THOMAS CARR
COLLEGE

YEAR 10
SUBJECT INFORMATION

They will shine

2024

thomascarr.vic.edu.au

INTRODUCTION

At Thomas Carr College we are committed to achieving a high standard of learning outcomes for all students and establishing a learning and teaching program that incorporates both breadth and depth within a combination of compulsory core and elective subjects. Students at Year 10 are working toward achieving Victorian Curriculum Achievement Standards. Applied Learning pathways are also offered at Year 10 and within the Senior School. The Year 10 curriculum is structured to allow students to select subjects based on their strengths, interests, further study options, and possible career options and future aspirations.

Students undertake a combination of core year-long subjects and they select from various semester-based subjects including the following options at Year 10:

- Mainstream (All Year 10 subjects)
- Mainstream including an Accelerated study in a VCE subject
- Mainstream including an Accelerated study in a VET subject
- MAGIS Pathway continued with Accelerated Study

Students study a combination of compulsory core subjects and elective subjects at Year 10, these are allocated the following number of periods per cycle:

Core Full Year Subjects	Number of periods per cycle
Religious Education	6 periods
English	9 periods
Mathematics	9 periods
Health and Physical Education	6 periods
My Career Pathway	1 period
Semester Subjects:	
CORE ELECTIVES: Students must choose at least ONE semester unit from Sciences and Humanities	9 periods each
ELECTIVE SEMESTER SUBJECTS: Students undertake FOUR electives for the year (free choices)	9 periods each

COMPULSORY (CORE) SUBJECTS

Religious Education

All Year 10 students will complete the Core Subject: Religious Education.

English

In **Semester One**, all Year 10 students will complete English, which prepares them for Year 11 VCE English. In **Semester Two**, students have the opportunity to explore what the other VCE English options involve and will select from ONE of the three listed English Options.

- English (Standard)
- English Literature: Introduction to Literature
- English Language: Our Lingo

Health and Physical Education

All students will study Health and Physical Education in Year 10.

Students will study General HPE for one semester and are required to select from ONE of the following Health and Physical Education elective options for the other semester.

- Recreational Sports
- Team Sports

Mathematics

All students study Mathematics in Year 10.

Students can select from the following Mathematics options:

- Year 10 General Mathematics.
- Year 10 Pre-Methods Mathematics (recommended for students planning to study Mathematical Methods in Year 11)
- VCE General Mathematical Units 1 & 2 (in combination with Year 10 Pre-methods Mathematics)
- Year 10 Foundation Mathematics (recommended for students planning to study VCE Foundation Mathematics in Year 11).

Science and Humanities

All Year 10 students will select at least ONE Semester Unit from the listed Science and Humanities options.

My Career Pathway

This study takes place throughout the year. It allows students to develop personal career goals and plan career pathways through work experience, career exploration, industry focus and other post year 12 options. This Unit also prepares students for job interviews through developing a resume, writing a cover letter and email for a job application, addressing selection criteria, and participating in a "mock" interview.

Students will complete Morrisby Testing which will help foster conversations and thinking around possible study and career options and planning their program for study for the final two years of secondary schooling and beyond.

My Careers Pathway focuses on personal awareness through developing core employability skills including communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-awareness, learning and technology use.

ACCELERATED PROGRAMS

Magis Program

The College's MAGIS program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through a gifted and talented pathway. New students may apply to participate in this program and entry is based on their current academic results and overall approach to learning.

At Year 10, students undertaking the MAGIS Program can apply accelerate in two VCE subjects including General Mathematics. In Year 12, they may also wish to pursue additional VCE and other university pathway options that will continue to enhance and extend their learning beyond Thomas Carr.

Acceleration Guidelines

For current Year 9 students wishing to undertake a VCE Unit 1 AND 2 subject in Year 10:

- Selection by application only
- Students must meet the following selection criteria:
    - an average grade of at least **80%** in the relevant subject.
    - an average grade of at least **80%** in the relevant subject in English.
    - an average 70-75% across all other subjects
    - Work Habits at a high standard
    - Teacher and Pastoral and Learning Mentor recommendations

Vce Units 1 & 2 Subjects offered at Year 10

The following VCE studies are available as part of the Acceleration Program, please refer to the Year 11 and 12 Subject Handbook for detailed information on these subjects.

Applied Computing (Information Technology)
Biology
Business Management
Environmental Science
Health and Human Development
General Mathematics
Geography
Italian or Indonesian
Legal Studies
Media Studies
Outdoor and Environmental Studies
Visual Communication & Design
VET Small Business
Product Design & Technology: Textiles
Psychology

For Year 9 Students wishing to apply to undertake a VET Study as an Accelerated Study program, please see Mr John Bassi for application forms.

Further information about the VCE, VET and Applied Learning pathways including access to the Study Designs of all the VCE subjects offered at Thomas Carr College please visit the VCAA website.

VOCATIONAL EDUCATION AND TRAINING IN SCHOOL (VET) COURSES

VET can play an important role in senior secondary schooling. When you add VET to your VCE or VCE VM studies (in Year 11 and 12), you gain practical skills in an industry you are interested in.

VET courses:

- provide a nationally recognised qualification in a specific industry, or provide credit towards one contribute towards the completion of your VCE
- allow you to study through School-Based Apprenticeships and Traineeships, which are often paid positions.

Fees

Year 10 VET students will be required to pay additional material and tuition fees. These fees range from $1000-$1500. Fees for the cost of tuition are subsidized so families do not pay the full costs.

Please refer to Appendix 1 for the VET Fees Table.

Attendance

90% attendance is a requirement for all VET courses.

Punctuality

Students in Year 10 will miss scheduled classes to attend their VET course. It is the responsibility of the student to catch up on any work or assessments missed. If applicable students must return to the college to complete classes before or after their VET class.

Transport

Students completing a VET course in the Wyndham cluster afternoon classes will be provided with transport. Students completing morning or all day classes will be required to get their own transport to and from the venue.

Thomas Carr College Trade Training Centre will offer VET certificate courses in Carpentry. The Sound Production Course is also offered on site. The College belongs to the Wyndham VET cluster of schools offering a range of VET certificates for students in the cluster, a complete list can be found in the **2024 Wyndham VET Cluster Handbook** is available to download from our College website.

IMPORTANT CONTACTS

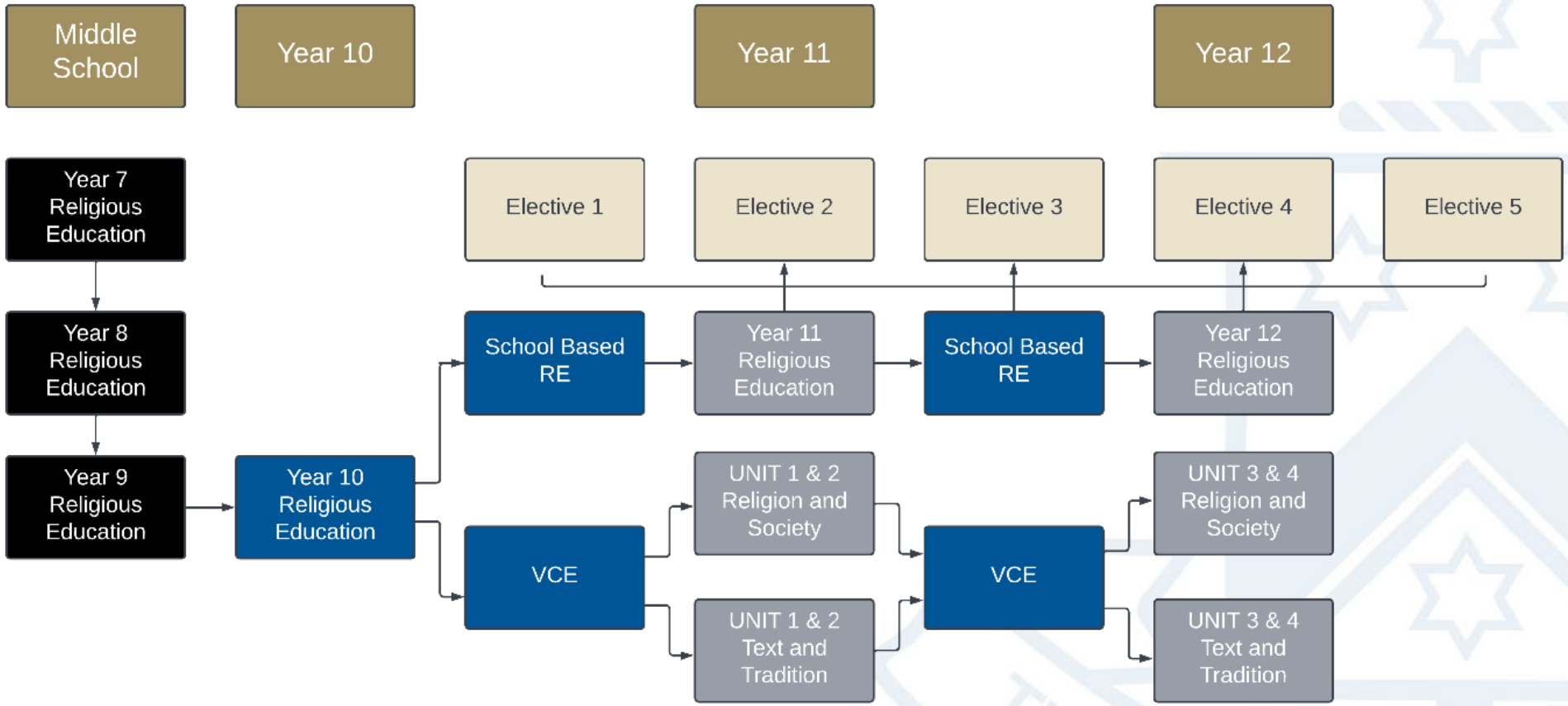
To learn more about the Year 10 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

Question	Contact Person
Subject-specific questions	Subject teacher or the relevant Learning Area Leader
Subject selection process or to learn more about the subjects offered at Years 10 including VCE options	Mrs Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School)
Applied Learning programs or VET subjects	Mr John Bassi (Applied Learning and Vocational Training Leader).
Careers and other pathway options	Ms Cheryl-Anne White (Careers Team Leader)

Role	Name	Email
Deputy Principal: Staff and Learning Operations	Mr Andrew Bryson	andrew.bryson@thomascarr.vic.edu.au
Deputy Principal: Strategic Development and Curriculum	Ms Lucy Angelico	lucy.angelico@thomascarr.vic.edu.au
Head of Learning & Teaching: Senior School	Mrs Daniela Bombardieri-Szabo	daniela.bombardieriszabo@thomascarr.vic.edu.au
Head of Learning & Teaching: Middle School	Mr Stephen Manitta	stephen.manitta@thomascarr.vic.edu.au
Careers and Pathways	Ms Cheryl-Anne White	cherylanne.white@thomascarr.vic.edu.au
Learning Area Leader: Religious Education	Mrs Cathryn Doman	cathryn.doman@thomascarr.vic.edu.au
Learning Area Leader: English	Ms Indra Nathan and Ms Margaret Raffoul	indra.nathan@thomascarr.vic.edu.au margaret.raffoul@thomascarr.vic.edu.au
Learning Area Leader: Humanities	Ms Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
Learning Area Leader: Mathematics	Mr Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Area Leader: Science/STEM	Dr Lucy Cassar	lucy.cassar@thomascarr.vic.edu.au
Learning Area Leader: The Arts	Mr Jacob Levy	jacob.levy@thomascarr.vic.edu.au
Learning Area Leader: Health & Physical Education	Mr Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Area Leader: Languages	Mrs Sugarti Febrinaldi	sugarti.febrinaldi@thomascarr.vic.edu.au
Learning Area Leader: Technology	Mr Peter Murray	peter.murray@thomascarr.vic.edu.au
Vocational & VET Pathways Leader	Mr John Bassi	John.bassi@thomascarr.vic.edu.au

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION PATHWAYS



RELIGIOUS EDUCATION: CORE SUBJECT

Course Overview

Catholic schools were founded to proclaim Jesus' message of God's love for all; Archbishop Thomas Carr himself stated that there could be no true education without a religious basis. Our Catholic faith calls us to embrace the contemporary world with a Catholic lens, and a particular hope-filled view of the human person and all of creation. Thomas Carr College provides a foundation of faith where students develop knowledge and understanding, skills, capabilities, and the dispositions necessary for lifelong learning.

