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Rationale
The world is the primary context and place of God’s self-disclosure to all of humanity. It is in the lived reality of our daily lives that we are called to experience God as Creator, Jesus as Saviour and the Holy Spirit as Guide. The Catholic school is part of the world and part of the community of the Church and invites all the members of the school community to search for God in the world and to live a life framed by the life and words of Jesus.

Learning Focus
In Year 10, students apply Gospel themes to a variety of modern day situations. This is done by identifying the main elements of Mark’s Gospel portrayal of Jesus. Students learn to appreciate the relevance of the teachings of Jesus to their lives. Students focus on the personal moral decision-making that can be nurtured by a well-informed conscience and through the guidance of the Catholic teachings. They learn that healthy relationships are built on respect, moral maturity and that these moral decisions are complex, thus the need for growth in moral character. Students then move on to appreciate the relevance of a theme or historical period to the life and mission of the Church today by demonstrating knowledge of the key aspects of an important theme or period within Church history. They learn to pose questions, research and communicate information about those key aspects. Students conclude the course by analysing elements of the Eucharist and its place as the central focus of worship for Catholics. They describe the development, structure and significance of the Eucharist.

Outcomes/Assessment
The primary purpose of assessment is to assist in better teaching and learning. Assessment of student achievement across all the content strands (Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments, Morality and Justice) is an essential component of the educational nature of Secondary Religious Education. Students will have 1 x formative Assessment Task and 1 x Summative Unit Test at the end of Term 1 and Term 3. During Term 2 and Term 4 students will complete 1 x formative Assessment Task and 1 x End of Semester Examination.

Religious Education Pathways
Students continue to study Religious Education in VCE by electing to undertake one of the areas of study: Religion in Society Unit 1& 2; Religion and Society Unit 3&4; Text and Traditions Unit 1 & 2.
Rationale
Language shapes our understanding of the world in which we engage. The study of English encourages students to experiment with ideas as well as create engaging and original texts. English studies develop in students the skills to become active and independent learners, to work with one another and to be reflective learners. Responding and composing texts helps students understand the power, value and art of language.

Learning Focus
In Year Ten, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students create and engage with a variety of texts for enjoyment. The primary purpose of these texts 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 will study texts from a range of genres that involve challenging plot sequences and hybrid structures. These texts explore themes of human experience, ethical and global dilemmas within real-world and fictional settings from multiple perspectives. In Year Ten, students will use a higher proportion of unfamiliar, technical and figurative language.

Assessment
In Year Ten, students complete a variety of in-class and out-of-class assessments including:
• writing genres and essay production
• reading responses
• oral presentations
• semester examinations
• PAT Reading

Year 10 English Pathways
Students continue with English throughout the Senior School. The study of the subject English is regarded as a priority throughout secondary schooling and is compulsory at every level. At the VCE, students can select English or English Literature.
Rationale
Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus
To provide for the different learners the students are offered three different streams namely – Alternate Maths, Core and Extension. In Year 10 Mathematics, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Outcomes/Assessment
Students will be assessed using School Assessed Coursework covering the following areas;
- Topic Tests
- Problem solving and extended investigation tasks.
- Semester examinations

Mathematics Pathways
At the successful completion of Year 10 Alternate Maths students should have developed adequate skills and understanding to take up Foundation Mathematics in Year 11. The students who have successfully completed the Core levels should find themselves equipped with the necessary skills to opt for either Maths Methods or General Maths. Extension Maths students will be able to continue on with Advanced General Maths and Mathematical Methods in Year 11.
HEALTH AND PHYSICAL EDUCATION - YEAR 10

Rationale
Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society students.

Learning Focus
In Health, students consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. Students also learn defensive tactics and strategies and how to protect themselves if attacked. Students also cover community sports which can be played by people of any age or ability and also fitness components.

Outcomes/Assessment
Students studying Year 10 Health and Physical Education will complete the following assessments:
- Working in teams
- Practical observations
- Web space design
- Written reports
- Research assignments

Pathways
After successfully completing Year 10 Health and Physical Education students may elect to undertake one or both of the VCE subjects Health and Human Development or Physical Education.
**Rationale**
The study of Commerce encompasses four key areas of study, business, economics, accounting and legal studies. In this study, students focus on Business Management and Economic aspects. They explore what it means to be an ethical producer and the role of values in economic decision making of producers and consumers. They examine ways political and financial systems impact on economic activity and the welfare of citizens.

**Learning Focus**
Students develop an understanding for the important role played by business in the economy, the importance of entrepreneurship, planning required to begin and operate a business as well as the factors affecting the success of business enterprises. Students develop confidence in their ability to identify economic problems, alternatives, costs, and benefits; analyse the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organise economic evidence; and weigh costs against benefits. They are progressively more independent learners and able to systematically plan their own investigations and use the skills of posing questions, testing hypotheses, collecting data, analysis, synthesis, critical thinking, decision making and forming conclusions supported by evidence.

**Outcomes/Assessment**
Students studying Commerce: Business and Economics will be expected to:
Develop a detailed business plan involving the financial, marketing and strategies which will assist in ensuring maximum chances for a successful business venture.
Analyse, interpret, explain and evaluate economic data and apply economic and market principles to real world scenarios at both a local and global level, focusing on the economic equations and the role they play.

