Principal's Message

Movement into Year 9 & 10, the 'Pathways Years', can be challenging for many students. We recognize young people who have, over nine years of schooling, developed personal learning styles, individual intelligences and an understanding of those subject areas for which they have innate skills and enjoy. During the next two years we seek to further enhance our students' natural skills and talents and support them in developing the skill areas that are required as they move up to the senior years.

Year 9 and 10 are years of enhancement and expansion – more than ever before, decisions have to be made about personal learning. The elective program at Years 9 and 10 is extensive and seeks to cater to a wide range of educational pursuits. In addition, the maintenance of core subjects at these levels ensures a safety-net for those seeking to look beyond their time at MacKillop College to future opportunities and pathways.

During these years students will be asked to explore their potential, to imagine themselves in the future and to start contemplating career trajectories through our extensive courses at Year 9 & 10 and our Careers Program. These initiatives support students in making logical and well-considered subject choices that will enable goals to be achieved, and at the same time, to maintain sufficient flexibility to enable options to remain open.

This Handbook is intended as a guide to the 'Pathways Years' to be kept as a reference. If at any time more information is required than is provided in this handbook, the Coordinators of Years 9 and 10, the Homeroom staff and Leadership of the College are ready to assist.

We believe that our program is comprehensive, well-targeted and represents our genuine belief in the value of our Year 9 and 10 students. I wish all students well in your new educational journey.

Rory Kennedy

Principal

Our Vision Statement

Celebrating all life
Challenging all people
Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly-evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Year 9 and 10 Curriculum Outline

All students in Year 9 and 10 study subjects from the following Learning Areas:

Religious Education
English
Mathematics
Science
Health and Physical Education
Humanities
Languages
The Arts

- Technologies Design and Technologies
- Digital Technologies

The school timetable is based on a two-week cycle and is structured into three 100-minute lessons.
At Year 9, students continue to study the language chosen in Year 7. Throughout the year part of the curriculum requires students to attend student-lead whole school assemblies which can occur at any part of the 10 day cycle.

The following tables list the learning units and specific requirements in each Learning Area at each year level.

Year 9 Learning Units

Learning Area	Learning Area Unit Choices	Requirements
English	▪ English ▪ English Enhanced **(Select Entry)**	▪ Core – one semester (Main Campus) ▪ Integrated – one semester (St Mary's Campus)
Mathematics	▪ Mathematics ▪ Mathematics Enhanced **(Select Entry)**	Whole year - all students
Health & Physical Education	▪ Health and Physical Education	Whole year - all students
Languages	▪ Italian ▪ Japanese ▪ French	Students continue to study the language chosen at Year 7.~~8~~.
Religious Education	▪ Religious Education	Integrated (St Mary's Campus)
Science	▪ Systems Interactions and Interrelationships	(Main Campus)
Humanities	▪ History: Making of the Modern World ▪ Geography	Choose a maximum of one learning unit (Main Campus)
The Arts	▪ Music Performance ▪ Music: Audio Production for Gaming and Music ▪ Art: You as the Artist ▪ VC&D: Become a Visual Designer ▪ Drama: Musical Theatre	Choose a maximum of one learning unit (Main Campus)
Technologies (Design and Digital)	▪ Materials: Creative Products ▪ Food: Foods from Near and Far ▪ Product Design and Technology: Textiles ▪ Digital Technology: Game Design and Development	Choose a maximum of one learning unit (Main Campus)
Integrated Studies	▪ My World Wide Web	Integrated (St Mary's Campus)