Students are invited to discover God's presence in their daily lives as well as be challenged and supported to understand themselves and the world in which they live through the context of the traditions and teachings of the Catholic community – its stories, its worship, its experiences, and its teachings.

Learning Focus

The Year 10 Religious Education program enables students to further their knowledge, skills and understanding of religion. Students study a range of units that enable them to develop their faith as well as bear witness to the values of the Catholic tradition.

Each unit allows students to personally and communally engage with their faith, showcase their religious knowledge and understanding, and demonstrate the skills of reasoning and responding. Students recontextualise Gospel themes, such as his covenant, appreciating the relevance of the teachings of Jesus within their lives. They learn that healthy relationships with God, self, others and the environment are built on respect and moral maturity. Students investigate the relevance of an historical period to the life and mission of the Church today by demonstrating knowledge of the key aspects underpinning it. Finally, they learn to pose questions, research, and communicate information about those key aspects.

Learning and teaching at the Year 10 level in Religious Education is enhanced through a Reflection Day and the College's daily approach to Religious Education and Faith Development which is supported by the prayer, sacramental and liturgical life of Thomas Carr College.

Assessment

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and a student's self-understanding. Students will have several formative tasks and at least one summative task per topic.

Contribution to Overall Score

School-assessed coursework for each topic will contribute 100% to the study score for that semester.

Future Pathways

On successful completion of Year 10 Religious Education, students will continue to build on their subject knowledge in Year 11 by electing to undertake **one** of the following: VCE Religion in Society Units 1 and 2; VCE Texts and Traditions Units 1 and 2; or Thomas Carr Religious Education.

ENGLISH

ENGLISH PATHWAYS

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English - MAGIS	English - MAGIS	English - MAGIS	SEMESTER 1 English	UNITS 1 & 2 VCE Literature	UNITS 3 & 4 VCE Literature
English	English	English	SEMESTER 2 Option 1: English	UNITS 1 & 2 VCE English Units	UNITS 3 & 4 VCE English Units
			SEMESTER 2 Option 2: Our Lingo	UNITS 1 & 2 VCE English Language (New Study Design)	UNITS 3 & 4 VCE English Language (New Study Design)
			SEMESTER 2 Option 3: Intro to Literature		

Light blue sequence is compolsory for Year 7-10

VCE students can chose more than one VCE English option in Year 11 & 12

ENGLISH: CORE SUBJECT

Course Overview

English plays a crucial role in the education and growth of young Australians, fostering self-assured communicators, critical and creative thinkers, and knowledgeable citizens. Through English, individuals acquire the ability to analyse, comprehend, communicate with, and establish connections with others and their surroundings.

The study of Year 10 English, builds on the learning in the junior years and prepares them for the VCE. The study of English is essential and equips young people with the necessary knowledge and skills for education, training, and the professional sphere and prepares them for active participation in society. English significantly contributes to developing the understanding, attitudes, and capabilities of those who will shape Australia's future.

Learning Focus

In Year 10, students engage in various in class discussions while also creating and interacting with a diverse range of texts. These texts foster enjoyment of reading, and provide informative content. They encompass a wide array of media texts such as newspapers, films, digital media, fiction and non-fiction works, short stories, and multimodal texts that delve into abstract concepts, advanced reasoning, and intertextual references.

Students cultivate a critical understanding of contemporary media and distinguish the disparities between different media texts. They explore texts from various genres that feature intricate plot sequences and hybrid structures, delving into themes related to human experiences, ethical dilemmas, and global issues within both real-world and fictional contexts, while embracing multiple perspectives. Throughout Year 10, students encounter a higher proportion of unfamiliar, technical, and figurative language, expanding their linguistic proficiency.

In Semester One, all year 10 students will complete English, which prepares them for Year 11 VCE English.

In Semester Two, students have the opportunity to explore what the other VCE English options involve. Students will select one of the following:

- English (Standard)
- English Literature: Introduction to Literature
- English Language: Our Lingo

Assessment

- Text Response essays
- Crafting Essays
- Oral Presentations
- Personal Responses
- Analytical Essays
- Semester Examinations

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Literature Option: Introduction to Literature

This subject introduces students to the world of literature. Through the exploration of a wide range of literary works, including short stories, poetry, and drama, students develop essential reading and analytical skills. They delve into the nuances of narrative voice, character development, text structures, and literary devices, fostering a deep understanding of how these elements shape interpretations and responses. This course encourages active engagement and critical thinking. responses. Analytical and writing skills are developed and this course offers an enriching experience for students who have a passion for literature and discussion.

Learning Focus

Students study various literary works, including contemporary Australian short stories, poetry, and modern drama. They analyse texts, investigating narrative voice, character development, text structures, and literary devices that elicit diverse interpretations and responses. They present viewpoints of the texts using their oral presentation skills. Students generate creative responses to the texts and develop proficiency in annotating and crafting close analysis responses. This is for students who have a passion for reading engaging in discussions.

Assessment

- Creative essays, Oral presentations, Text Analysis, Semester Examination

English Language Option: Our Lingo

This subject will cover the 'building blocks' of the English language. Students who have an interest in learning words, their origins, and the many ways they can be used, would enjoy this subject. This subject provides a taster of what is required in VCE English Language. If you are someone who finds reading novels and plays boring, but still have an interest in the language you speak, this subject might be for you. From phonetics (how we make the 'sounds' of English), to the history of English language, this subject is all about what makes English... English! Students will develop a deeper understanding of the English language both in written and oral form and will find this knowledge transferable to every subject.

Learning Focus

- The 'nuts and bolts' of English – grammar and punctuation.
- Phonics and the significance of spelling.
- How the English language that we are familiar with was created?
- How is English linked to other languages of the world?
- How was 'acceptable' English decided upon and How is English used to interact in modern society?

Assessment

- Written reports, Essays, Class presentations, Semester Examination

Contribution To Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

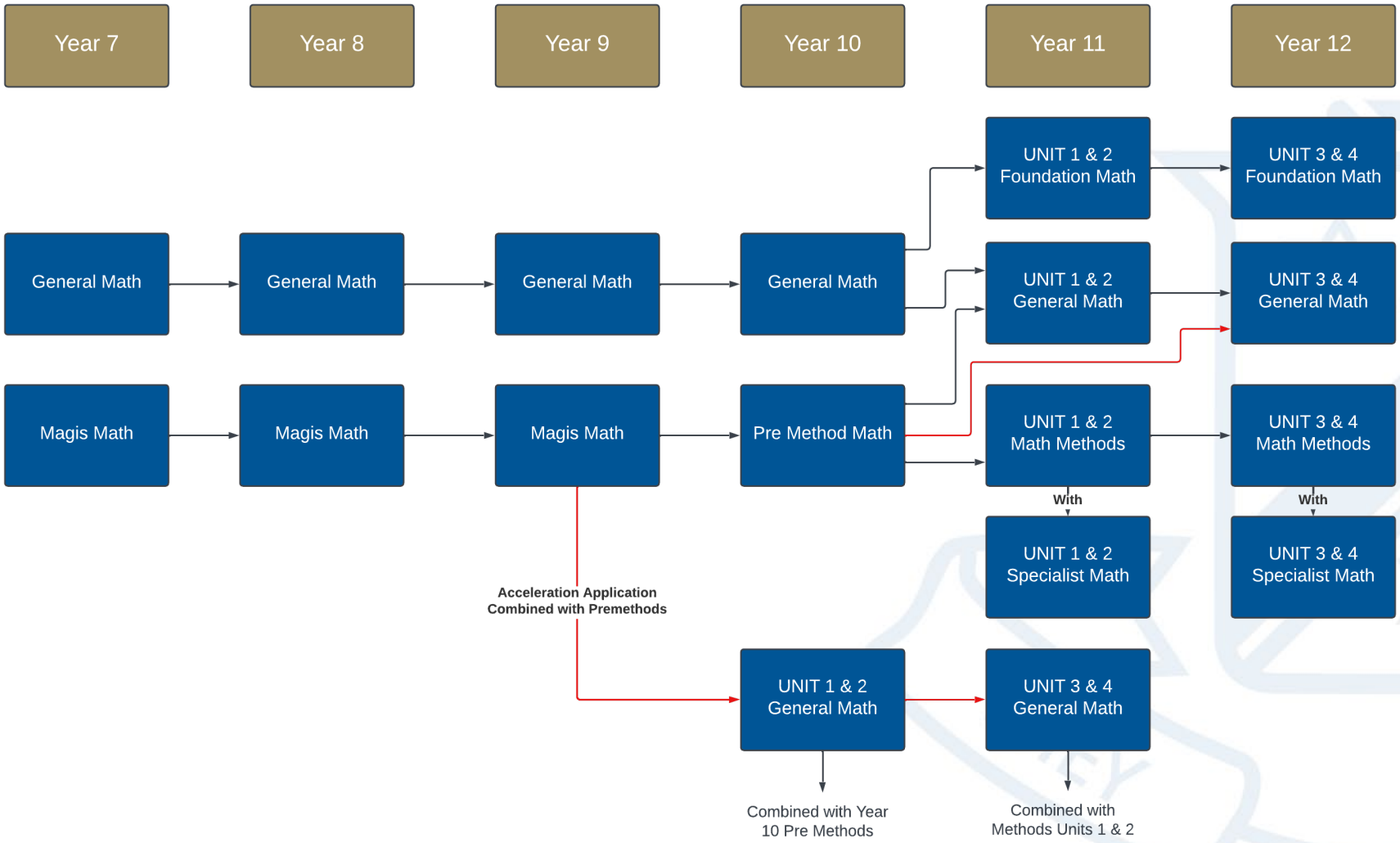
Future English Pathways

Students may continue with any of the VCE English options regardless of the choice they made in Semester Two. At the VCE level, students can select English, English Language or Literature.

VCE-VM Students can choose from VCE-VM Literacy or VCE English.