**Commerce: Business and Economics Pathways**
Students can continue to study either Business Management or Economics at VCE level by electing to undertake studies in the respective subjects.
**Rationale**
The study of Commerce encompasses four key areas of study, business, economics, accounting and legal studies. In this study, the main topics are Accounting and Legal Studies. The course focuses on the importance of recording accurately financial information according to conventions. It also includes elements of Australia’s government system, the role of citizenship, types of law and characteristics of effective laws.

**Learning Focus**
During the Accounting focus, students develop an understanding of the important role financial records play in business, the purposes, and the common conventions to follow for recording this information for a wide range of purposes. Students work with balance sheets, different expenses and revenues, transactions, their effects and the correct means by which these are recorded. Students develop an understanding of the different accounting statements such as cash flow and bank statements and the effects of creditors and debtors. In the Legal Studies focus, students learn about Australian governance and citizenship. Specifically, they cover Australian citizenship, how we vote, the history and structure of our three levels of government, and the function and characteristics of effective law in Australia. Students look at police powers and individual rights in Australia; work with different types of criminal statistics and the process of law making through parliament.

**Outcomes/Assessment**
Students studying Commerce: Accounting and Legal Studies will be expected to:
- Develop a folio of different balance sheets and financial statements which conform to the specific conventions of recording financial information.
- Analyse the effectiveness of the Australian legal system, discussing strengths and weaknesses of the Australian parliamentary structure.
- Evaluate the effectiveness of the legislative process at both Federal and State level and the related strengths and weaknesses of this process of law making.

**Commerce: Accounting and Legal Studies Pathways**
Students can continue to study either Accounting or Legal Studies at VCE level by electing to undertake studies in the respective subjects.
HISTORY: WORLD WAR II – YEAR 10

Rationale
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

Learning Focus
Students examine the impact of Fascism in Germany and how anti-Semitism is historically continuous. Reflection on the importance the role and use of propaganda was in Germany, the Jewish Holocaust (including death camps, medical experimentation and enterprise) will also be studied. Furthermore, the differences between communism and capitalism, and the occurrences throughout the Cold War will be investigated. Following this the development of the United Nations, the Universal Declaration of Human Rights, and the Civil Rights movement in the United States of America and Australia (Referendum, Reconciliation, Apology Methods and Declaration on the Rights of Indigenous Peoples) will be revised.

Outcomes/Assessment
Students studying History: World War II will be expected to:
- Analyse and describe the multiple causes for the outbreak of World War II and how ideology and propaganda played an integral part the justifications for war.
- Identify the key differences between Communism and Capitalism which instigated the Cold War.
- Explore the role of the Civil Rights movement and the gathering momentum which impacted on the Australian Indigenous Peoples through Referendum and Reconciliation.

History: World War II Curriculum Pathways
Students can continue to study History in the VCE by electing to undertake studies in History Unit 1 and 2.
## Rationale

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

## Learning Focus

Students will explore the waves of post-World War II migration to Australia and the influence of significant world events will be studied. Students analyse the impact of changing government policies on Australia’s migration patterns (including White Australia Policy), along with the impact of Australian involvement in the Vietnam War, and the resulting refugee influx. Additionally the investigation of the contribution of migration to Australia’s changing identity as a nation and to its international relationships will be covered.

## Outcomes/Assessment

Students studying History: Migration and Vietnam War will be expected to:

- Identify and justify the reasoning which influenced the migration of people to Australia after World War II.
- Discuss the impact of the new waves of migration on the Australian migration patterns and Australian government migration policies.
- Explain and analyse the involvement of the Australian government in the Vietnam War and the impact this conflict had on Australia’s changing identity as a nation.

## History: Migration and the Vietnam War Curriculum Pathways

Students can continue to study History in the VCE by electing to undertake studies in History Unit 1 and 2.
Rationale
Geography is the study of physical and human environments from a spatial perspective, which provides the knowledge and skills to describe places on the surface of the Earth analysing and providing explanations from a spatial perspective of human and physical phenomena. Geographers use a number of spatial concepts such as location/distribution, and scale as tools to help them to investigate and explain patterns on the surface of the Earth and the processes that created them.

Learning Focus
Students investigate the relationship between human habitation and natural resource use. They investigate the changing demographics in Wyndham, Victoria and Australia, overpopulation in the Asia-Pacific and a number of issues for the Millennium in relation to population issues. Students also investigate the issue of nuclear energy. They consider Australia’s economic imperative to sell uranium, the economic cost/benefit of mining it, the risk of power plant explosion and a number of issues for the Millennium. Students identify and compare development issues from around the world and ways to measure differences; for example, the relationship between socio-economic status and life expectancy. Students evaluate the operation, interaction and consequences of human activities on major natural systems, including global policy development regarding sustainability and management.

Outcomes/Assessment
Students studying Geography: Human and Natural Habitats will be expected to: Investigate and evaluate the impact and effectiveness of development-related projects, policies and strategies (such as large-scale water projects, tourism, the use of foreign aid, social reform and population control) on physical and human landscapes, locally, nationally and globally. Students apply their knowledge and understanding to explain and justify recommendations about local, national and global situations related to development, and their impact on living standards, reflecting on plans of action and past actions, considering the value positions underlying them.

