Psychology) units at VCE level
- Have enjoyed their Science studies in Years 7-9 and are interested in continuing to study this subject

## COURSE OVERVIEW

The study of Science focuses on explaining phenomena involving science and its applications. Students will build on the knowledge and skills gained in Years 7-9 Science classes in the areas of Biology (focusing on Genetics, Evolution & the Environment), Chemistry (focusing on the Periodic Table and Chemical Reactions) and Physics (focusing on Motion, Energy and Space).

## SEMESTER 1

**The Scientific Method:** In this unit students will learn and explain the various components of ‘The Scientific Method’ and how this is used to enhance Scientific knowledge and discoveries. Students will undertake a self-designed scientific investigation.

**Genetics:** In this unit, students will study the basics of cell structure, DNA and chromosomes, cell division, patterns of inheritance, pedigrees and the effect of DNA mutations.

**Evolution:** In this unit, students investigate the work of Charles Darwin regarding natural selection being the mechanism of Evolution and develop their understanding of the role of mutations in increasing variation within populations. Students will also study the various forms of physical evidence which support, and disprove, theories of Evolution.

## SEMESTER 2

**Motion:** In this unit, students examine the basics of motion – speed, acceleration, force - using Newton’s Laws of Motion. They will also investigate the energy changes associated with motion and force.

**Global Systems:** In this unit students will investigate the biosphere, climate patterns, the earth’s cycles, biodiversity and human impact including climate change – upon these systems.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	Science 7	Science 8	Science 9	Science	Chemistry 1&2	Chemistry 3
					Physics 1&2	Physics 3
					Biology 1&2	Biology 3
					Psychology 1&2	Psychology 3
				Biology 1&2 <i>Acceleration</i>	Biology 3&4 <i>Acceleration</i>	Chemistry 4
				Psychology 1&2 <i>Acceleration</i>	Psychology 3&4 <i>Acceleration</i>	Physics 4
						Biology 4
						Psychology 4

# YEAR 10 APPLIED SCIENCE

## SUBJECT PREREQUISITES

The satisfactory completion of Science 9.

## THIS SUBJECT IS RECOMMENDED FOR

This is the **recommended** option for those students who are:

- Confident in the knowledge that they will NOT be undertaking a Science unit (Biology, Chemistry, Physics, Psychology) in VCE
- Pursuing a VCE (VM) pathway beyond Year 10

## COURSE OVERVIEW

This study aims to ensure that students develop a general understanding of the Science disciplines of Biology, Chemistry, Physics and Environmental Science. Students will develop their scientific knowledge and skills through a hands on approach to learning.

Students will gain an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations. This subject intends to connect science to the students' daily lives practically and engagingly.

## SEMESTER 1

**Global Systems:** In this unit, students explore Global Systems. They evaluate their importance and how it affects us. Students investigate Earth's four systems and how these interact. They focus on how Carbon, Nitrogen, Phosphorus and Water are cycled through the environment and used to maintain life. Students explore the natural greenhouse effect and investigate current issues with climate change.

**Genetics:** In this unit, students explore the field of genetics. They learn about cells, genes, chromosomes and DNA. Students investigate inherited variation and simple genetic inheritance patterns. They research and report their findings on human genetic disease.

**Evolution:** In this unit, students explore evolution, natural and artificial selection. They learn about the importance of biodiversity and factors that affect evolution and the extinction of species on Earth.

**Chemistry:** In this unit, students explore different types of chemical reactions. They examine endothermic and exothermic reactions and explain how energy is absorbed or released. Students investigate factors that affect rates of reactions.