MATHEMATICS

MATHEMATICS PATHWAYS



MATHEMATICS: CORE SUBJECT

General Mathematics

Course Overview

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum provides students with a basis on which further study and research in mathematics and applications in many other fields are built. The mathematics curriculum focuses on developing sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by using mathematics to make informed decisions and solve problems. The Mathematics curriculum aims to ensure that students:

- Develop useful mathematical and numeracy skills for everyday life and work.
  See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- Acquire specialist knowledge and skills that provide for further study in the discipline.
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Learning Focus

The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each strand is organised into sub-strands

Strands	Number and Algebra	Measurement and Geometry	Statistics and Probability
Sub-strands	Number and place value	Using units of measurement	Chance
	Fractions and decimals	Shape	Data representation and interpretation
	Real numbers	Geometric reasoning	
	Money and financial mathematics	Location and transformation	
	Patterns and algebra	Pythagoras and trigonometry	
	Linear and non-linear relationships		

Assessment

- Topic quizzes and Tests and Workbook
- Semester Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

On successful completion of Year 10 General Mathematics, students can study General Mathematics Unit 1 and 2 or Foundation Mathematics Unit 1 and 2.

Foundation Mathematics: By Invitation Only

Foundations Mathematics at Year 10 level is available to a small number of students by invitation only as this study limits the options available in Years 11 and 12. If you are interested in learning more about this option please discuss with the Learning Area Leader for Mathematics in consultation with the Learning Diversity Leader and the Careers Team.

Future Pathways

On successful completion of Year 10 Foundation Mathematics, students can choose to study VCE Foundation Mathematics Unit 1 and 2 or Vocational Major Numeracy.

Pre-Methods Mathematics: Mathematics Subject Option

Course Overview

Year 10 Pre-Methods Mathematics is intended for students who require additional content to enrich and extend their mathematical study. Students who select Pre-Methods would be intending to pursue Mathematical Methods and/or Specialist Mathematics in the senior secondary years.

The curriculum provides students with a basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum aims to ensure that students:

- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline.
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Learning Focus

The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each strand is organised into sub--strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Strands	Number and Algebra	Measurement and Geometry	Statistics and Probability
Sub-strands	Real numbers	Using units of measurement	Chance
	Patterns and algebra	Geometric reasoning	Data representation and interpretation
	Linear and non-linear relationships	Pythagoras and trigonometry	

Assessment

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Book work
- Mid topic quizzes
- Examinations

There will be two end of Semester Examinations.

- Examination One is technology free where students are not permitted to use a calculator and prepared set of notes.
- Examination Two is with technology allowed where the students can bring a calculator and a bound reference consisting of student prepared set of annotated notes.

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

On successful completion of Year 10 Pre-Methods Mathematics, students can choose to study Mathematical Methods (CAS) Units 1 and 2, in combination with Specialist Mathematics Unit 1 and 2. Some students may decide to select General Mathematics Unit 1 and 2.

VCE General Mathematics Units 1 and 2: Accelerated Studies Magis Option

Course Overview

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Learning Focus

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have the ability with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated.

Assessment

Students should be able to satisfactorily demonstrate knowledge of three outcomes.

Outcome 1: Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyze and discuss these applications of mathematics.

Outcome 3: Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques.

Students will be assessed using School Assessed Coursework in the following ways.

- Assignments, tests, solutions to sets of worked questions, summary notes, modelling tasks, problem-solving tasks, mathematical investigations

Contribution to Overall Semester Score

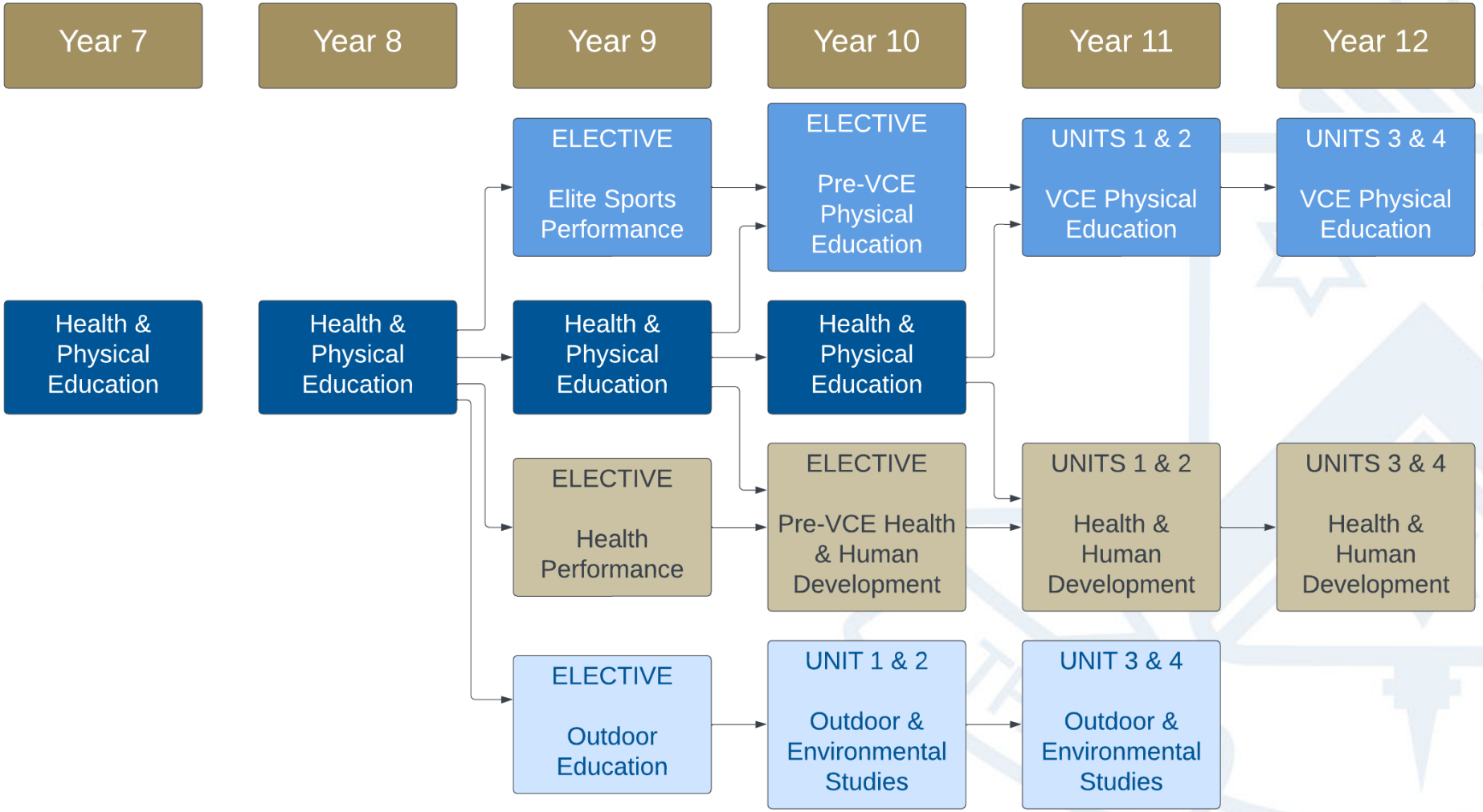
- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

The minimum recommended prior learning is Year 10 Mathematics. On successful completion of General Mathematics Units 1 and 2, students can study General Mathematics Units 3 and 4.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION PAT HWAYS



HEALTH AND PHYSICAL EDUCATION: CORE SUBJECT

Course Overview

Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies in different movement environments to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity, and in shaping cultures. Students also have the opportunity to demonstrating leadership, teamwork and collaboration.

Course Structure

All students will complete one semester of Health and Physical Education and then select either Team Sports or Recreational Sports for their second Semester.

Team Sports: Students will take part in a variety of team sports such as Basketball, Soccer and Netball with a focus on team participation and healthy competition.

OR

Recreational Sports: Students will take part in various activities such as minor games and game design with a focus on individual participation and social interactions.

Learning Focus

- Safety
- Lifelong physical activities
- Health benefits of physical activity
- Games and sports

Assessment

Students are assessed by a variety of methods including:

- A written report, such as a media analysis, a research task or a case study analysis
- An oral presentation, such as a debate or a podcast
- A visual presentation such as an annotated poster or a digital presentation
- Structured questions, including data analysis

Contribution to Overall Score

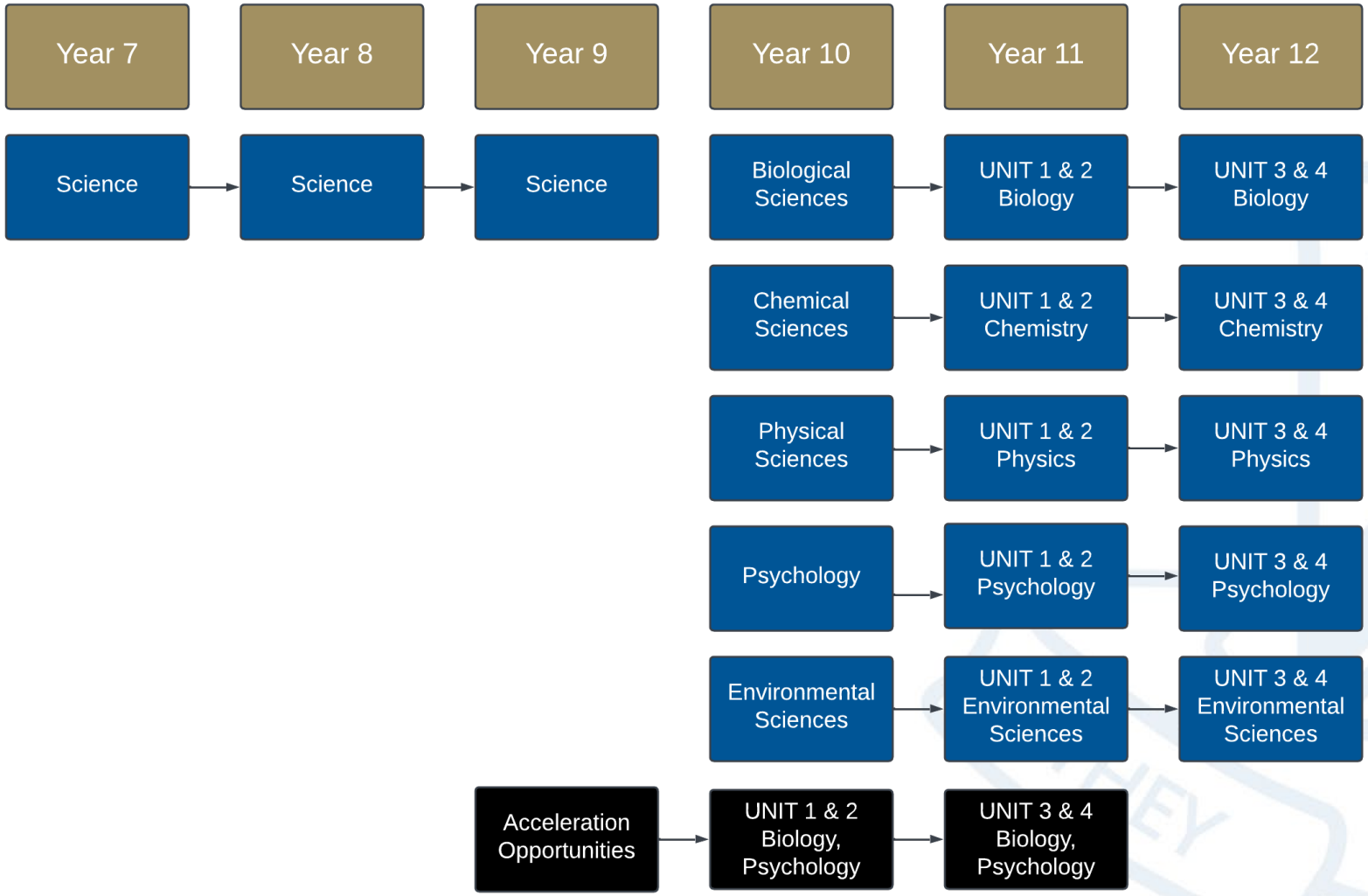
All assessments tasks contribute to the overall score for each semester.