Geography: Human and Natural Habitats Curriculum Pathways
Students can continue to study Geography River Systems or by electing to undertake further develop their literacy skills in Humanities studies at VCE level.
GEOGRAPHY: RIVER SYSTEMS – YEAR 10

Rationale
Geography is the study of physical and human environments from a spatial perspective, which provides the knowledge and skills to describe places on the surface of the Earth analysing and providing explanations from a spatial perspective of human and physical phenomena. Geographers use a number of spatial concepts such as location/distribution, and scale as tools to help them to investigate and explain patterns on the surface of the Earth and the processes that created them.

Learning Focus
Students learn about the operation of a major natural river systems and their interaction with human activities. They investigate the physical properties of river systems, complete a mapping activity and study how local government policy affects resources and ecological sustainability with reference to the Yarra River. Students also undertake case studies and evaluate learning methodologies on the Narmada Dam project in India, the Yangtze River in China and the Industrial pollution of the Tisza River in Romania. Students consider the future for Melbourne, Australia and the World’s water management, and the economic and humanitarian links and consequences it holds for sanitation and development in the developed and developing worlds.

Outcomes/Assessment
Students studying Geography: River Systems will be expected to:
- Analyse and evaluate the effectiveness and sustainability of past and current policies regarding global and national water use. Students consider the future for Melbourne, Australia and the World’s water management, and the economic and humanitarian links and consequences it holds for sanitation and development in the developed and developing worlds through case studies and/or field work.
- Identify and interpret information patterns from a range of geographic data and analyse the relationship between the data.

Geography: River Systems Curriculum Pathways
Students can continue to study Geography in Geography Human and Natural Habitats or by electing to undertake further studies develop their literacy skills in Humanities subjects at VCE level.
# SMALL BUSINESS – YEAR 10

## Rationale
The success of a small business relies on the understanding and knowledge of many skills by the business managers. Business concepts associated with starting a business enterprise, such as entrepreneur, target market and product analysis for example need to be considered as well as the nature and operation of business and its commercial system within Australia and internationally.

## Learning Focus
Students are given an overview of the role small business plays in the Australian economy. Statistics are used to highlight its significance, the areas in which it operates and the extent of small business failure.

Students discuss and explain what it means to be an ethical producer. Students investigate a successful entrepreneur and look at the factors that created success.

The unit also examines the areas of potential for small business and examples of successful small business. Students evaluate the pros and cons of setting up a business from scratch as opposed to buying one (including franchising).

They then complete a business and marketing plan along with an appropriate feasibility study, which then encompasses the practical nature of the subject where students will need to carry out small business functions, such as selling and cash flow analysis.

## Outcomes/Assessment
Students studying Small Business will be expected to:

- Analyse the key aspects of successful business enterprise establishing the key skills required from the business manager.
- Identify and describe the attributes of success entrepreneurs in the economy, their role and how their ventures have remained successful.
- Develop the core elements of a small business plan including vital key aspects, for example mission/vision statements, executive summary and marketing plan.

## Small Business Curriculum Pathways
Students can continue to study at VCE level by electing to undertake studies in Business Management Unit 1 and 2.
Rationale
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science provides a way of answering interesting and important questions about the biological, physical and technological world, and provides a reliable basis for action in our personal, social and economic lives.

Learning Focus
In Science, students learn about living things in Biology: the way they have evolved; their adaptations; their modes of inheritance of traits from one generation to the next and; the cell as the basic unit of life. In Chemistry, they learn about the chemical and physical properties of substances, atomic theories and investigate chemical reactions. Students will understand the connection between biology and chemistry when they learn about global systems, including the carbon cycle, which rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Students will explore how current scientific knowledge has developed over time through the actions of many people and how this knowledge, and its application, affects society. Students will develop the following inquiry skills: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating and; communicating.

Assessment
Students studying Year 10 Science will complete the following assessments:
• Research Assignments
• Topic Tests
• Practical Reports
• Genetics Debate
• Semester Examinations

Science Pathways
Students can continue to study Science in the VCE by electing to undertake Units in the following subjects: Biology and Chemistry. These subjects are often prerequisite subjects for Science related studies at the tertiary level. Studying Science may also benefit students wishing to undertake the study of Psychology in the VCE as it enables the student to develop skills in relation to scientific investigation, a component of the study of Psychology.
Rationale
The focus on Science as a Human Endeavour and Scientific Inquiry Skills, involving and including the construction of explanations based on evidence and science knowledge that can be changed as new evidence and developments in technology becomes available. Science influences society by posing and responding to social and ethical questions.

Learning Focus
Students will explore how science and its applications affect peoples’ lives, including their work and how science is influenced by society and can be used to inform and deduce decisions and actions. Students will be using relevant scientific concepts and relationships as one dimension of debating contentious and/or ethically based issues of broad community interest or concern. They will see examples of work of scientists that demonstrate different approaches to developing scientific knowledge or solving a scientific problem. Students will analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies. Looking at developments in science and emerging sciences and technologies that can significantly affect peoples’ lives, including generating new career opportunities. This unit investigates the type of issues investigated by psychologists, the development of theories of psychology in a historical context and some tools used by psychologists. It also considers psychological testing, profiling and experimentation. It also investigates the role forensics, forensic science and forensic techniques that can be used to assist criminal investigations.