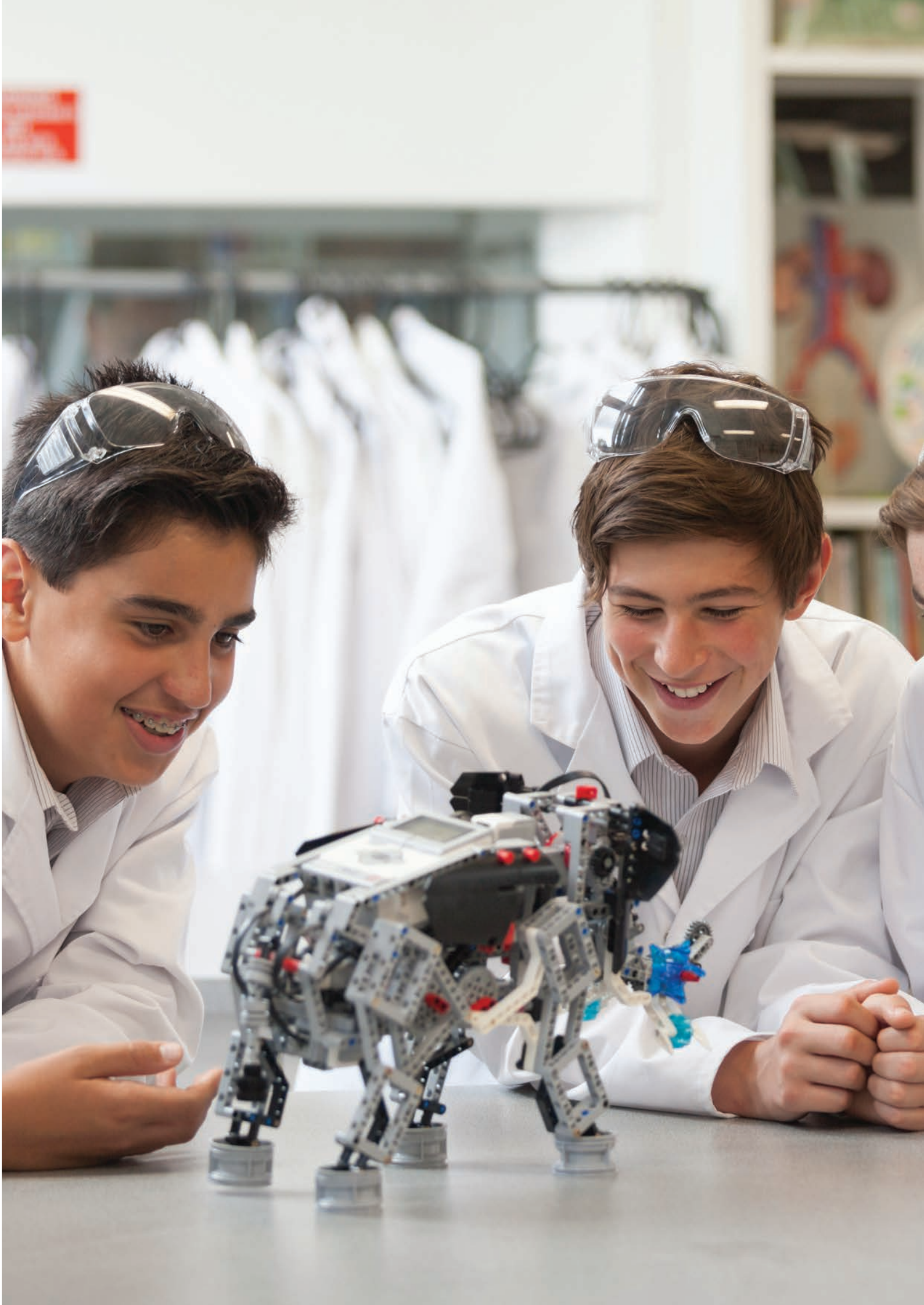
## SEMESTER 2

**Motion:** In this unit, students will examine the concepts of velocity, acceleration and the consequences of Newtons Laws of Motion. We will also examine the relationship between motion and energy.

**Space:** In this unit, students will learn why the night sky looks the way it does and what it shows us about the structure of the universe. We will also look at how the universe began and where it is going.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	Science 7	Science 8	Science 9	Science	Chemistry 1&2	Chemistry 3
					Physics 1&2	Physics 3
					Biology 1&2	Biology 3
					Psychology 1&2	Psychology 3
				Applied Science (by invitation)		







# COMPUTING

## YEAR 10 INTRODUCTION TO VCE APPLIED COMPUTING

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

### THIS SUBJECT IS RECOMMENDED FOR

Students who have an interest in further studies in IT and/or would like to pursue a career in ICT-based areas.

### COURSE OVERVIEW

Introduction to VCE Applied Computing aims to introduce how computers and software are used in the modern world. This subject examines an array of interesting topics including artificial intelligence, games development, virtual reality, software development, networking and data visualisation.

### SEMESTER 1 OR SEMESTER 2

**The internet of things:** In this unit, students research the “Internet of things”. They observe and understand components and how they are utilized in different devices and consider future uses.

**Smart Devices:** In this unit, students explore and contrast smart devices. They research, evaluate and analyse issues with these devices. Students apply this knowledge to design a smart home design.

**Virtual reality:** In this unit, students investigate virtual reality, how it has been established the purpose of virtual reality. They explore how it is used today and in future applications. Students create and design an application using Virtual reality.