Future Pathways

After completing Year 10 Health and Physical Education students are encouraged to continue their studies in Year 11 Health and Human Development, and Year 11 Physical Education.

SCIENCE

SCIENCE PATHWAYS



SCIENCE: CORE SUBJECT

Science – Half Semester: Science Subject Option

Course Overview

This semester unit offers students an opportunity to see where Science can be used in the general community and endeavors to engage students in critical and creative thinking activities. This study provides students with opportunities to draw connections between science streams and our society.

Learning Focus

This learning sequence will cover major concepts in science, including Biology, Psychology, Physics and Environmental Science.

In completing this subject, students will explore how science influences the community and how the community influences Science. They will also examine what it means to be a global citizen in the scientific community.

In this subject, students will explore the following topics:

- Genetics and inheritance
- Human evolution and the impact of technology on the evolution
- Trends for the periodic table and how this influences chemical reactions
- How molecules bond/react based on their atomic structure
- Motion and how external and internal forces affect every atom in the universe
- Biological bases of behaviour and forms of conditioning
- Historical and future contexts of psychologists and pseudo-psychology.
- Explore the fundamentals of the biosphere, lithosphere, hydrosphere and atmosphere.
- Investigate human impact on the environment

Assessment

This subject will be assessed in the following way:

- Written tests
- Student-led practical investigations
- Examinations

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for the study of this subject. Students who choose to complete this subject can transition into any of the five major VCE science subjects (Biology, Chemistry, Physics, Psychology and Environmental Science).

This subject has been specially designed for those students who wish to pursue a Science sequence in VCE.

Science: Full Year Option

Course Overview

This learning and Teaching sequence is targeted at students who have a love and passion for Science. This subject is a year-long science stream that prepares students for any of the five VCE science units (Biology, Chemistry, Physics and Psychology and Environmental Science). Students will explore key aspects of all four of the major science units gaining a foundation for further studies. This Year long Science will engage students in critical and creative thinking activities and provide them with opportunities to draw connections between the major science streams and how this impacts our society.

- **Chemical Sciences: S**tudents will learn about elements' atomic structure and properties and how the Periodic Table organises them. They will also investigate different types of chemical reactions and how the rate of a chemical reaction can be manipulated.
- **Biological Sciences: S**tudents will learn about DNA, inheritance, the change in species over time and evolution.
- **Earth and Space Sciences: S**tudents will learn about the global cycles and the effects of human impact. Students will also investigate cosmology and the evidence surrounding the Big Bang Theory.
- **Physical Sciences: S**tudents will learn about the description, measurement and calculation of motion, forces, energy, and their effects.

Learning Focus

In this subject, students will explore the following topics:

- Genetics and inheritance
- Human evolution and the impact of technology on the evolution
- Trends for the periodic table and how this influences chemical reactions
- How molecules bond/react based on their atomic structure
- Motion and how external and internal forces affect every atom in the universe
- Biological bases of behaviour and forms of conditioning
- Historical and future contexts of psychologists and pseudo-psychology.
- Explore the fundamentals of the biosphere, lithosphere, hydrosphere and atmosphere.
- Investigate human impact on the environment.

Assessment

- Experiments
- Practical reports
- Examinations

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for the study of this subject. Students who choose to complete this subject can transition into any of the five major VCE science subjects (Biology, Chemistry, Physics, Psychology and Environmental Science). This subject has been specially designed for those students who wish to pursue a Science sequence in VCE.

Sustainability And Our Future: Semester Elective Subject

Course Overview

The future of the environment is a highly debated concept in today's political climate. It is crucial that people understand the impact waste and non-renewable energy sources have on the future of humanity.

When students take part in 'Sustainability and our Future they will explore the hard-hitting facts surrounding climate change and some of the things we can do to protect future generations. In undertaking, this study students will have the opportunity to work with experts in the industry to explore sustainable solutions to some of the real-world challenges that our community is faced with.

Learning Focus

In 'Sustainability and our Future', students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

Students will focus on the following topics:

- Renewable energy sources exploring the advantages, disadvantages and the challenges
- Global warming, examining the real causes and the future both apocalyptic and pristine.
- Conservation practices and techniques to prevent extinction and protect endangered organisms
- Human impact and our impact as living members in a delicate global system.

Assessment

The assessment for this subject will consist of one or more of the following:

- Fieldwork reports
- Case studies
- Practical reports involving the collection of primary data
- Scientific poster
- Community engagement/awareness campaign
- Practical report using primary and/or secondary data

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for this subject. This study will lead to VCE Environmental Science, VCE Geography, VCE Biology and VCE Outdoor Education.

HEALTH & PE: ELECTIVES

Pre-VCE Physical Education

Course Overview

Pre-VCE PE is designed to provide a solid foundation for further studies for students that are interested in the VCE Physical Education pathway. Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity and sport, using practical activities to demonstrate how correct application of these principles can lead to improved performance. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport, and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery. Students consider the cardiovascular, respiratory, and muscular systems and the roles of each in supplying oxygen and energy to the working muscles and evaluate the chronic adaptations to training.

Learning Focus

- Skill acquisition principles
- Biomechanical principles for analysis of human movement
- Body systems and the contribution to energy production
- Acute responses and chronic adaptations

Assessment

Student performance on each outcome is assessed using the following:

- Structured questions
- Case study analysis
- Written report
- Reflective folio
- Oral presentation

Contribution To Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

After completing Pre-VCE PE in Year 10 students are encouraged to continue their studies in Year 11 Physical Education.

Pre-VCE Health and Human Development

Course Overview

Pre-VCE HHD is designed to provide a solid foundation for further studies for students that are interested in the VCE Health and Human Development pathway. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social, and economic conditions in which people live. Students research health improvements and evaluate successful health promotion campaigns or programs to promote health and wellbeing.

Learning Focus

- Understanding health and wellbeing
- Developmental transitions
- Health and wellbeing in a global context
- Promoting health and wellbeing

Assessment

The student performance on each outcome is assessed using the following:

- Case study analysis
- Structured questions
- Data analysis
- Written report
- Oral presentation, such as a podcast

Contribution to Overall Score

Assessment Tasks: 60%

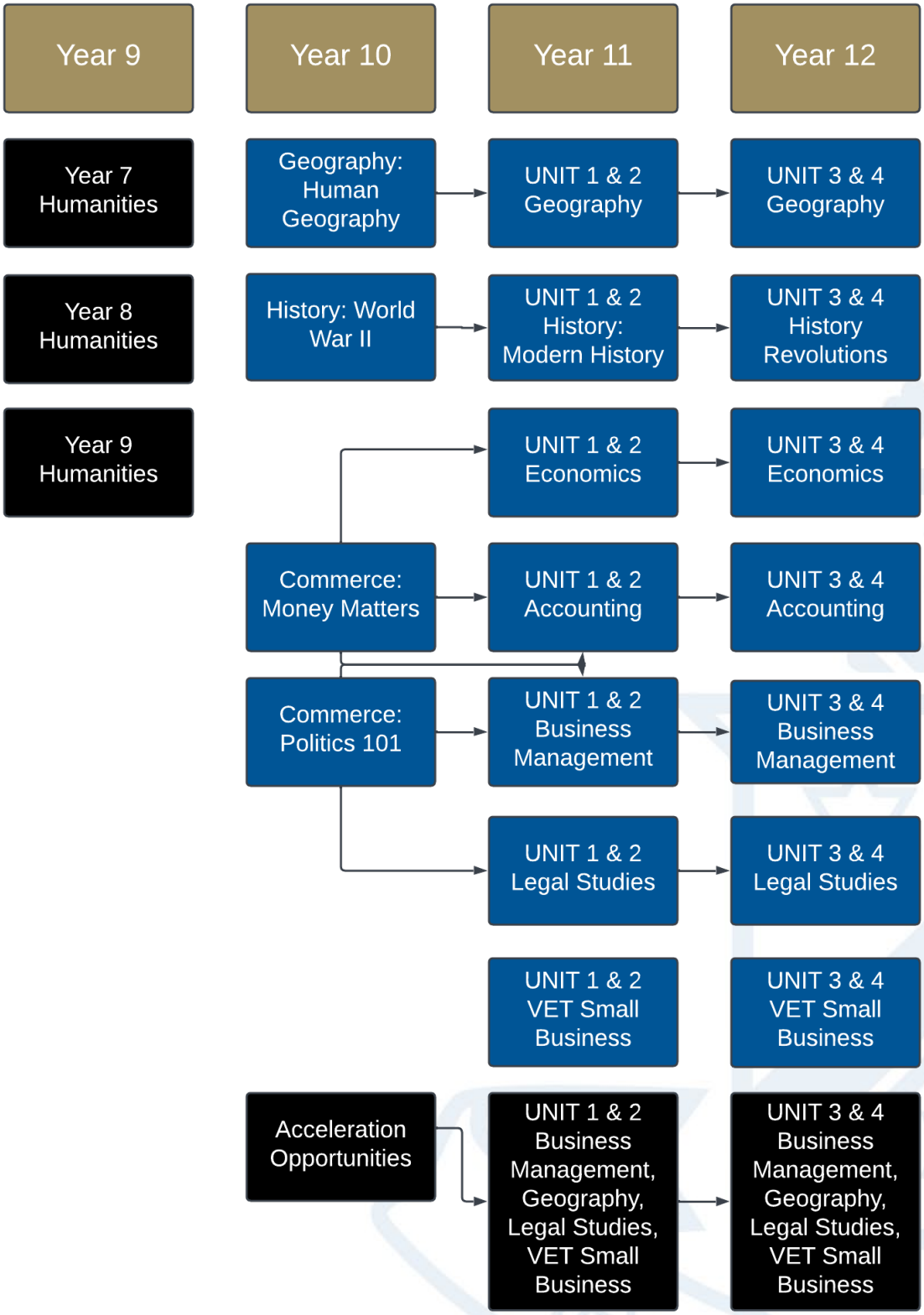
Semester Examinations: 40%

Future Pathways

After completing Pre-VCE Health and Human Development in Year 10 students are encouraged to continue their studies in Year 11 Health and Human Development.

HUMANITIES: ELECTIVES

HUMANITIES PATHWAYS



History - World War II

Course Overview

In this History elective, students delve into how the end of the First World War brought about the beginning of the Nazi Party and encouraged Hitler to spread his power throughout the world. Students study the effects of World War II and the changes it brought to life on the Australian Homefront. Students explore the significance of the international relationships Australia built with Britain, USA and Asia. Student also look at an overview of the key events of World War II and the impact the Holocaust had on the world during the 20th Century and today.