Outcomes/Assessment
Students studying Forensic Psychology will complete the following assessments
• Research Assignments
• Topic Tests
• Reports on Experiments
• Semester Examinations

Science Pathways
Students may continue their study in VCE studies in Psychology Units 1 and 2 in Year 11. Students may decide to not continue their science studies in VCE.
PHYSICAL & SPACE SCIENCES - YEAR 10

Rationale
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science provides a way of answering interesting and important questions about the biological, physical and technological world, and provides a reliable basis for action in our personal, social and economic lives.

Learning Focus
In Physics, students develop an understanding of the nature of forces and motion, matter and energy. The key concepts developed in Space science are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes. Students will explore how current scientific knowledge has developed over time through the actions of many people and how this knowledge and its application affects society. Students will develop the following inquiry skills: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating and; communicating.

Assessment
Students studying Year 10 Science will complete the following assessments:
- Research Assignments
- Topic Tests
- Practical Reports
- Semester Examinations

Science Pathways
Students can continue to study Science in the VCE by electing to undertake Units in Physics. These subjects are often prerequisite subjects for Science related studies at the tertiary level. Studying Science may also benefit students wishing to undertake the study of Biology and Psychology in the VCE as it enables the student to develop skills in relation to scientific investigation, a component of these studies.
Rationale
Students investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in Visual Arts. They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. Students learn to evaluate their own and other people’s artworks showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements and principles.

Learning Focus
Throughout Semester One students develop their knowledge of equipment and mediums by completing a set of drawing tasks. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of composition. This is achieved through completing two developmental folios a folio focusing on drawing and another folio focusing on printmaking. Students also acquire an ability to analyse and interpret the content, structure, characteristics, and the role of art in different cultural contexts. This is achieved through a theoretical assignment where students are required to research modern 2-dimensional art from 1900-1950.

Outcomes/Assessment
This subject has the following assessment of learning:
- 'Folio of Artworks' exploring various mediums and techniques
- Drawing folio, focussing on composition and tonal rendering
- Theoretical assessment tasks

Pathways
Students can continue to study Art in year 11 (VCE units 1 & 2).
ART 3D - YEAR 10

Rationale
Students investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in Visual Arts (Three-dimensional Art). They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. Students learn to evaluate their own and other people’s artworks showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements and principles.

Learning Focus
In this unit, students further develop their knowledge of equipment and mediums relevant to three-dimensional art by creating one sculptural multi-media and one ceramic piece. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of composition (e.g. exploring different textures and forms associated with sculpture). Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts: they achieve this though studying the work of famous Australian and international artists.

Outcomes/Assessment
• Documentation of a range of source material in a visual diary or sketchbook showing independent and/or collaborative planning of visual responses
• Trialling of different ways of using a range of traditional and contemporary media, materials, equipment and technologies
• Application of the conventions of particular art forms and/or artists’ styles in the design and development of their own art works
• Refinement of skills through a process of observation and practice in using unfamiliar media, techniques and technologies in three-dimen sional art-making
• Awareness of aesthetic features of art works from particular historical contexts
• Interpretation and analysis for chosen art pieces.
• Evaluation of representations of social contexts in a range of traditional and contemporary art works

Pathways
Students can continue to study Art in year 11 (VCE units 1 &2).
DRAMA: DEVISSED PERFORMANCE - YEAR 10

Rationale
The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

Learning Focus
This course focuses on non-naturalistic theatre styles from a range of cultural and historical sources. Students use stimulus material to create and present solo and ensemble performances. These performances explore various themes, issues and ideas, using various non-naturalistic devices and techniques. Students analyse their own work and that of other students. They study non-naturalistic ensemble performance, exploring various styles, conventions and devices. Students use prescribed stimulus material to create and perform a non-naturalistic ensemble performance. They then study various forms of solo performance, such as monodrama, monologue and soliloquy. Students use playmaking techniques such as research, brainstorming, improvisation, scriptwriting and editing to create and present a solo performance drawn from a literary stimulus.

Outcomes/Assessment
Students of Year 10 Drama 1 will be assessed on the following tasks:
• Solo performance
• Group performance
• Written reports
• Examinations

Drama Pathways
After studying this subject, students can further develop their skills in playmaking VCE Drama the following year.
DRAMA: MODERNIST THEATRE STYLES - YEAR 10

Rationale
The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

Learning Focus
This course focuses on the work of influential theatre practitioners of the twentieth century. They study the practices and theories of German playwright and director Bertolt Brecht, exploring the ways in which drama can be used for social change and education. Students explore ‘Theatre of Absurd,’ exploring work of artists such as Ionesco, Beckett and Monty Python. They then explore Theatre of Cruelty by French director Antonin Artaud, and use techniques from these styles to create an ensemble performance. They then shift from Non-Naturalism to Naturalism, exploring the work of director Konstantin Stanislavski. Students explore techniques such as objective and super-objective, emotion memory and psychological gesture, rehearsing and performing a scene from an Australian play.