Year 10 Learning Units

Learning Area		Learning Area Unit Choices	Requirements
Core	**Commerce**	▪ Dollars and Sense	One Semester
	English	▪ English ▪ Enhanced English ***(Select Entry)*** ▪ Applied Literacy ***(VPP Students only)***	Whole year
	Mathematics	▪ Mathematics ▪ Mathematics (Pre Methods) ***(Select Entry)*** ▪ Applied Numeracy	Whole year
	Religious Education	▪ Religious Education	Choose one
	Science	▪ Everyday Science ▪ Science (Pre VCE)	One Semester
Elective	**English**	▪ Based on the Book	Choose five learning units (1 semester per unit)
	Mathematics	▪ MathBusters	
	Health & Physical Education	▪ Advanced Systems ▪ Fitness for Life ▪ Leading and Coaching in Sport ▪ Sport and People ▪ Sports and Systems ▪ Coastal and Marine (Outdoor Education) ▪ Mountains and Alpine (Outdoor Education)	
	Languages	▪ French [Semester 1] ▪ French (Pre VCE) [Semester 2] ▪ Italian [Semester 1] ▪ Italian (Pre VCE) [Semester 2] ▪ Japanese [Semester 1] ▪ Japanese (Pre VCE) [Semester 2]	
	Science	▪ Emerging Sciences: To Infinity and Beyond ▪ Everyday Science ▪ Science Inquiry: The Bigger Picture ▪ Science (Pre VCE)	
	Humanities	▪ Geography ▪ History – The Civil Rights Movement ▪ History – World War II ▪ Resources, Choices and Issues	
	The Arts	▪ Art: Artists at Work ▪ Dance ▪ Drama ▪ Media Studies ▪ Music Performance ▪ Visual Communication & Design ▪ VET: Certificate II in Music (Music & Audio Technical Production)	
	Technologies (Design and Digital)	▪ Food: Food Studies ▪ Materials: Furniture Design ▪ Product Design and Technology: Textiles and Fashion ▪ IT is everywhere ▪ www.wayoftheweb	

Pastoral Care

At MacKillop College we believe that pastoral care should be centered on the personality of the students and those factors in their environment that help or hinder their physical, social, intellectual and emotional stability. Furthermore, we believe that we should be concerned with how the learning environment can be adapted to cater for individual differences in order for all students to achieve success and reach their full potential. We aim to create a flexible environment that meets the needs of students of different abilities, needs, backgrounds and cultures.

The MacKillop College community is unique in culture and character; therefore our pastoral care system is also unique. We take our inspiration from the life of Mary MacKillop and the work of the Sisters of Saint Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, ethnic mix and culture.

We place great emphasis on the incorporation of our values and philosophies within our pastoral care network. We provide effective structures to communicate with our community about the welfare of our students and their families. Pastoral care arises out of relationships formed between the College administration, staff, students, parents, counsellors, chaplains, welfare agencies and any member of our community who strives to make a positive difference in the lives of our young people.

MacKillop College realises the worth in expressing a real care for each other. All members of our community, whether they are students, staff or parents, should feel comfortable in the knowledge that an appropriate level of support will always be available. We successfully cater for a wide range of needs and interests in curriculum and co-curricular areas. We view pastoral care as being an essential aspect of good teaching and learning. Most importantly, our vision of pastoral care reflects the gospel values as expressed by the life of Jesus.

Assessment

Assessment is integral to teaching and learning. It assists the teacher to plan further educational programs for a student. Assessment records give an indication of a student's progress.

Teachers within each of the Learning Areas design the course of study for the subject, specify the learning outcomes and determine the type and number of learning tasks, which form part of determining student progress and achievement. Essential or Driving questions inform this course of action and provide an indication for students of potential learning.

Learning tasks such as assignments, essays, projects, reports, tests, exams and presentations are given on a regular basis. The subject teacher corrects all tasks and then the teacher provides feedback in relation to the student's performance on a particular learning task. Learning tasks may be assessed in a variety of ways: Satisfactory (S) or Not Satisfactory (N), a numerical score (for example: 36/50), percentage, a rubric or a criteria sheet.

Reporting

Reporting enables the teacher to communicate with parents/guardians regarding a student's academic and personal development, behaviour and different needs. At MacKillop reporting is a continuous, ongoing process consisting of a mix of verbal and written communications.
Parents/guardians receive information about a student's progress and achievements in a variety of ways. These may include:

- Parent Portal (SEQTA Engage) eg Assessment tasks, attendance
- Teachers writing notes in a student's diary
- Subject teachers writing comments and the percentage achieved on assessment tasks
- Teachers telephoning parents/guardians, emailing them or meeting with them regarding academic or behavioural problems after consultation with the Homeroom Teacher or Level Coordinators
- Reports being supplied to parents/guardians after each semester
- Parent/guardian and teacher interviews being conducted during Term 1, Term 2 and Term 3.