**Augmented reality:** In this unit, students contrast Augmented reality to Virtual reality. They investigated its development, differences and security and ethical issues. Students critically analyse one field where this technology is used.

**Programming:** In this unit, students will explore the characteristics of data types. They develop a software solution using appropriate processing features of a programming language.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Robotics	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Introduction to VCE Applied Computing	Applied Computing: Software Development 1&2	Applied Computing: Software Development 3&4
				Applied Computing: Software Development 1&2 Acceleration	Applied Computing: Software Development 3&4 Acceleration	
			Robotics and Innovations	Science VCE Pathway	Physics 1&2	Physics 3&4
				Science Alternative Pathway		



# FOOD TECH

## YEAR 10 FOOD TECHNOLOGY

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

### THIS SUBJECT IS RECOMMENDED FOR

Students who like to learn through practical activities and those students interested in cooking, hospitality, food science and technology and health and nutrition.

### COURSE OVERVIEW

Food technology is a branch of food science that explores the chemistry and production processes of food preparation. Food Technology supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical food concerns of individuals, families and communities.

Students develop the knowledge to make healthy choices relating to food and nutrition and explore the range of influences on these choices. They build the skills to access and assess nutritional information that can support healthy choices. Students apply knowledge of nutrition together with the scientific and sensory properties of food to the preparation of a wide variety of food items through a weekly cooking session. They use the design process to develop and create meals for a specific purpose in their major assessment task. They also develop understandings of contemporary food issues such as ethical and environmental considerations relating to food choice, food trends, convenience foods, processed foods, food packaging and advertising. The course structure is related to the following concepts: Nutrition and Health, Global Cuisines, Food Science, Hospitality and the Ethical Considerations of food Choice.

### SEMESTER 1 OR SEMESTER 2

**Kitchen Hygiene and Safety:** In this unit, students will learn about safe and hygienic work practices in the kitchen. Students will complete the Victorian Government Do Food Safely Course.

**Foods Cultures Around the World:** In this unit students will investigate the six main food cultures. Students will explore the idea of Australian cuisine with a focus on First Nations ingredients and cooking methods. Students apply their skills and knowledge in a food design challenge where they will develop and produce an international meal.

**The Science of Food:** In this unit, students will evaluate the chemical composition of food and its relationship with human nutrition. They explore the functional properties of food and their application to cookery. They develop food literacy skills associated with sensory analysis and testing of food products.

**Practical Activities:** In this unit students use their knowledge taught throughout the semester to complete practical cooking tasks.

### COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Food Studies			Food Technologies 9	Food Technologies 10	Food Studies 1&2	Food Studies 3&4
				Food Studies 1&2 Accleration	Food Studies 3&4 Accleration	VET Hospitality



# YEAR 10 GEOGRAPHY

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students’ other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

The Geography course is designed to examine two areas: Environmental changes and Management and Human Wellbeing. The course will focus on environmental changes that have been caused by humans in relation to pollution and land degradation. The impact of climate change on our coastal and urban environment, and our response in managing all future environmental changes as well as measuring the spatial variation of human wellbeing from place to place across the world.

Environmental change and Management

- Interaction of people with the environment.
- Defining climate change/ Can we slow climate change? Australia’s action to climate change.
- Reducing the impact of climate change - fossil fuels, renewable energy.
- Land environment under threat
- Managing change in coastal environments. How can we plan and manage our coasts to ensure a sustainable future?
- Managing and protecting our Marine environment
- Sustainable urban environments. A look at sustainable solutions to the wide range of problems that exist in big cities.

Human Wellbeing

- Geographies of human wellbeing
- How do we measure wellbeing? Examine developed and developing nations as well as defining poverty.
- How can we improve wellbeing? A look at multilateral aid through international institutions such as UNICEF. Examine how Australia supports the wellbeing of its global citizens
- Recognising the need to assist impoverished nations more actively. (United Nations Millennium Development Declaration and its eight goals, which set out targets aimed at improving social and economic conditions in the world’s poorest countries)
- What can we do to help those who are impoverished?

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4

HUMANITIES

There are no prerequisite studies required for this subject.

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

Students refer to key events, the actions of individuals, groups, beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

How did the nature of global conflict change during the twentieth century?

What were the consequences of World War II? How did these consequences shape the modern world?

How was Australian society affected by other significant global events and changes in this period?

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	Australian History 3&4
				Civics and Citizenship		History Revolutions 3&4

There are no prerequisite studies required for this subject.