Outcomes/Assessment
Students of Year 10 Drama 2 will be assessed on the following tasks:
• Solo performance
• Ensemble performances
• Presentation of performance from a play script
• Written examination

Drama Pathways
After studying this subject, students can choose to study VCE Drama. This subject related directly to the skills and knowledge developed at VCE level.
MEDIA: MEDIA CONCEPTS

Rationale
The study of Media aims to provide students with the skills to develop and enhance a student’s visual language of media forms and texts. Students will begin to understand how the different types of media can shape their conception and understanding of the media. Students will gain an understanding of Media processes and that involve communicating information or ideas. The introduction of media form will refer to the process of transmitting and receiving information through different types of media coverage.

Learning Focus
Students will gain an understanding of the different types of media coverage through various sources of media forms. They will embark on a journey of research and discovery through analysing films of different genres, understand the processes involved in making and creating short films, and gain valuable knowledge through the means of researching famous historical and contemporary film practices.

Assessments
- Practical Visual Folio.
- Theoretical Assignments.
- Short Film

Pathways
At the conclusion of Year 10 Media students can continue to develop and extend on the basic methods of Media processes by embarking on Year 11 Studio Art. The Year 11 Studio Art course also further explores the use of Digital mediums.
Rationale
Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people’s identity and self-esteem. Music offers unique opportunities for creativity and self expression.

Learning Focus
This course focuses on preparing a solo performance program on the students chosen instrument. The program relies on students selecting and interpreting a wide and varied program with works. The chosen works come from a variety of contrasting genres and musical styles. Performance conventions are focused upon to help shape and give style to their performances. To assist in interpreting works theory lessons in chords, scales, melodic and rhythmic dictation are integral to the subject. It is recommended that all students have a weekly individual lesson on their instrument.

Assessments
Students construct and perform a diverse solo performance program that includes works from a variety of genres and composers with musical pieces appropriate to their chosen audience. Students present a selection of technical work that assist and support their playing of their solo program. A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.

Pathways
Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETis Music Industry.
# MUSIC: GROUP PERFORMANCE - YEAR 10

## Rationale
Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people’s identity and self-esteem. Music offers unique opportunities for creativity and self expression.

## Learning Focus
This course focuses on students arranging an existing musical work/s to a specific brief. This brief outlines the occasion, the instrumentation and the musical style given to the work. The realisation and the performance of the work may be in the solo or ensemble situation. Students also according to a brief compose a song for an event or situation. The composition utilises existing compositions models and modes. The performance of this work is performed to an audience outlined in their brief. Both the arrangement and the composition use ICT and the software Sibelius as an integral part of the process.

## Assessments
Students present to a selected audience a solo or group performance of an arrangement of a popular song they have devised and published. Students also present a solo or group performance of an original composition using a written brief and a traditional musical form as the basis. A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.

## Pathways
Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETiS Music Industry.
## Rationale
Students investigate a range of contemporary design processes, styles, media, materials, equipment and technologies in VCD. They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. Students learn to evaluate their own and other people’s designs showing some understanding of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles.

## Learning Focus
Students further develop their knowledge of relevant technologies, equipment and mediums to create design. The emphasis will be on product and promotional design: conceptual development of design language. They apply the techniques needed to produce their final designs, incorporating elements of art elements and principles of composition (e.g. exploring different textures and forms in Adobe Illustrator). Students also analyse and interpret the content, structure, characteristics and the role of design in different cultural contexts: they achieve this though studying the work of famous Australian and international designers.

## Outcomes/Assessment
- Practical Design Folio: Exploring product design and promotional material
- Theoretical Assignment: Design Analysis

## Pathways
Students can continue to study VCD in year 11 (VCE units 1 & 2).
VCD: SPACE AND ARCHITECTURE - YEAR 10

Rationale
Students investigate a range of traditional design and drawing processes, styles, media, materials, equipment and technologies in VCD. They learn ways of constructing designs through paraline drawing techniques. With some guidance, they keep a record of their planning and development (for example, in a visual diary or multimedia journal) documenting their progress towards achieving their aim. Students learn to self-evaluate and appraise other people's designs showing some appraisal of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles.

Learning Focus
Students consolidate their knowledge of pertinent technologies, equipment and mediums to construct design. The emphasis will be on instrumental drawing and interior/architectural design. They apply the techniques needed to produce their final designs, incorporating art elements and principles of composition. Students also analyse and interpret the content, structure, characteristics and the role of design in different cultural contexts: they achieve this through studying the work of famous Australian and international designers.

Outcomes/Assessment
• Practical Design Folio: Exploring technical drawing systems such as perspective and paraline conventions
• Theoretical Assignment: Design Analysis

Pathways
Students can continue to study VCD in year 11 (VCE units 1 &2).
STUDIO ART: ANALOGUE PHOTOGRAPHY - YEAR 10

Rationale
The study of Studio Art Photography aims to encourage, develop and enhance a student’s deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide. Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.