End of Semester Report

These reports are available on the Parent Portal (SEQTA Engage) at the end of Semester 1 (end of Term 2) and Semester 2 (end of Term 4). They reveal the student's progress over two terms. MacKillop reports have changed and are continually revised to meet the demands of the respective Education jurisdictions. The reports address the standards expected of your son/daughter at that point of time. They focus on areas of achievement against these standards. They also provide the student's:

- level of achievement for learning tasks;
- attitudes regarding learning habits demonstrated in the classroom; and

Student Progress Interviews

Both parents/guardians and teachers can arrange interviews to discuss any matters pertaining to their sons/daughters as the need arises. Formal Student Progress Interviews are conducted during Term 1, Term 2 and Term 3. The dates for these interviews are published on the College's calendar of events which is published on the College website.
Teachers firstly indicate whether an interview is required. In cases where a teacher does not request an interview, parents/guardians may request one.

VCE at Year 10

Our guiding principle is to ensure that each student achieves their best by recognising their own gifts and talents. At MacKillop College we realise that students have varying intellectual and pastoral needs. The Select Entry Accelerated Program gives year 10 students the opportunity to commence their VCE pathway early.

Successful applicants will meet the criteria listed below and have the support of two subject teachers.

- Obtain above 85% average in English, the relevant subject and across all subjects studied
- Meet College attendance and behavioural requirements
- Display resilience and perseverance when work is challenging
- Maintain a high worth ethic and work in a mature manner
- Manage personal learning and submit work punctually
- Research and think independently
- Display a positive attitude and willingness to seek teacher assistance

Before selecting a VCE subject, it is important that students read the unit descriptions for the subject they wish to study. Full descriptions of these units can be found in the Senior Pathways Handbook which is available on the MacKillop College website.

Home Study Guide

Home study is essential if you are to complete your studies to the best of your ability. Home study is used to complement and supplement the study of each subject, while study (often overlooked) aims to increase student understanding and retention of knowledge through encouraging ongoing, independent learning.
While the amount of home study-set each night may vary, each student should allocate time to complete set tasks as well as spend time revising.

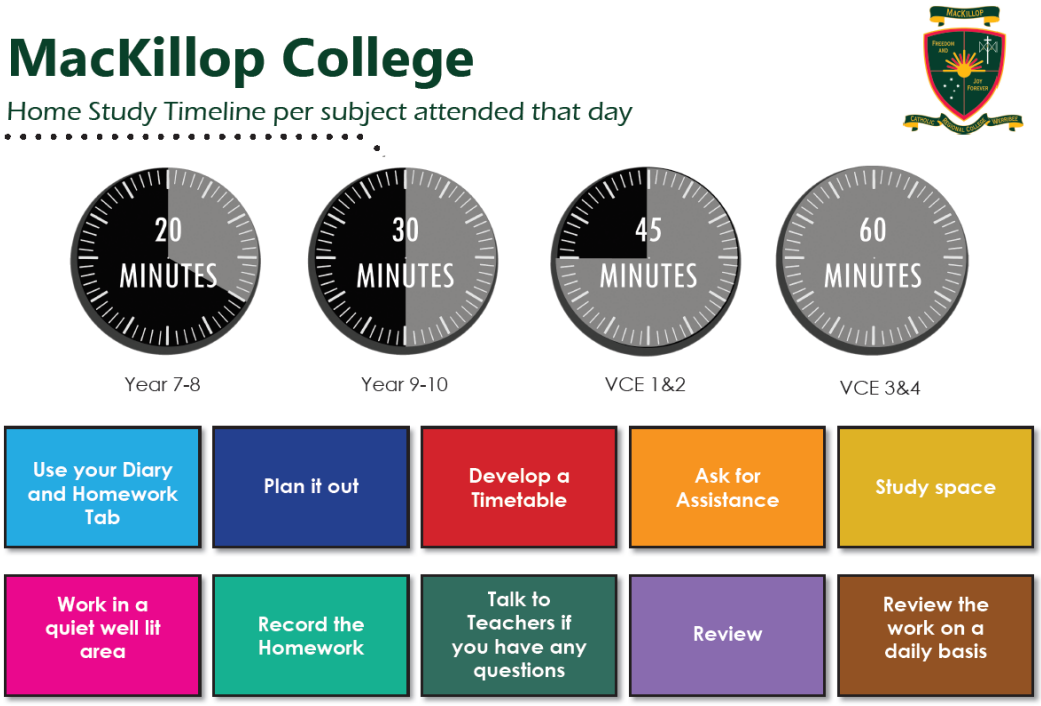
Home study
Home study tends to be task oriented, teacher directed and has set completion dates that students must meet. The types of home study work set by teachers may be:

(a) Practical exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
(b) Preparatory home study – providing opportunities for students to gain background information so they are better prepared for future lessons.
(c) Extension assignments – encouraging students to pursue knowledge individually and imaginatively.