Civics and Citizenship builds students' understanding of Australia's political and legal systems and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and the decision-making processes. They compare Australia's system of government and law making with another system of government in the Asian region.

## Australian Democracy in Perspective

- Investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament
- Discussing the meaning of key concepts: parliamentary majority, the opposition, hung parliament, minority government, party platform, and mandate
- Investigating the role of the Prime Minister and Cabinet, the bureaucracy and the parliament in policy-making
- Categorising the key features of Australia's system of government, for example democratic elections and the separation of powers, and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia

## Laws and Citizens

- Describing the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution
- Examining some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws, for example the protection of World Heritage areas

## Citizenship, Diversity and Identity

- Analysing contemporary examples and issues relating to Australian democracy and global connections, including citizenship in a pluralist society
- Discussing challenges to and ways of sustaining a resilient democracy and cohesive society
- Discussing how and why groups, including religious groups, participate in civic life

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4





COMMERCE

# YEAR 10 ECONOMICS & PERSONAL ACCOUNTING

**SUBJECT PREREQUISITES** There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR** Students interested in learning about how to manage their money and their role as a consumer.

## COURSE OVERVIEW

This subject is offered to Year 10 students as a Semester elective.

The aims of this semester-long elective are to help you understand our role, and your rights and responsibilities as consumers, producers, savers, investors, and possibly business owners. We hope that you will develop and apply consumer and financial knowledge, understanding, skills and values in order to make informed decisions. This unit provides a good introduction to the VCE subjects of Accounting and Economics. The main topics are outlined below.

- Financial Planning and Income
- What is financial planning, and why it is important to everyone
  - Identify and explain sources of household income
- Savings and Spending
- How people can improve their savings, strategies for saving money, spending wisely
  - Understanding of investment management developed through participation of the ASX Share Market game
- Budgeting
- Elements that affect budgeting
  - The importance of preparing a budget
  - Budgeting for a major purchase: Car Assignment
- Economics
- Introduction to scarcity, needs and wants and resources, opportunity costs and trade-offs
  - Economic activity between households and firms
  - Markets, the price mechanism and Demand and Supply
  - How different economies answer economic questions of how what and for whom to produce

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Commerce				Economics & Personal Accounting	Accounting 1&2	Accounting 3&4
					Economics 1&2	
					Business Management 1&2	Economics 3&4
					Legal Studies 1&2	
				Business Management 1&2 Acceleration	Business Management 3&4 Acceleration	Business Management 3&4
				Legal Studies 1&2 Acceleration	Legal Studies 3&4 Acceleration	Legal Studies 3&4



# YEAR 10 HEALTH AND PHYSICAL EDUCATION

**SUBJECT PREREQUISITES** There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR**  
All students in order to develop healthy lifestyles, and meet physical activity requirements to benefit health and wellbeing.

## COURSE OVERVIEW

The year 10 Health and Physical Education course places an emphasis upon skill development, recreational pursuits, understanding rules and umpiring. One of the many aims of this study is to help students develop the competencies and values necessary for incorporating regular physical activity into their lives now and beyond their final year of compulsory study of Health and Physical Education. It is also intended to provide the opportunity for students to develop a wide range of personal and social skills and be a lead in to selecting Physical Education, Outdoor Education or Health at VCE and Human Development at VCE.

Students will participate in the following practical units:

- Team Games
- Hybrid Games
- Recreational Games (Including Target Sports)
- Recreational Activities

## SEMESTER 1

Students participate in Team Games and Cultural Games in practical sessions. Students study Promoting Healthy Communities and Nutrition as part of the Health Curriculum.

## SEMESTER 2

Students participate in Target Sports and Recreational activities in practical sessions. Students study Challenge Risk and Safety and basic First Aid as part of the Health Curriculum.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)
				Physical Education 1&2 Sport & Recreation Cert. III (Year 1)		



### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

- Biomechanics
- Game Sense
- Skill development

## SEMESTER 1

1

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## UNIT 3

## UNIT 4

COLLEGE LEVIES

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)
				Physical Education 1&2		
				Sport & Recreation Cert. III (Year 1)		

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)
				Physical Education 1&2		
				Sport & Recreation Cert. III (Year 1)		

# VET CERTIFICATE III IN SPORT AND RECREATION

SUBJECT PREREQUISITES

The satisfactory completion of Health and Physical Education 10

THIS SUBJECT IS RECOMMENDED FOR

Students seeking pathway options to employment in relevant industry settings, progression to further VET qualifications such as fitness instruction and community recreation as well as providing the opportunity to pursue university level studies in areas such as Exercise and Sport Science, Nutrition, Health Science etc.