Learning Focus
Students are introduced or continue to learn about the features and functions of a manual Single Lens Reflex (SLR) analogue camera. The analogue Photography Semester focuses on further exploring ideas and continuing to experiment with both traditional and creative black & white techniques. This unit is designed to offer revision to those students who have previously undertaken the analogue photography unit in Year 9 Studio Art as well as an extension to skills and processes already taught during year 9. Specialised black and white darkroom activities are offered and a deeper focus on folio development is a key assessment area. Studio Art aims to develop individuals who are both aware of their environments and its particular aesthetic qualities and the health and safety aspects of handling photographic chemicals. Students study the conservation and preservation of the photographic art form and the display methods involved with this light sensitive art form during exhibitions. Written assessment tasks are also focused on photographic analysis.

Assessments
• Practical Visual Folio.
• Theoretical Assignments.
• End of semester examination.

Studio Art Pathways
At the conclusion of Year 10 Studio Art students can continue to develop and extend on their artistic practice in VCE Studio Art. VCE Studio Art further explores a variety of art materials and techniques in order to gain a deeper and more advanced understanding of art forms.
The study of Studio Art Photography aims to encourage, develop and enhance a student’s deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide. Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.

Students are introduced or continue to learn about the features and functions of digital cameras and other devices including the iPad. The Digital Photography Semester focuses on further exploring ideas and continuing to experiment with technologically assisted methods of art creation. Students continue to explore and refine their art via computer assisted software programs including PS Express, Snapseed and iMovie. This unit is designed to offer basic revision to those students who have previously undertaken the digital photography unit in Year 9 Studio Art as well as an extension to skills and processes already taught during the year 9 course. Specialised activities are offered and a deeper focus on folio development is a key assessment area. Studio Art aims to develop individuals who are both aware of their environments and its particular aesthetic qualities. Students study the conservation and preservation of the digital/video photographic art form and the display methods involved with this light sensitive and alternative art forms during exhibitions. Written assessment tasks are also focused on digital and video analysis.

Assessments
• Practical Visual Folio.
• Theoretical Assignments.
• End of semester examination.

At the conclusion of Year 10 Studio Art students can continue to develop and extend on their artistic practice in VCE Studio Art. VCE Studio Art further explores a variety of art materials and techniques in order to gain a deeper and more advanced understanding of art forms.
FOOD TECHNOLOGY: FOODS OF THE PACIFIC RIM - YEAR 10

**Rationale**
The study of Food Technology gives students a broad understanding of the integral role of food in our lives. Through food preparation, planning and design, students gain essential practical skills as well as an understanding of the cultural, social and environmental impacts of commercial food production. Through study of nutrition and diet, students develop an awareness of the health impact of food consumption.

**Learning Focus**
Food Technology at Year 10 focuses on developing student skills in the preparation of design briefs, and to further develop their understanding of the technology process and its application in Food Technology. The Semester 2 focus is on the Pacific Rim nations and the impact of Pacific Rim migration on the modern Australian diet. Students investigate different countries within the Pacific Rim and the traditional ingredients, cooking methods and utensils that originated and used these areas. Students are introduced to, and expected to prepare, a number of different foods from these countries and are required to prepare a selection of Asian dishes for a staff member whom they have invited for lunch.

**Outcomes/Assessment**
Students studying Year 10 Food Technology will be expected to complete the following assessment tasks:
- Brief tests and quizzes
- Design brief – Pacific Rim; staff luncheon
- Practical activities and evaluations
- Worksheets and research as required
- Examinations

**Learning Pathways**
Students who complete Year 10 Food Technology can study Food and Technology at VCE Level.
FOOD TECHNOLOGY: HEALTHY FAST FOOD - YEAR 10

Rationale
The study of Food Technology gives students a broad understanding of the integral role of food in our lives. Through food preparation, planning and design, students gain essential practical skills as well as an understanding of the cultural, social and environmental impacts of commercial food production. Through study of nutrition and diet, students develop an awareness of the health impact of food consumption.

Learning Focus
Food Technology at Year 10 focuses on developing student skills in the preparation of design briefs and to further develop their understanding of the technology process and its application in Food Technology. The Semester One focus is on ‘Healthy Fast Food’ which investigates the role of the major nutrients in our bodies, the impact of the fast food industry on the modern Australian diet and how to minimise the impact of unhealthy foods on the body in our fast-paced world. Students prepare fast, healthy, tasty recipes in practical sessions to demonstrate that ‘healthy’ does not mean unappetising. Students are required to design and prepare their own ‘healthy’ fast food item with packaging as a major assessment task in this unit. Students also consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models.

Outcomes/Assessment
Students studying Year 10 Food Technology will be expected to complete the following assessment tasks:
- Brief tests and quizzes
- Design brief – healthy fast food
- Practical activities and evaluations
- Worksheets and research as required
- Examinations

Learning Pathways
Students who complete Year 10 Food Technology can study Food and Technology at VCE Level.
HEALTH AND HUMAN DEVELOPMENT 1 : SOCIAL HEALTH – YEAR 10

Rationale
Health and Human Development examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

Learning Focus
Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others’ health.