Study
Study tends to be student centred, self-initiated and should be ongoing in nature. Study can take the following forms:

- re-reading class notes
- practising vocabulary
- revision of work completed earlier
- wider reading
- re-organising folders and notes
- re-reading texts and novels
- summarising notes and further reading

The amount of study will vary from year level to year level. It can be anticipated that the workload for study will gradually increase from the junior years (Years 7 and 8) to the senior years (Year 11 and 12). From year level to year level there should be a gradual increase. Students should complete their home study and study in a quiet, well-lit and well-ventilated space. All students should use their College diaries to record home study



Learning Diversity

The Learning Diversity program is couched within the framework of the College Vision and Mission Statements and provides the structural means for enabling students with a range of abilities to achieve the MacKillop College Educational Goals.

Individualised Learning

The individualised learning program ensures students have access to all curriculum, facilities and activities that are part of College life. This is facilitated by the development of Individual Learning Plans which are reviewed each semester through Program Support Group meetings. Modification of curriculum (including differentiation) and/or support for classroom learning by the respective teachers along with timetabled assistance from Integration Aides is provided where necessary.

English as an Additional Language/Dialect (EAL/D)

EAL/D students (those whose first language is not English and who learn English as the dominant language of the host culture) are offered additional assistance in further developing proficiency in their use of the English language. This assistance can take the form of an EAL/D Individual Learning Plan if the student requires additional support.

Julian Tenison Woods Program (JTWP)

The Julian Tenison Woods Program is a school wide talent development program which aims to meet the various intellectual and pastoral needs of students with high abilities in one or more learning areas. Individual student needs are met through curriculum telescoping and possible acceleration within subject areas, co-curricular extension and enrichment activities. These students are also encouraged to participate in appropriate external programs

St Mary's Campus

St. Mary's Campus represents an exciting and challenging program for Year 9 students. The curriculum has been designed to have close links with the local area and allow students to be active and engaged learners. It focuses on students understanding themselves, their community and their world.

The Integrated Studies unit, studied at St Mary's contains knowledge and skills from a range of traditional Learning Areas including English, Religious Education, Humanities and Science.

The Health and Physical Education program has been specifically designed to support the integrated program. Mathematics and Language are taught in addition to the Integrated Studies units.

A significant feature of the Integrated Curriculum is the addition and implementation of a Project Based Learning approach. Inquiry learning has always been a focus of the curriculum but due to the structure of leaning in Year 7 & 8 being focused on PBL, staff felt the necessity of moving toward the new learning approach. Students have the opportunity to explore their future career paths, Famous Australian Icons, Local Environmental problems and stories that have shaped their identity.

A number of literacy tasks are woven through the course and include essay writing, analysis tasks and a journal of learning experiences maintained for the semester. The Integrated unit taught is complimented through Outdoor Education experiences.

Unit of Study

My World Wide Web

This unit is made up of several modules, including:

Seeking God

This module explores the belief systems of the original inhabitants of Australia, the Aboriginal People, Early Catholics -The Pioneers of Australia, Early Settlers, Immigrants and Christians today. Students will be exposed to the times when people seek 'God' or a higher being, and determine why this is needed in people's lives. 'The Black Dress' will be used during this module as a source of evidence of when different people seek God and how Mary and her kin celebrated their beliefs. Students will create a persuasive oral presentation on one of two contentions about standing up for ones beliefs. Students will also be encouraged to write a gratitude journal about positive things that happen in their lives. The text 'To Know Worship and Love' will be used throughout this area of study as a means of explaining the Nicene Creed, Apostles Creed and The Beatitudes. Students will be involved in investigating these early belief statements, determining and discussing how they fit with our lives as Christians today, finding examples of modern day Creeds and Beatitudes and then, from this, create their own Creed.

What is your story?

Students explore the journeys of refugees and immigrants into Australia. They examine the benefits of immigration to Australia as well as the push pull factors that contribute to migration. Through the reading of 'The Happiest Refugee', they analyse the journey of Anh Do and his family from Vietnam to Australia and the difficulties and triumphs they faced. Students reflect on a person in their life, who have made a journey; they construct open-ended questions in order to inform a transcript. Students then structure a written narrative telling the story of an immigrant to Australia or a refugee. Using digital technology students then produce their narrative in a creative and digital format.