COURSE OVERVIEW

The Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Compulsory units of competency in the program include plan and conduct sport and recreation sessions, conduct basic warm-up and cool-down programs and analyse participation patterns.

Possible job outcomes for a student with this qualification may include providing 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. <http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx>

The program consists of a minimum of 15 units of competency (completed over 2 years):

- **Units 1 and 2** - Seven compulsory units plus a minimum of 30 hours of elective units
- **Units 3 and 4** - Five compulsory units

Students can complete the two-year program over Year 10 and 11 or Year 11 and 12. Year 12 students can complete Year 2 of the course and will be eligible for a study score and ATAR increment but will not achieve the full Certificate III. On successful completion of the course, students are eligible for the award of SIS30510 Certificate III in Sport and Recreation and up to four units (two units at Units 1 and 2 level and two Units at 3 and 4 level) of credit towards their VCE. Students who complete the second year of the program and the required scored assessment will receive a Study Score which will contribute to their ATAR calculation.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$150 per year but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)
				Physical Education 1&2		
				Sport & Recreation Cert. III (Year 1)		





# YEAR 10 SPORTS DEVELOPMENT PROGRAM

## SEMESTER 1 – FOOTBALL, SOCCER & BADMINTON

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

### THIS SUBJECT IS RECOMMENDED FOR

All students to develop healthy lifestyles and meet physical activity requirements to benefit both health and wellbeing.

### RATIONALE

As a College, we firmly believe that student's participation in sport assists them in developing the knowledge, understanding and skills to strengthen their sense of self, as well as building and maintaining relationships. It also helps students to be resilient, make decisions and take actions to promote their own health and physical activity participation going forward.

In accordance with the Associated Catholic Colleges we expect our students to represent our college with; Excellence, Honour and Fairness' Students that have previously represented the College in ACC sport at Year 7, 8 & 9 are expected to select ACC Sport as an elective in Year 10. The College Sport program is highly respected and prestigious and talented sportsmen are expected to participate, as stated in the Whitefriars College ACC Sports Policy.

### COURSE STRUCTURE

#### TERM 1

During Term 1, students will participate in specialised coaching sessions designed to improve skill acquisition, decision making and game sense. At the conclusion of the term, the coaches, will formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Football/Soccer/Badminton competition for Term 2.

#### TERM 2

During Term 2, selected students will compete in the Associated Catholic Colleges fixtured competition. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams:

- Year 10 ACC Division 1 Football
- Year 10 ACC Division 2 Football
- Year 10 ACC Division 1 Soccer
- Year 9 & 10 ACC Division 1 Badminton

Whilst every attempt will be made to provide as many students as we can an opportunity to represent Whitefriars College in ACC Sport, there may be several students who miss out. Students who are unsuccessful in their attempt to make an ACC squad will be provided an alternate program in Term 2, that will provide the students further opportunity to develop their skills for their chosen sport. Students may also be provided opportunities to upskill themselves in specific coaching and umpiring courses.



# SPORT



# YEAR 10 SPORTS DEVELOPMENT PROGRAM

## SEMESTER 2 – BASKETBALL, HOCKEY, TABLE TENNIS, CRICKET, VOLLEYBALL & TENNIS

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR

All students to develop healthy lifestyles and meet physical activity requirements to benefit both health and wellbeing.

### RATIONALE

As a College, we firmly believe that student’s participation in sport assists them in developing the knowledge, understanding and skills to strengthen their sense of self, as well as building and maintaining relationships. It also helps students to be resilient, make decisions and take actions to promote their own health and physical activity participation going forward.

In accordance with the Associated Catholic Colleges we expect our students to represent our college with; ‘Excellence, Honour and Fairness’ Students that have previously represented the College in ACC sport at Year 7, 8 & 9 are expected to select ACC Sport as an elective in Year 10. The College Sport program is highly respected and prestigious and talented sportsmen are expected to participate, as stated in the Whitefriars College ACC Sports Policy.

### COURSE STRUCTURE

Prior to Term 3, Basketball, Hockey and Table Tennis students will participate in a ‘try out’ session that will allow the coaches an opportunity formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Basketball, Hockey and Table Tennis competitions for Term 3. The ‘try out’ session will occur during school time, toward the end of Term 2.