Outcomes/Assessment
Students studying Health and Human Development in year 10 will complete the following assessment
- Working in teams
- Peer Teaching Activity
- Media Analysis
- Written reports

Health and Human Development 1 Pathways
Students may also study Health and Human Development 2 in the other semester of year 10. Both semesters of Health and Human Development in year 10 are strongly recommended as precursors to the VCE studies of Health and Human Development Units 1 & 2.
## HEALTH AND HUMAN DEVELOPMENT 2: NUTRITION – YEAR 10

### Rationale
Health and Human Development examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

### Learning Focus
Students explore health in the community and look at different factors that can effect individuals and groups’ health. Students also cover nutrition and healthy eating and they analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

### Outcomes/Assessment
Students studying Health and Human Development in year 10 will complete the following assessment:
- Working in teams
- Peer Teaching Activity
- Media Analysis
- Written reports

### Health and Human Development 2 Pathways
Students may also study Health and Human Development 1 in the other semester of year 10. Both semesters of Health and Human Development in year 10 are strongly recommended as precursors to the VCE studies of Health and Human Development Units 1 & 2.
HUMAN MOVEMENT 1: SKILL ACQUISITION, COACHING AND BODY SYSTEMS – YEAR 10

Rationale
Human Movement focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Learning Focus
Students are involved in a range of theoretical and practical activities associated with coaching and general body function. The focus is based upon student's ability to demonstrate various theoretical components in a practical setting. The theoretical component focuses on sports coaching, skill acquisition and the major body systems.
Students should be able to understand and know the processes involved in skill development and improvement in physical performance. They will investigate the origins of a particular sport which is played in Australia and present their findings to the class. Students will learn about the major body systems of the human body including the Muscular, Skeletal, Cardio-vascular and Respiratory systems.

Outcomes/Assessment
The subject is assessed by
• Laboratory reports
• Oral presentation on the History of Australian Sport
• Written tests on Body Systems and Skill Acquisition
• Semester Examination

Pathways
Students may also study Human Movement 2 in the other semester of year 10.
Both semesters of Human Movement in year 10 are strongly recommended as precursors to the VCE studies of Physical Education Units 1 & 2.
Rationale
Human Movement focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Learning Focus
Students will undertake a range of theoretical and practical components associated with various training methods and principles. Practical activities focus on the ability to apply theoretical concepts in the area of practical fitness, in particular running. Students will design and implement their own training programme showing a variety of training methods and principles to improve personal fitness and/or the fitness of others as well as a program aimed at improving running ability. They will identify when energy systems are used and what the contribution of each system is for a range of activities. Students will link the three energy systems, components of fitness and methods of training to fitness and health. They will use a variety of fitness tests to evaluate personal fitness and set goals for improvement.

Outcomes/Assessment
The subject is assessed by
- Written tests
- Fitness training programme implementation and evaluation
- Semester Examination

Pathways
Students may also study Human Movement 1 in the other semester of year 10. Both semesters of Human Movement in year 10 are strongly recommended as precursors to the VCE studies of Physical Education Units 1 & 2.
### Rationale
Through the study of General Information Technology students gain an understanding of Information and communications technology (ICT) which is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

### Learning Focus
Students study how information systems can be connected in a networked environment. Students investigate purchasing a computer and supporting infrastructure to allow them to connect to the 21st century online world. Students also focused on safe and practical use of computers and discuss copyright and cybercrime issues. In Term 2 students looked at techniques and procedures used to transform data into information and how these can be used in everyday life. Students completed folio pieces in spread sheets. They also communicated their ideas and understanding with the use of online communication with their peers.

### Assessment
- Produce a report on the items they wish to purchase in order to connect to the online world within a given budget.
- Complete an analysis, design and development of Portfolio of the skills learnt in Spread Sheets.
- Examination

### Information Technology Pathways
Students studying General Information Technology Semester 1, will have the option to continue into Semester 2 studies. This will then open the options of studying Information Technology at VCE.
Students will also gain valuable data management skills which can be utilised across multiple careers and educational options.
Rationale
Through the study of General Information Technology students gain an understanding of Information and communications technology (ICT) which is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

Learning Focus
Students continue to improve on their ability to communicate with peers through the use of online communication tools. The students’ focus moves away from the business applications to look at multimedia development focusing on websites and the integration of pictures sounds and video; students then return to data processing software so as to look at database design and management. Students again use visual design tools to help consolidate their ideas and designs before developing working solutions.

Assessment
• Production of a Portfolio of Client Websites/Responding to an Audience
• Production of a Data Base solution for a scenario
• Examination

Information Technology Pathways
Students studying General Information Technology Semester 2, studying Information Technology at VCE.
Students will also gain valuable data management skills which can be utilised across multiple careers and educational options.
INFORMATION TECHNOLOGY: 2D Game Design

Rationale
Computational thinking and game design unlock the potential for computers to help solve some of the world’s greatest issues. Students will learn some of the building blocks to help solve larger problems using game design as the background.

Learning Focus
Students develop skills in programming and software development. Students use a suite of development tools to create a portfolio of games expanding their skills in programming. Students use formal conventions in design using tools such as Pseudo code and flow charts to assist with planning the steps for development. Students are given opportunities to extend the folios by completing some assignments to add extra features to the games like hidden actions and bonuses. Students will also address the issue of violence in video games and its effect on society.