Learning Focus

- The making of the Modern World
- Key events and ideologies of WWII
- Hitler's rise to power and the evolution of the Holocaust
- War in the Pacific and the impact it had on Australia

Assessment

Students will complete the following:

- Historical Essay on the impact of WWII on the Australian Home front
- Source Analysis on the Australian Battle Experience
- Research Task on the Atomic Bomb
- Examination

Contribution to Overall Semester Score

Assessment Tasks: 60%

Semester Examinations: 40%

Future Pathways

Unit 1 & 2 History: 20th Century

Commerce: Politics 101

Course Overview

In Politics 101, students engage with key political, social and economic issues. Students are introduced to the key ideas relating to the exercise of political power and its influence. In this subject, students begin thinking critically about their democratic rights and become informed citizens, voters and participants in local, national and international communities. Students analyse how the media and social media influences political choices and global events.

Learning Focus

- Australian government's role and responsibilities
- Foreign Aid and the United Nations
- Media influence, including social media
- The influence of international legal obligations on Australian law
- Impact on Aboriginal and Torres Strait Islander peoples

Assessment

Students will complete the following:

- Analytical Essay
- Report on Key Political Event
- Examination

Contribution to Overall Semester Score

Assessment Tasks: 60%

Semester Examinations: 40%

Future Pathways

Unit 1 & 2 Business Management

Unit 1 & 2 Legal Studies

Unit 1 & 2 Accounting

Commerce: Money Matters

Course Overview

In Money Matters, students build an understanding of the ways in which individuals, families, the community, workers, businesses and governments make decisions about the allocation of resources. Students learn about the processes of economic and business decision making at a local and global level. Students develop transferable skills that enable them to identity and investigate contemporary economic and business issues and events. Students focus on consumer and financial literacy where they will learn about income, savings, and personal budgeting. Students' complete tasks that require budgeting for a major purchase and explore ways to best manage their money. Students explore the meaning of dangerous debt and the consequences of credits and loans.

Learning Focus

- Resource allocation
- Economic performance and living standards
- Financial risk and rewards
- Cost-benefit analysis
- Budgeting and saving

Assessment

Students will complete:

- Budgeting Task
- Case Study and Questions
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- Unit 1 & 2 Business Management
- Unit 1 & 2 Economics
- Unit 1 & 2 Accounting

Geography: Human Geography

Course Overview

In Human Geography students look at the idea of human wellbeing and how this can be measured. Students explore factors of health, wealth, education and the economy and how these things impact our wellbeing. Students develop an understanding of how these change between developing and developed countries and evaluate the difference in living standards. Students also investigate different land environments and the causes and consequences of changing environments. Students research different environments that are under threat due to human activity and explore strategies to manage change and protect these environments.

Learning Focus

- Human wellbeing
- Living standards
- Influence of global brands
- Mass production and marketing
- Analysis of different types of media like graphs and data

Assessment

Students will complete:

- Research Report
- Fieldwork and case study report
- Examination

Contribution to Overall Semester Score

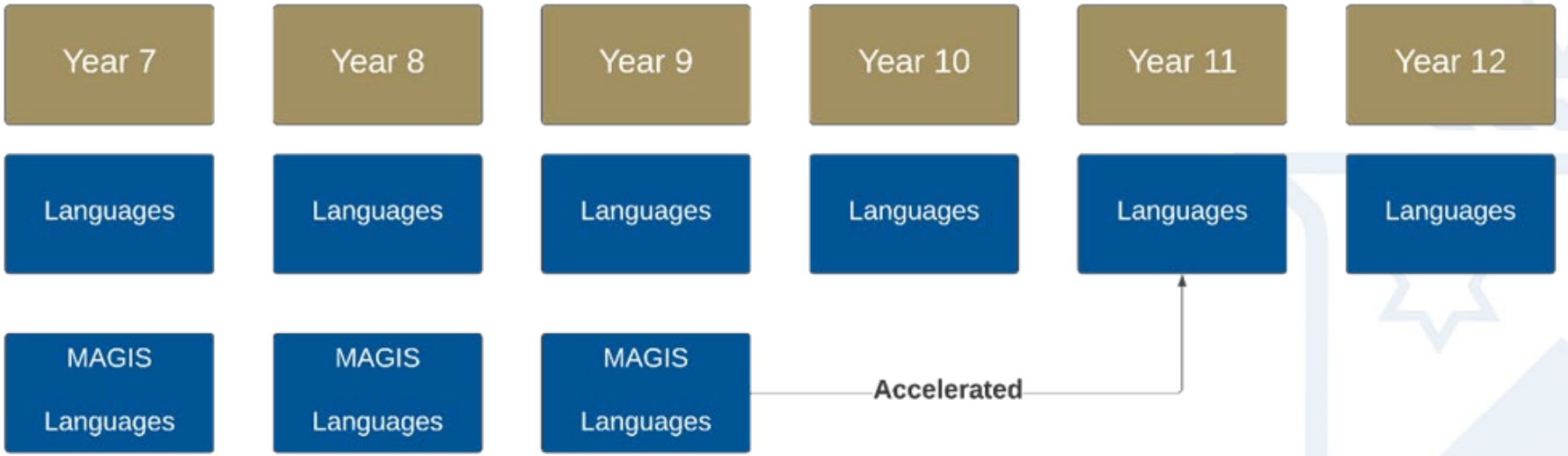
- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- Unit 1 & 2 Geography
- Unit 1 & 2 Outdoor Education
- Unit 1 & 2 Health and Human Development

LANGUAGES: ELECTIVES

LANGUAGES PATHWAYS



Languages on offer are Chinese (Mandarin), Indonesian or Italian

Indonesian

Course Overview

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Indonesian speaking, listening, viewing, reading, and writing, they compare aspects of life in Indonesia with those in multicultural Australia, and the impact of some of these aspects on the way people behave and use language.

Students explore the extent and limitations of their Indonesian, whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules, and differences from English. They realise that words and concepts may not have a direct equivalent in another language.

Learning Focus

In Year 10, students continue developing their writing, viewing, reading, speaking and listening skills in Indonesian both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on personal world, travelling around Indonesia, and looking into different cultural practices and products and Health.

Students will acquire understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE. Students who select Indonesian in Year 10 must study it for two semesters to ensure a consistent acquisition of the language skills.

Assessment

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary, and grammar tests
- Role Play on self-introduction
- Writing imaginative stories about the Dayak or Torajan People
- Oral Presentation

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

It is strongly recommended that students have completed Year 9 Indonesian to adequately prepare themselves for this subject. However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Year 10 Indonesian without having completed Year 9 Indonesian. This could include students who wants to learn both Indonesian and Italian in Year 10.

Students who take Year 10 Indonesian have the option to progress to VCE Indonesian Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

Italian

Course Overview

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Italian speaking, listening, reading, and writing, they compare aspects of life in Italian with those in multicultural Australia, and the ways in which these aspects influence how people behave and use language.

Students explore the extent and limitations of their Italian, whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules and differs from English. They realise that words and concepts may not have a direct equivalent in another language.

Learning Focus

In Year 10, students continue developing their writing, viewing, reading, speaking, and listening skills in Italian both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on health, fitness and nutrition, future plans, the weather, childhood and the Renaissance period.

Students will acquire understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE.

Students who select Italian in Year 10 must study it for two semesters to ensure a consistent acquisition of the language skills.

Assessment

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary and grammar tests
- Role Plays
- Making a pamphlet for healthy living
- Oral Presentation

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

It is strongly recommended that students have completed Year 9 Italian to adequately prepare themselves for this subject. However, students may request a meeting with the Learning Leader: Languages to discuss the opportunity to study Year 10 Italian without having completed Year 9 Italian. This could include students who wants to learn both Indonesian and Italian in Year 10.

Students who take Year 10 Italian have the option to progress to VCE Italian Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

STEM ELECTIVES

The Future Of Flight (Aviation And Rocketry)

Course Overview

This course is designed for students who have a passion for science, technology, engineering, and mathematics. Rocketry will provide students with the opportunity to engage with rocket systems, coding, and entrepreneurship. This course links in with industry experts to build essential skills, through a 'hands-on' and teamwork approach to learning.

Learning Focus

Students will explore a wide variety of industrial applications of rockets and the future of rockets in humanity's story. Students will design, prototype a working rocket, and gain a deep understanding of the science and technology behind how rockets work.

This will be explored through the following:

- The importance of rocket systems
- Colonisation
- Rocket design
- Prototyping
- Artificial intelligence
- Space: the final frontier.

Assessment

Students will be assessed against each Outcome using one type of assessment from the list below:

- Learning Portfolio
- Practical - Live firing of a rocket
- Written Report – Planning for the future.

Contribution to Overall Semester Score

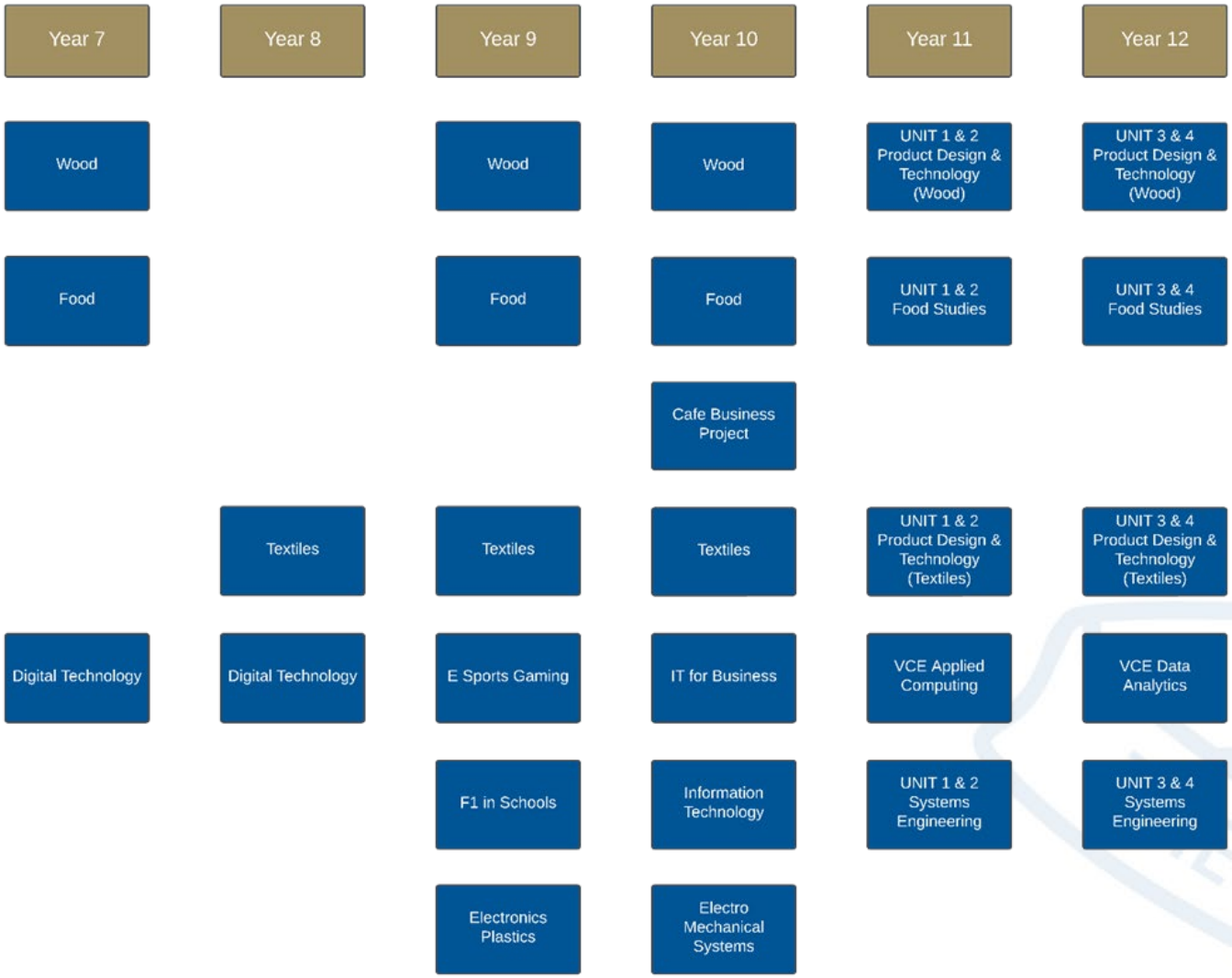
- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for this subject, however it is recommended that students complete the Aviation elective in Year 9. Students may continue their study in VCE Physics and Chemistry.