### TERM 3

#### Basketball, Hockey and Table Tennis – ACC Competition

During Term 3, selected students will compete in the Associated Catholic Colleges fixtured competition. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

- Year 10 ACC Division 1 Basketball
- Year 10 ACC Division 1 Hockey
- Year 10 ACC Division 1 Table Tennis

Whilst every attempt will be made to provide as many students as we can an opportunity to represent Whitefriars College in ACC Sport, there may be several students who miss out. Students who are unsuccessful in their attempt to make an ACC squad will be provided an alternate program in Term 3, that will provide the students further opportunity to develop their skills for their chosen sport. Students may also be provided opportunities to upskill themselves in specific coaching and umpiring courses.

#### Volleyball, Tennis and Cricket – ACC Try Outs

During Term 3, students will participate in specialised coaching sessions designed to improve skill acquisition, decision making and game sense. At the conclusion of the term, the coaches, will formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Volleyball, Tennis & Cricket competitions for Term 4.

### TERM 4

#### Volleyball, Tennis and Cricket – ACC Competition

During Term 4, selected students will compete in the Associated Catholic Colleges Volleyball, Tennis and Cricket fixtured competitions. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams:

- Year 10 ACC Division 1 Volleyball
- Year 10 ACC Division 1 Tennis
- Year 10 ACC Division 1 Cricket

#### Residual Students

Students who are unsuccessful in their attempt to make an ACC squad, along with residual students from Term 3 sports, will be provided an alternate program during term 4. Students will participate either in recreational sport activities, upskill themselves in a level 2 first aid course or complete a Level 1 Sports Trainers Course. The Term 4 program is dependent on program availability, student numbers and student choice.







# VISUAL ARTS

## YEAR 10 ART MAKING AND DIGITAL ART

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

### THIS SUBJECT IS RECOMMENDED FOR

Students wishing to further develop their skills in Artmaking and digital art through the exploration of materials and techniques.

### COURSE OVERVIEW

The study of Artmaking and Digital Art provides students with an opportunity to further explore, acquire knowledge, skills and experience in the areas of artmaking and digital photography manipulation. Students will gain an understanding and independence in their representation of ideas and concepts in the fields of art and digital imagery. Students use manual and digital art production to create visual images of considerable complexity, thought and sophistication, extending them into the realms of self-expression. Artmaking develops student knowledge, understanding and skills to make art works, informed by their understanding and exploration of art elements and art principles, materials and techniques associated with artistic traditions along with modern concepts. Students will engage in critical and creative thinking to help them understand themselves and the world in which they live. Art theory will complement the practical content covered and students will learn about styles and practices of a range of artists/art movements

### SEMESTER UNIT

Students will explore the creation of their own ideas and aesthetic styles through the manipulation of media and techniques. Students will engage in their own personal themes to explore and express their creativity. Students will explore and extend their skills, knowledge and understanding in the areas of; computer generated imagery, photo manipulation, genre-based artworks, image presentations, artists, and styles. A personal Visual Arts journal will document exploration of media, techniques, art styles and ideas that complement the presentation of final artworks of their own.

### COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art Making	Art 7	Visual Communication Design 8	Digital Art 9	Art Making and Digital Art 10	Studio Arts (Art Making & Exhibiting) 1&2	Studio Arts (Art Making & Exhibiting) 3&4
			Art Making 9		Media1&2	Media 3&4
			Media 9			

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR**

Students wishing to extend their skills in the area of media production and film narrative.

## COURSE OVERVIEW

This course focuses on developing two main areas of study which are film narrative and media production. The course aims to introduce students to concepts and techniques important to the study of VCE Media. Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. Students manipulate media representations to identify and examine social and cultural values and beliefs. Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies, and production processes. Students will plan, produce, and distribute media artworks for a range of community, institutional contexts, and different audiences, and consider social, ethical, and regulatory issues.

## SEMESTER UNIT

Students make a short cartoon using Adobe Animate, incorporating long-standing principles of animation. Exploring and creating jump scares in cinema allows students to analyse the capacity to impact viewers. Students also work through the various stages of production to plan, shoot, and edit footage to achieve different effects for a range of genres, styles, and audiences.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Media	Art 7	Visual Communication Design 8	Media 9 Digital Art 9	Media 10	Media 1&2	Media 3&4

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR**

Students wishing to further explore and experiment with ideas and representations in Visual Communication Design and Architectural Design

## COURSE OVERVIEW

Students will explore and create solutions to visual communication design problems in the fields of Environmental Design and Communication Design. Students will follow a design process and use problem solving skills as they explore their own ideas and concepts to present solutions to a specific design need, audience, and context. They will create final presentations, using both manual and digital methods and evaluate and make critical and aesthetic decisions. They will use design thinking and create works that represent conceptual and problem-solving processes.