Assessment
• Core Concepts Assignment
• Game Design Portfolio 1
• Game Design Portfolio 2
• Ethics and Issues Assignment
• Examination

Information Technology Pathways
This subject provides a pathway into VCE Information Technology as well as university of TAFE courses involving programming.
TEXTILES: CORSET COUTURE - YEAR 10

Rationale
Design plays an important part in the lives we live. Design encourages innovative and critical thinking that fosters new ideas, the development of new technologies and the creation of new products. These ideas improve the quality and comfort of our lives. The study of Textiles within the Technology stream is an integral part of the Design and Technology discipline. Textiles classes focus on the development of students’ skills in managing and manipulating materials using a range of tools, equipment and machines to make functional physical products or systems.

Learning Focus
Students are introduced to the Woman’s Corset, Recycled Textiles and Colour. Students research and explore the historical shifts and changes of the corset from the past to the present, the revival of the corset in contemporary high fashion, and its transformation from an item of underwear to daywear. Students construct their own corset from their final design options. Students research information relevant to their design brief and develop a profile of the user group. Students write a design brief for their production project based on individual wants and needs. Students learn about colour harmony theory as related to design projects when illustrating and designing their corsets. Students investigate the function, purpose, social and cultural context of recycled textile products. Students become aware of the characteristics and properties of materials through practical sewing activities and colour processes.

Outcomes/Assessment
• Write a design brief specifying the considerations and constraints including identifying the needs of a variety of client/user groups.
• Design a range of alternative possibilities and justify their preferred options, explaining how it provides a solution to the problem or need completing a investigative task sheet on innovative products developed from recycled textiles
• Maintenance of daily self-reflective journal for improvements while completing their production of a Corset

Textiles Pathways
Students can continue to study Textiles Technology in VCE by electing to undertake studies in the following subjects: Product Design Technology – Textiles, Unit 1 & 2 Year 11 and Unit 3 & 4, Yr 12
TEXTILES: THE SIXTIES SHIFT DRESS - YEAR 10

**Rationale**
Design plays an important part in the lives we live. Design encourages innovative and critical thinking that fosters new ideas, the development of new technologies and the creation of new products. These ideas improve the quality and comfort of our lives. The study of Textiles within the Technology stream is an integral part of the Design and Technology discipline. Textiles classes focus on the development of students’ skills in managing and manipulating materials using a range of tools, equipment and machines to make functional physical products or systems.

**Learning Focus**
Students are introduced to the social and ethical impacts of fibre developments of the sixties to fibre technologies of today. Students explore the sixties Fashion Revolution applying principles of fashion design to fashion illustration. Students research information relevant to their design brief and develop a profile of the user group producing a Sixties Dress. Students use a range of tools and equipment to realize production applying their knowledge of creative techniques and apply appropriate levels of finish with increased accuracy, independence and competency. Students maintain a production journal that includes graphics of production stages, records details of processes used, tools required, time, acknowledgement of risks and safety hazards. Students give consideration to modifications required during the production process.

**Outcomes/Assessment**
- Complete a series of mini tasks that investigate the social and ethical impacts in Textiles based on videos, utube and articles.
- Complete a range of design options implementing fashion illustration techniques learnt
- Investigate the quality, type and range of suitable fabrics available for production
- Develop a range of criteria for evaluating their completed production task of a Sixties Shift Dress
- Create a product that meets the quality, aesthetic, functionality and performance requirements outlined in the design brief relating to the Sixties
- Maintain a sequential production journal that records details, graphics and photos of production, lists tool, identifies risks and hazards in production and contains a reflective component

**Textiles 1 Pathways**
Students can continue to study Textiles Technology in VCE by electing to undertake studies in the following subjects: Product Design Technology – Textiles, Unit 1 & 2 Year 11 and Unit 3 & 4, Yr 12.
**WOOD TECHNOLOGY: WOOD JOINTS AND POWER TOOLS – YEAR 10**

**Rationale**
The study of Design Technology gives students a broad understanding of design with key learning broken down into the following stages of Investigating, Designing, Producing and Evaluating. Through the production of complex products students gain essential practical skills. Students develop an understanding of the design process as well as an appreciation of how social, cultural, economic and environmental factors influence the development of their design ideas. Students plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production. Through the study of timber and the methods of timber processing students develop an understanding of the properties and characteristics of different types of timber.

**Learning Focus**
Design Technology (Wood) at year 10 students explore and understand Technology by applying theoretical and practical outcomes to develop a product produced from timber. The focus in Semester One for Design Technology is on developing student skills in the preparation, of design briefs and to further develop students understanding of the Technology Process (Investigating and Designing; Producing; Analysing and evaluating) and its application in the Technology studies process. The Semester One focus for theory lessons is on workshop and personal safety OHS. In addition to learning about OHS, students make use of Computer Aided Design/Drafting techniques to develop their designs. In the workshop they develop skills in the safe use of hand tools and power tools to produce their product. Students learn about the proprieties, characteristics and classification of timber in both practical and theory lessons. They study aspects of forest management and also the impact of controlled logging has on the environment.

**Outcomes/Assessment**
Students studying Year 10 Design Technology will be expected to complete the following assessment tasks
- Design Brief
- Investigation in Wood Joints and OHS
- Assessment Task on Plantation Timber
- Production and Evaluation (Bread Box)
- Examination

**Wood Technology Pathways**
Wood Technology can lead directly to Year 11 Product Design Technology VCE Units 1 and 2. Other pathways also may include VCAL and other trade pathways.