Oh the Places You'll Go
Students participate in two days of excursions to Melbourne CBD. On one day they explore the alleys and laneways of Melbourne including the Queen Victoria Market. They have the task to create their own tourist walking tour and comment on the historical significance of locations as well as the sights and sounds of modern day Melbourne. On the second day they look at the sustainable features of the Southbank and Northbank development and consider what further developments would create a successful and sustainable future for the area.

Whose Mess is it Anyway?
Students will be exposed to several influential voices behind the issues facing our Environment. They will use the text of the Papal Encyclical 'Laudato Si', a collection of documentaries, a local tour around Werribee South, an experience on the bay and other activities to examine the environmental issues being faced by our local marine, freshwater, land and atmospheric environments. Students will use the information gathered to inquire about local issues and will be challenged to come up with ways they can be a voice in the world.

Choose your own Adventure
This is a Project that covers the investigation of industry, further develop 21st Century skills, the discovery of personality traits and the opportunity to inquire about the courses and subjects needed to be studied in the senior part of secondary school in order to follow or set up a pathway for success. With the information and skills students gained, it is hoped that it becomes easier for students to choose subjects, create a pathway and find purpose in their future learning.

Outdoor Education (St. Mary's Campus)

Learning can take place inside and outside the classroom. MacKillop College offers its students an extensive, challenging and compulsory Outdoor Education program for all Year 7 to 9 students.
Our Outdoor Education program provides students with an opportunity to develop:

- An awareness of the environment
- Personal responsibility and team-work skills
- Community spirit
- Leadership and problem-solving skills
- Recreational skills.

Outdoor Education in Year 9 forms an integral part of the overall St. Mary's experience and involves two varied and diverse programs. Students participate in the YMCA Lady Northcote experience and a canoe expedition down the Goulburn River. These two outdoor education experiences are directly linked to the curriculum and it is important to note that they are compulsory for all students.
As with all programs at the College, the students' diverse range of needs will be met. If you have any queries regarding the program, please do not hesitate in contacting the Outdoor Education Leader or the Year 9 Level Coordinator (St. Marys) at the College.

YMCA Lady Northcote Experience

The YMCA Lady Northcote experience is a two-day program that ties in with the integrated unit. Students learn basic outdoor recreation skills, solve problems through initiative activities and be challenged in their ability to work as a team.
The experience focuses on 'relationships' in which students develop skills in teamwork, cooperation, communication, self-esteem and leadership. This provides a sense of both class and campus spirit that will be consolidated back at school throughout the remainder of the semester.

Goulburn River Canoe Experience

The Year 9 Outdoor Education Experience is a canoeing trip down the Goulburn River between the townships of Seymour and Nagambie. Students are self-sufficient and camp at various properties along the banks of the river. Throughout this experience, students gain knowledge of the area they visit and have the opportunity to develop skills in canoeing, river navigation, cooking in the outdoors, minimal impact camping and leadership. Students undertake various activities which enhance their learning including water testing, environmental talks and group discussions. The Year 9 Goulburn River Experience forms an important part of the overall St Mary's Campus curriculum.

Year 10 Vocational Pathways Program (VPP)

MacKillop recognises that a mainstream curriculum does not cater for all students. The Vocational Pathways Program (VPP) is designed to meet the needs of students who are exploring pathways in education and training after Year 10. These pathways include TAFE, apprenticeships, further training or work.

The Vocational Pathways Program is alternative for students whose preference for learning consists of a practical (hands–on) nature, also known as applied learning. This learning program aims to:

- have a positive impact on the student's self-esteem
- create valuable school/community links
- foster practical school/workforce development
- exposure to future training and pathway options that assist the individual in making informed vocational choices within specific industry sectors
- increase student engagement and improve retention rates
- enhance knowledge and employability skills that help prepare the individual for employment and participation in the broader context of family, community and lifelong learning

The program provides a thorough grounding in Numeracy, Literacy, orientation to work, communication in the workplace, resume & job application writing, interview skills, Occupational Health & Safety (OH&S) issues and workplace learning.