## SEMESTER UNIT

Students will develop drawing skills, both manual freehand techniques as well as technical drawing skills such as 3D isometric, planometric and perspective and 2D plans and elevations. Students will explore media, materials, and methods in both manual and digital technologies to communicate ideas through their visual communication work. Students develop knowledge and understanding connecting practices and viewpoints' of their own 'making and responding' by researching and evaluating the design work of others. Design ideas will be developed and explored within a sketchbook and students will learn how to justify decisions related to their own and others' practices through annotations, evaluations, and reflections.

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$52 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCD	Art 7	Visual Communication Design 8	Visual Communication Design 9	Visual Communication Design 10	Visual Communication Design 1&2	Visual Communication Design 3&4



# YEAR 10 PRODUCT DESIGN TECHNOLOGY

**SUBJECT PREREQUISITES** There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR** Students wishing to explore and extend their knowledge and skills in materials, design and production technologies.

**COURSE OVERVIEW**

This Product Design Technology course engages students in learning about the nature and characteristics of a range of materials and processes. It provides an opportunity for them to apply this knowledge in the designing and making of various products. In Year 10 we prepare students for VCE level by giving them the opportunity to problem solve and take ownership of their own learning journey. Students will research and evaluate the role of these materials and processes in our day to day lives and develop an understanding of the technical and environmental considerations in the use of such materials. Examples of design and production work in this unit could include such things as small furniture items and household products.

**SEMESTER UNIT**

Students will learn about the role and use of a design process in solving a design problem, and how this is an integral part of success. Students will explore, assess, and learn about the characteristics of different materials and how sustainable practices can be engaged throughout the design process. Students will gain an increasing awareness and appreciation of environmental issues relating to the design process and engage in safe workshop practices throughout the production phase. Students will be taught how to utilise a logical process, and how to develop a range of design ideas that are well informed and creative. Students will develop, refine and plan for the production of their chosen designs.

**COLLEGE LEVIES** A College levy is charged for this subject. The levy is \$84 per semester but may be subject to change.

**PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Product Design Technology	Art 7	Materials Design Technology 8	Materials Design Technology 9	Product Design Technology 10	Product Design Technology 1&2	Product Design Technology 3&4





# PERFORMING ARTS

## YEAR 10 THEATRE STUDIES

**SUBJECT PREREQUISITES** There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR** Students wishing to further develop their acting and performance skills in theatrical style and context.

### COURSE OVERVIEW

The study of Drama in Year 10 will develop students’ dramatic skills and understanding within a variety of contexts. The semester is designed to give students the opportunity to explore some of the projects undertaken in VCE Theatre Studies. This program takes shape as a semester long class project. Working with the Year 10 Stagecraft students, students gain an understanding of the production process as they plan, develop and present a fully realised performance of an assigned script to an audience. Students have the opportunity to expand their dramaturgical skills as they research background information and consider how this will influence their own creative vision. Students take the reins in the rehearsal room as they take responsibility for the acting and direction of the performance.

During the semester students will continue to extend their understanding of the nature of theatre analysis with a detailed study of a professional performance.

**SEMESTER 1** Year 10 Theatre Studies runs for one Semester.

**COLLEGE LEVIES** A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Performing Arts	Drama 7	Drama 8	Theatre Studies 9	Theatre Studies 10	Theatre Studies 1&2	Theatre Studies 3&4



### SUBJECT PREREQUISITES

The satisfactory completion of Drama 9 (recommended only).

**THIS SUBJECT IS RECOMMENDED FOR**

Students wishing to explore or develop their skills in electronic music production as a composer, producer or musical artist.

## COURSE OVERVIEW

Year 10 Songwriting and Music Production engages students as composers, songwriters and producers through contemporary music. Students will explore skills in creating electronic music through performance, improvisation and composition. The course explores intermediate music skills including recording, songwriting, arranging, film-scoring and remixing through software and MIDI instruments. Students will learn how to build arrangements, remixes and original material using electronic and conventional notation. They compose beats, bass-lines, melodies and chord progressions and develop their critical and creative thinking through rhythm, pitch, structure, instrumentation, texture, tone colour, dynamics and articulation to develop expressive outcomes.