TECHNOLOGY: ELECTIVES

TECHNOLOGY PATHWAYS



IT For Business

Course Overview

Using digital technology is an important aspect in the world of business. This subject is designed to give an understanding of various tools used in the businesses.

Learning Focus

Students in IT for Business will develop an understanding of how to use the following tools:

- How networks are created and used in small/ large scale businesses
- How to create and use Databases and Spreadsheets for managing information like clients' details, stock information
- Flow systems for streamlining and automating tasks
- Problem solving for business

Assessment

Students will be assessed using the following tasks:

- Creating a database
- Flow portfolio
- Network Portfolio
- Examination

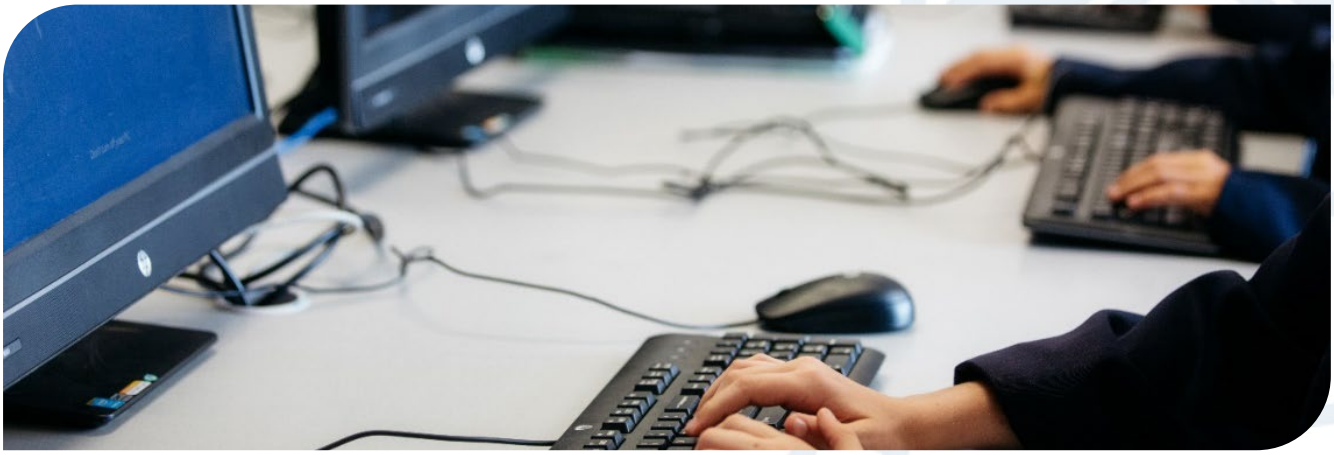
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for this subject. Pathways after this subject:

- VCE Applied Computing
- VET Integrated Technologies
- VET Information, Digital Media and Technologies



Design Technology: Wood, Metal, Plastic

Course Overview

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 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 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 the impact of controlled logging has on the environment.

Assessment

Students studying Year 10 Design Technology will be expected to complete the following assessment tasks:

- Design Brief
- Investigation Product Design
- Production and Evaluation of their product
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE Product Design and Technology

Electro-Mechanical System Design

Course Overview

This subject offers students the opportunity to acquire an understanding of how technological concepts play a pivotal role in designing the systems and structures used in modern life.

The subject will also provide a sound basis for those students who choose Systems Engineering at VCE level.

Learning Focus

Students will be exposed to a variety of learning opportunities focussed on Electro–Mechanical system design.

The course will involve four discrete sections.

- Structures and Forces
- Mechanisms and Motion
- Electronic Systems
- Electro –Mechanical System Design

Assessment

Students will be assessed using the following tasks:

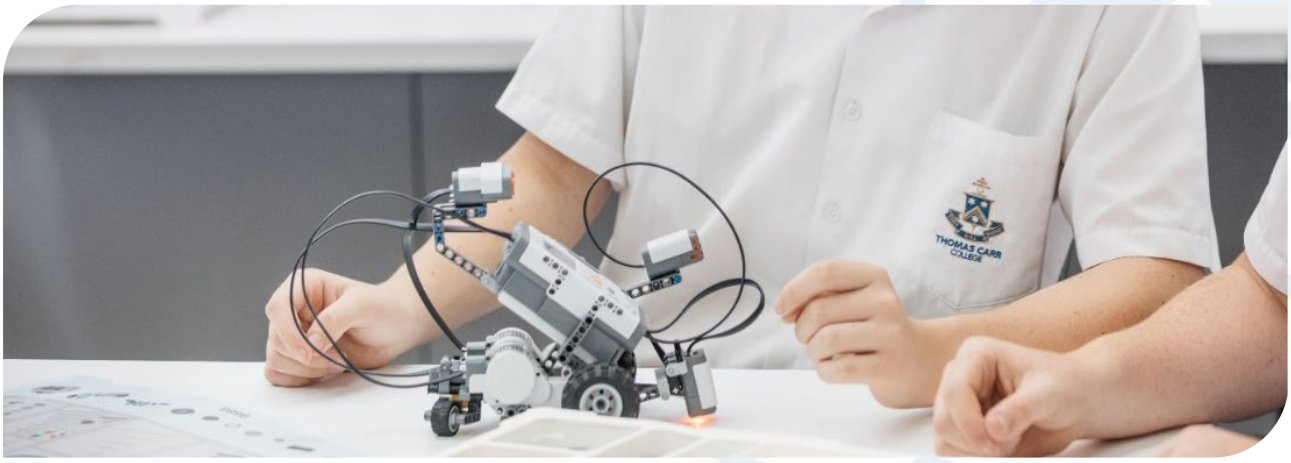
- A group task involving the design and construction of a solution to a set problem.
- A short engineering design folio realising their design ideas.
- Constructing simple electronic control circuitry and completing associated worksheets explaining the reasoning behind their chosen solutions.
- The Electro–Mechanical System Design section will be assessed individually with students required to successfully combine their previously designed Mechanisms and Motion project with their Electronic Control System designs.
- Semester examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE Systems Engineering



Café` Business Project

Course Overview

To provide students with the practical skills and theoretical knowledge needed to investigate, design, produce and analyse a range of food items that are typically provided in a café setting. Students will investigate the real-world elements and the business management of a café business.

Learning Focus

Throughout this unit, the learning focus will be:

- The exploration of various ingredients, cooking techniques and flavors used in the preparation and production of typical cafe dishes.
- Gain the knowledge and experience required to design and produce café inspired dishes based on different dietary needs and preferences
- Design, produce and analyse dishes for a range of customers

Assessment

Students complete the following tasks throughout this unit.

- Practical Evaluations -Completion of teacher generated evaluations of dishes prepared throughout the semester.
- Survey and analysis -of established business.
- Design and Production Tasks -Students design suitable dishes for customers of different dietary requirements, cultures, socioeconomic differences.

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VET Hospitality
- VET Business Management
- VCE Unit 1 and 2 Food Studies
- VCE Business Management
- VET Kitchen Operations

Food Technology: Foods Of The Pacific Rim

Course Overview

To provide students with the practical skills and theoretical knowledge needed to investigate, design, produce and analyse a range of traditional food items from the Pacific Rim countries. They work with a range of ingredients and traditional utensils used in the preparation of specific Asian and South American countries located along the Pacific Rim. Students will further explore these sweet and savory dishes comparing them with other dishes from around the world.

Learning Focus

Throughout this unit, the learning focus will be:

- The exploration of various ingredients, cooking techniques, flavours and traditional equipment used in the preparation and production of Asian and South American Pacific Rim dishes.
- Gain the knowledge and experience required to design and produce Pacific Rim inspired dishes based on dietary needs and preferences.

Assessment

Students complete the following tasks throughout this unit.

- Practical Evaluations -Completion of teacher generated evaluations of dishes prepared throughout the semester
- Design and Production Task -Students will be assessed on their practical skills and their ability to be able to produce quality dishes in the kitchen setting.

Future Pathways

- VCE Unit 1 and 2 Food Studies
- VET Kitchen Operations
- VET Hospitality

Textiles: Fashion Design

Course Overview

Students will become critical users of technologies, designers and producers of designed solutions for sustainable futures. They will use critical and creative thinking strategies to generate innovative ethical design ideas to communicate to a range of audiences.

Using industry practices students will learn how to manipulate a range of materials and components to transfer the knowledge and skills from design and technologies to create new design options.

Learning Focus

Students progress from basic drawing to using technical terms and techniques and using digital technologies to produce three-dimensional drawings and prototypes focusing on fast fashion streetwear.

Students consider the economic, environmental, and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.