Throughout the semester, students will develop and extend themselves as musicians and producers to produce meaningful, personally relevant and cogent music artworks. The developing skills of production and composition support students towards becoming creative and independent electronic music artists, leading towards opportunities for further study.

**Ableton Live Certification:** The focus of this unit is on skill acquisition as students build arrangements, drumbeats, basslines and original material using electronic and conventional notation within their Digital Audio Workstation software.

**Remix Reimagined:** In this unit, students are challenged to deconstruct and sample a prescribed song, using their understanding of rhythm, pitch, structure, instrumentation and texture to re-imagine it within a new style or genre.

**Scoring for the Screen:** Students look at how composers write music for film, exploring how music can influence mood, character and intent. They develop their melodic writing skills to create a theme underneath a film clip and explore how movie trailers use music to excite and entertain.

**The Artist as Producer:** Students use inspiration from musical artists, films and media to produce their own unique productions and vision. They develop their own concept for a single release and extended play (EP) before using the songwriting process to create their own original production.

## SEMESTER 1

Year 10 Songwriting and Music Production runs for one Semester

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music Production	Music 7	Music 8	Music Performance 9	Music Performance 10	VCE Music 1: <i>Organisation in Music</i> & VCE Music 2: <i>Effect in Music</i>	Music Performance 3&4
			Songwriting & Music Production 9	Songwriting & Music Production 10		

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR**

Students wishing to explore or develop their skills in electronic music production as a composer, producer or musical artist.

## COURSE OVERVIEW

Year 10 Music Performance engages students in relevant music on an individual student basis. Each student will specialise in group and solo performance. Students are strongly encouraged to participate fully in ensemble music (instrument and/or choral) to enrich their skills.

Year 10 Music Performance is a one-year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

The course focuses on building performance and musicianship skills. Students present performances of selected group and solo music works. 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. Students study Theory and Listening Analysis to further their skillset. This knowledge is applied when preparing and presenting performances and for the end of semester written test.

## SEMESTER 1

Year 10 Music Performance runs for two Semesters

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music Production	Music 7	Music 8	Music Performance 9	Music Performance 10	VCE Music 1: <i>Organisation in Music</i> & VCE Music 2: <i>Effect in Music</i>	Music Performance 3&4



# LANGUAGE

## YEAR 10 LANGUAGES - CHINESE, INDONESIAN, ITALIAN

### SUBJECT PREREQUISITES

The satisfactory completion of Years 7-9 in the chosen language.

### THIS SUBJECT IS RECOMMENDED FOR

Students who would like to further develop their knowledge of language and culture.

### COURSE OVERVIEW

The Language curriculum is based on themes and topics arranged to provide progressive opportunities for students to develop language and cultural understanding. The sequencing of activities allows students to build skills and knowledge they have already attained through their study of language from Years 7 to 9. Curriculum includes a range of topics culturally, socially and linguistically distinctive to each of the languages offered. In Year 10, language students develop a deeper awareness of language and are encouraged to further develop and to consolidate their communication skills through more use of the four macro skills of listening, speaking, reading and writing. Students also develop a better understanding and awareness of cultural differences.

Year 10 Languages is a one-year subject. It comprises two semesters and students are required to undertake the complete year of study.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Language	Language 1	Language	Language Elective Global Connections - China,Indonesia,Italy (1 Semester)	Language	Language Unit 1	Language Unit 3
	Language 2	Language	Language Elective Global Connections - China, Indonesia, Italy (1 Semester)	Language	Language Unit 2	Language Unit 4





# VCE VOCATIONAL MAJOR

## YEAR 10 VOCATIONAL PREPARATION

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

### THIS SUBJECT IS RECOMMENDED FOR

This subject is recommended for Year 10 students considering entering into the VCE Vocational Major Pathway. This unit is part of the Year 10 Elective program.

### COURSE OVERVIEW

A course of study designed to provide students with a better understanding of the world of work and the skills and attributes required to be successful in the workforce. Students undertake a one-week block of work experience during Term 4 as well as a range of practical projects and courses designed to enhance their employability skills.

VOC PREP is based upon the Certificate I in Vocational Preparation and draws upon key areas in this course. The major topics during the semester include: Occupational Health & Safety, Level II First Aid, Prepare for Employment and Developing a Career Action Plan, Practical Placement and Buying a used car.

### COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$150 per year but may be subject to change.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended <i>(not compulsory)</i>	VCE (VM) Personal Development Skills Unit 1&2	VCE (VM) Personal Development Skills Unit 3&4





## CAREERS

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