Assessment

- Folio 1: Investigate and Generate
- Folio 2: Planning, managing and Evaluation
- Production
- Semester Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

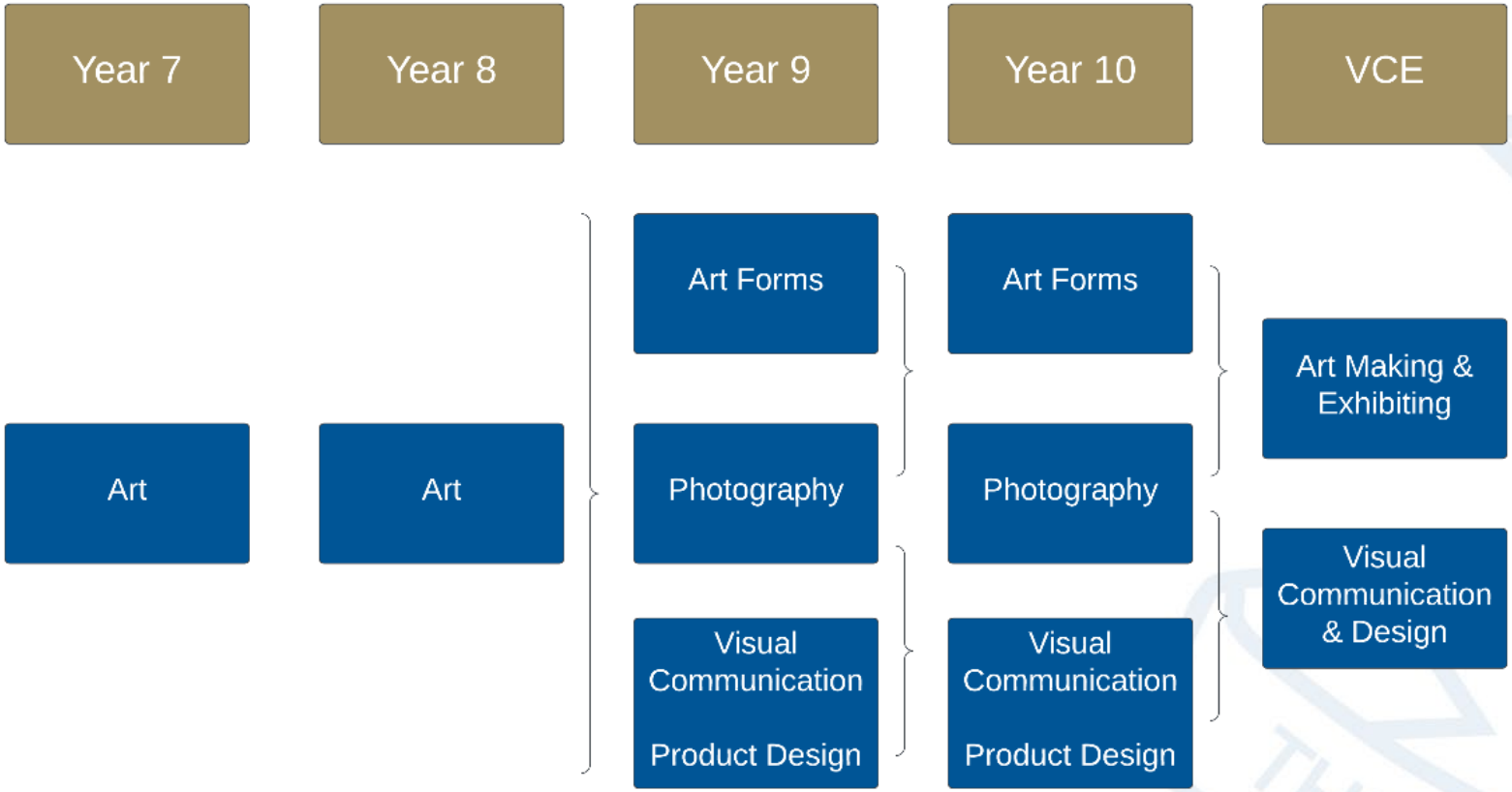
Future Pathways

- VCE Product Design and Technology Textiles
- VCE VET Cert II Applied Fashion Design and Technology

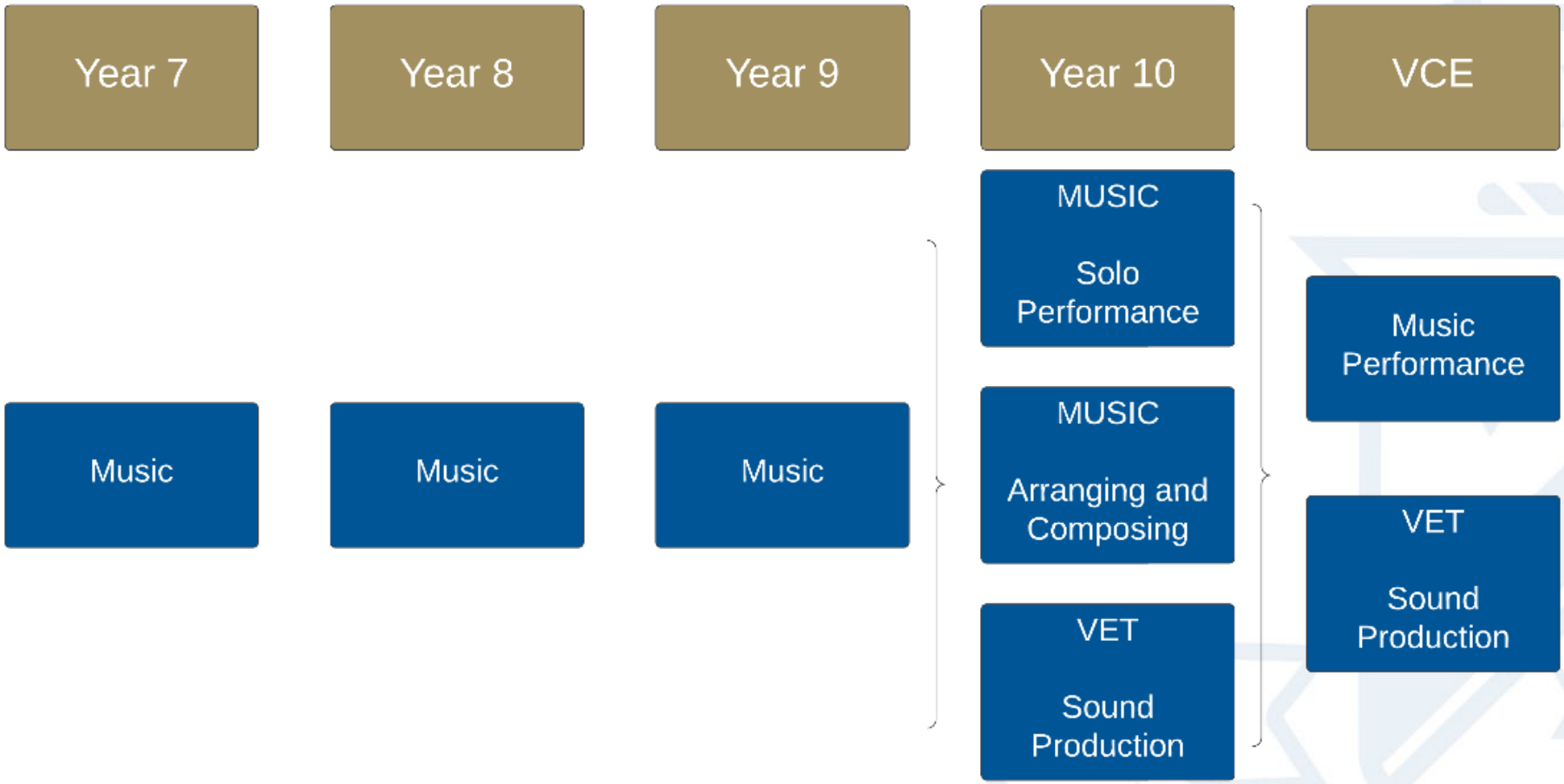
THE ARTS: ELECTIVES

THE ARTS PATHWAYS

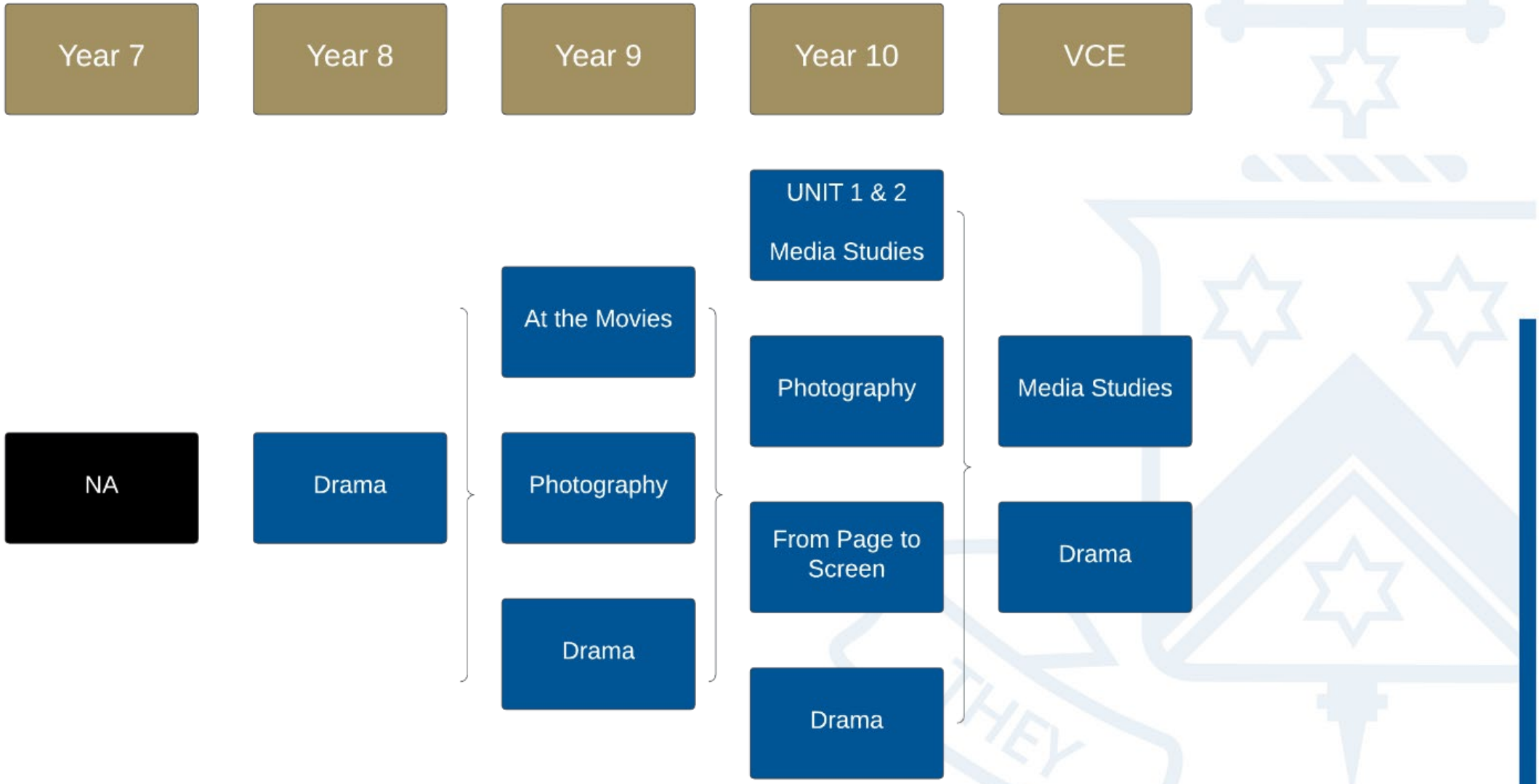
Visual Arts Pathway



Music Pathway



Performance Arts Pathway



Art Forms

Course Overview

Students develop their knowledge of equipment and mediums relevant to two-dimensional art, specifically drawing and painting. Students incorporate the elements of art and principles of composition, including exploring techniques to create a folio works and one finished artwork. This will be developed using the design process within a folio.

Students develop analytical skills to interpret the content, structure, characteristics and role of art in different cultural contexts. this is achieved through studying the way artists from different times and cultures have explored art practice and themes.

Learning Focus

To explore concepts, techniques and visual styles using two-dimensional mixed media with a focus on drawing, painting. Students develop an ability to communicate ideas and meaning through the use of the design process previously taught and developed. Students will create and present a portfolio of two-dimensional artwork, including several final artwork pieces that explore theme, specific techniques and styles.

The key concepts of how to analyse, interpret and discuss the aesthetic qualities of artworks will be taught. This is achieved through a combination of written theory and annotated research that contributes a vital part of the folio work. This includes how artists from different times and cultures have explored different themes, and how they have used learnt techniques to develop their original artworks.

Assessment

A Folio consisting of the following:

- Task 1: Cross-hatching and stippling (drawing)
- Task 2: Mixed media design
- Task 3: Appropriated Artwork
- Task 4: Semester Examination

Future Pathways

- VCE: Art – Making & Exhibiting
- Visual Communication Design
- Media Studies

Drama

Course Overview

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.

Assessment

- Solo performance
- Group performance
- Theory Assignment
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE: Drama
- Media Studies

From Page to Screen

Course Overview

What is better, the movie or the book? This subject is all about those works of literature that have found their way from page to the big screen. Through studying movie adaptations or transformations and their well-known written counterparts, students will develop their comparative writing, close scene analysis, and creative media skills (podcasting).

Students will be reading and discussing a variety of classic and modern literary texts, their social and historical contexts, characterization, setting and related issues and concerns, and they will compare, contrast, and evaluate these with their on-screen equivalents.

Learning Focus

Literary and Cinematic Techniques: Discovering and analysing the techniques employed by authors and directors, as well as the impact on readers and audiences.

Critical Review: Researching critical reviews and using them to direct students' own writing.

Directorial and Authorial Views and Values: How does an author or director's own context impact upon their work?

Symbolism and Translation to the Screen: What is symbolism? How is symbolism used? How does a literary work translate to the 'big screen'?

Assessment

- Writing Task: Literary Adaptations and Techniques
- Written Review: Written Research, critical and comparative review of a chosen pair of texts
- Media Focus: Adapting your writing pieces into a creative Podcast
- Semester Exam

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE Literature
- VCE Media Studies
- VET Screen and Media

Music Arranging And Composing

Course Overview

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.

Assessment

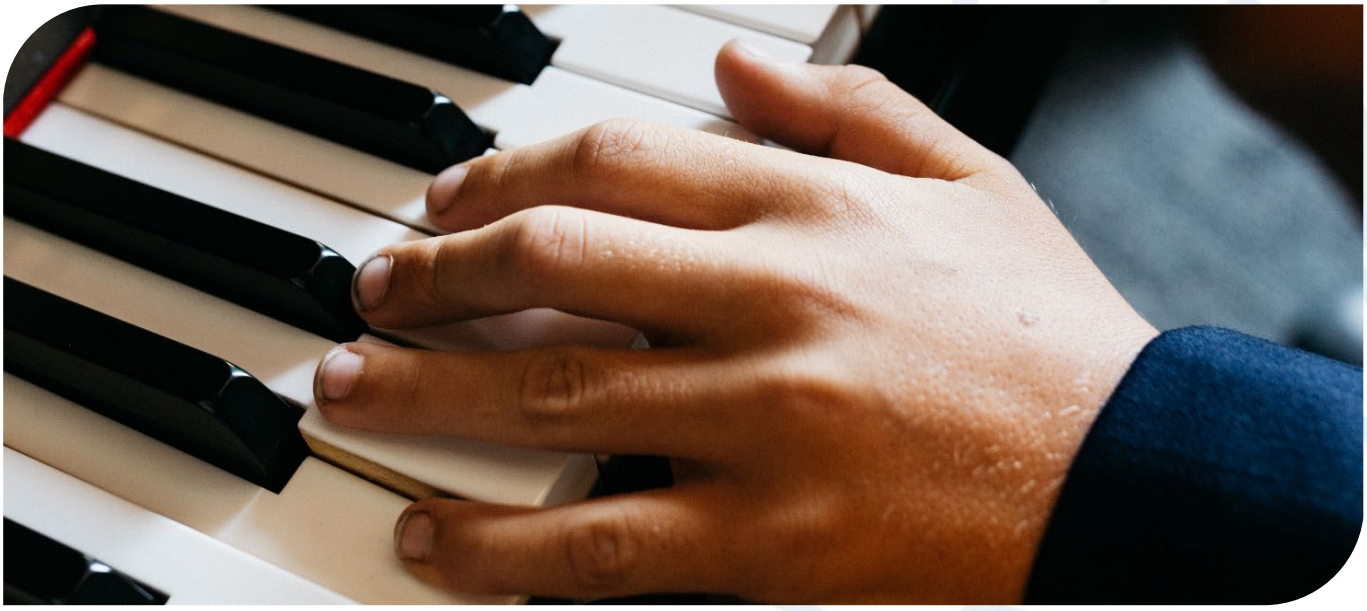
- Students present to a selected audience a solo or group performance of an arrangement of a popular song they have devised and published.
- Students also present a solo or group performance of an original composition using a written brief and a traditional musical form as the basis.
- A theoretical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

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE Music Performance
- VET Music Industry



Music Solo Performance

Course Overview

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 their instrument.

Assessment

- 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.
- A selection of technical work that assist and support their playing of their solo pro- gram.
- A theoretical examination is undertaken that focuses on scales, intervals, chords and melodic and aural recognition.

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE Music Performance
- VET Music Industry

Photography

Course Overview

The study of Creative 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 the many styles that will be taught including portrait, landscape, and mixed media design projects.

Learning Focus

Students are introduced to or continue to learn about the features and functions of Digital Lens Reflex (DLR) cameras. The practical folio focuses on further exploring ideas and continuing to experiment with creative photographic techniques via digitally produced and enhanced imagery.

This unit is designed to offer both revision and extension tasks to those students who have previously undertaken a photography unit in Year 9. This highly creative photography course aims to develop individuals who are both aware of their environments and its particular aesthetic qualities.

Students study the conservation and preservation of the photographic art form and the display methods involved with this light sensitive art form during exhibitions. The creative design process is used in the folio work consisting of original and edited photography, written assessment tasks and research, and detailed annotations focused on photographic analysis.

Assessment

- Digital Portfolio (original photography)
- Australian Photographers Research Assignment
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE: Art – Making & Exhibiting
- Media Studies
- Visual Communication & Design

Visual Communication - Product Design

Course Overview

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 the art elements and principles of composition, such as exploring different textures and forms. Together with freehand drawing techniques, editing software such as Adobe Illustrator will be used to create design work and final artworks.

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.

Assessment

- Practical Design Folio: Exploring product design and promotional material
- Research Design Field Assignment
- Design Analysis Tasks
- Examination

Contribution To Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- VCE: Visual Communication and Design
- Art – Making & Exhibiting

YEAR 10 PROGRAM PLANNER

STUDENT NAME:	

Please note the following when completing the Program planner below:

- For the **Core Subjects** where there is a Choice option – highlight which subject choice you would like to make.
- For the **Elective Subjects, which can be timetabled in either semester 1 or 2**
  - Write in the name of the subject. *i.e., IT for Business*
  - If selecting Full Year Science for Elective #1 you must also select Full Year Science for Free Elective #4
  - VCE or VET Accelerated Subjects take up two elective blocks. If you have applied to accelerate in either a VCE or VET subject write it under Free Elective #3 and Free Elective #6

	CORE SUBJECTS					ELECTIVES		
	Religious Education	**English**	**Mathematics (choice)**	**Health & PE**		**Science Compulsory Elective #1**	**Humanities Compulsory Elective #2**	**Free Elective #3 or Accelerated**
Semester 1		**Year 10 English**	General Mathematics or Pre- Methods or → Foundation Mathematics	**Year 10 Health & PE**	**Semester 1 and/or Semester 2**			
	Religious Education	**English (choice)**	Mathematics **(choice)**	**Health & PE (choice)**		**Free Elective #4**	**Free Elective #5**	**Free Elective #6 or Accelerated**
Semester 2		English or Literature Intro or Our Lingo	General Mathematics or Pre- Methods or Foundation Mathematics	Team sports Or Recreational sports				

Student Signature:		**PaLM Signature:**		**Parent Signature:**	
Date:		**Date:**		**Date:**	

MY YEAR 11 PLANNER

My Career Aspirations Are:

Pre-requisites:

The Vocational Major(VM) is also a VCE Pathway. The study of a VET is compulsory in the VM. A VET can be included in a VCE program as well. If you are not sure yet about the VCE or Vocational major pathway, you are strongly recommended to keep your options open by choosing a VET.

	Religious Education	English Unit 1&2	VCE Choice Unit 1&2 OR Unit 3&4 (Accelerated)	VCE Choice Unit 1&2	VCE Choice Unit 1&2	VCE Choice Unit 1&2	VCE or VET Choice Unit 1&2
Semester 1							
Semester 2							

MY YEAR 12 PLANNER

	Religious Education	English Unit 1&2	VCE Choice Unit 1&2 OR Unit 3&4 (Accelerated)	VCE Choice Unit 1&2	VCE Choice Unit 1&2	VCE Choice Unit 1&2
Semester 1 and 2						

APPENDIX 1: VET TUITION FEES AND SUBSIDIES TABLE

Tuition Fees apply to VCE students undertaking a VET Course.

COURSE CODE	CERTIFICATE	VENUE	MATERIALS FEES in 2023*	SUBSIDISED TUITION FEES
HLT33015	Certificate III in Allied Health Assistance (Part. Completion)	The Gordon	$250	$1,000
ACM20117	Certificate II in Animal Studies	Manor Lakes P-12 College	$250	$1,000
MST20616	Certificate II Applied Fashion	Thomas Carr College	$250	$1,000
AUR20716	Certificate II in Automotive Vocational Preparation	The Grange P-12 College	$450	$1,000
22338VIC	Certificate II in Building and Construction- Bricklaying	Thomas Carr College	$450	$1,000
BSB30115	Certificate II in Business (Partial Cert III)	Hoppers Crossing Sec. College	$250	$1,000
CHC22015	Certificate II in Community Services (Partial Cert III)	Werribee Sec. College	$250	$1,000
CUA20113	Certificate II in Dance	Hoppers Crossing Sec. College	$250	$1,000
CHC30113	Certificate III in Early Childhood Education & Care	WCEC	$250	$1,000
22261VIC	Certificate II in Electrotechnology Studies (pre-vocational)	Wyndham Central College	$450	$1,000
22470VIC	Certificate II in Engineering Studies	MacKillop College	$450	$1,000
MSF20516	Certificate II in Furniture Making	Thomas Carr College	$450	$1,000
AHC20416	Certificate II in Horticulture	Werribee Park	$250	$1,000
SIT20416	Certificate II in Hospitality	Victoria Uni. Footscray	$450	$1,000
ICT30118	Certificate III in Information, Digital Media & Technology	Wyndham Central College	$250	$1,000

VENUE LOCATIONS

The Gordon

24 Watton Street, Werribee 3030

Manor Lakes P-12 College

2-50 Minindee Road, Wyndham Vale 3024

Thomas Carr College

35 Thomas Carr Drive, Tarneit 3029

TTC - The Grange P-12 College

30 Deloraine Drive, Hoppers Crossing 3029

Hoppers Crossing Sec. College

2 Fraser Street, Hoppers Crossing 3029

Werribee Sec. College

45 Duncans Road, Werribee 3030

Werribee Park

25 Whites Rd, Werribee South

WCEC

20 Synnot St, Werribee 3030

TTC - Wyndham Central College

101 Shaws Road, Werribee 3030

TTC - MacKillop College

1-29 Russell Street, Werribee 3030

Victoria University

Nicholson Street, Footscray

Heathdale Christian College

15 Derrmut Rd, Werribee

Warringa Park School

Cayleys Rd Campus, 10 Cayleys Rd, Werribee South