Subjects Studied in the Vocational Pathways Program:

Subject	Duration
Mathematics *(Applied Numeracy or Mathematics)*	Whole Year
English *(Applied Literacy or English)*	Whole Year
Religious Education	Semester 1
Work and Life Skills	Whole Year
Work and Life Skills Project	Semester 2
Conservation and Recreation Includes: VET - Certificate II in Conservation & Land Management (Partial Completion) VET - Certificate II in Outdoor Recreation (Partial Completion)	Whole Year
Electives x 2	1 each Semester

VPP Delivery Principles

The delivery of the Vocational Pathways Program centres on learning through a variety of methods that promote the development of the whole person. Through our daily interactions, we focus on reinforcing the positive attributes of all students and encourage a mutual respect between each other and with their teachers. The delivery of the program and the teaching strategies for Vocational Pathways include:

- Provide a curriculum that integrates deep theoretical and technical content through the delivery of projects and problems.
- Execute delivery strategies that build an individual's resilience and self-worth.
- Motivate individuals through activities which encompass real-world scenarios.
- Provide a project-based curriculum that enables students to build on their strengths and future ambitions.
- Incorporates an active learning environment that allows individuals to make powerful connections between school and life beyond the classroom.
- Provide an exploration of career pathways and further training opportunities.
- Acknowledge diversity and encourage new ways of thinking and behaving that promote life-long learning.
- Curriculum and delivery strategies that connect individuals to their community by exposing students to various community initiatives.
- Utilise appropriate assessment methods that complement the context and content.

The Arts (Year 9) – Art: You as the Artist

Introduction

Students will explore the major areas of Art: Drawing, Painting, Multimedia, and Mixed Media. They document their sources of imagery and development of ideas. Student's experiment with traditional and contemporary skills and processes in art. Students focus on creating works that solve technical problems by employing different processes and techniques. They identify and analyse visual characteristics within particular styles/periods and learn how such styles have developed. Students create and adapt images from a variety of sources, including art throughout history to generate and express ideas.

Students produce a body of work that reflects their ability to transform basic art skills and techniques into individual pieces of work. In art criticism and theory they develop skills to make value judgements about various artworks.

Unit Overview

The following units will be studied in this subject:

1. Drawing Unit - Surrealism
2. Painting Unit - Romanticism
3. Art Analysis - Surrealism

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the characteristics and role of art in different cultural contexts?
- What are the Elements and Principles of Art in relation to two dimensional work?
- What is Neo classicism and Romanticism?
- Who are the main artists of this period?
- What role does Symbolism play in this period (Neo classicism and Romanticism) of art?
- Who were the major artists practising during the Surrealist movement?

The Arts (Year 9) – Drama: Musical Theatre

Introduction

The Year 9 Drama course provides students with an introduction into the popular theatrical style of Musical Theatre. Through an understanding of the history from Vaudeville to Broadway, students will learn song selection, the audition process, scriptwriting, vocal health, choreography and acting.

In Drama, students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action, students explore, imagine and take risks to communicate ideas, experiences and stories.

Students will be able to:

- Define the major roles of those involved in creating a musical
- Gain an understanding and context of musical theatre and its impact
- Compare and contrast musical theatre and other theatrical forms
- Perform in a group devised 'mini' musical
- Perform basic choreography
- Select a song which best suits your voice and how to maintain vocal health
- Sing in a solo performance and ensemble
- Perform in role as a character
- Integrate a variety of art forms (acting, music, dance)
- Gain an insight into the audition process

Unit Overview

The following units will be studied in this subject:

1. Give my Regards to Broadway: The history of Musical Theatre, including the history of Broadway/West End and the social context of a range of shows.
2. Triple Threat: An introduction to singing, dancing and acting.
3. The Actor's Studio: An exploration of the stagecraft roles involved in producing a musical production. Students will have the opportunity to watch a musical and write a theatrical review of the show.
4. Treading the boards: Devising and performing a group mini musical for an authentic audience of kindergarten children.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the conventions of Musical Theatre?
- How is a musical different to other forms of theatre?
- What roles are necessary in creating a full-scale musical production?
- How has Musical Theatre developed and changed over time?
- How have historical events and changes in society impacted upon Musical Theatre?
- How do I plan and script a musical?
- How can song and dance add to and advance a script?
- How can I develop my acting, dancing and singing skills?
- What is the audition process for a musical?
- What roles other than performing are involved in producing a musical?

The Arts (Year 9) – Music Performance

Introduction

This unit focuses on developing skills in practical music and performance in solo and group contexts, studying performance and performing and developing skills in aural comprehension and organisation of sound. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen work. This unit will also introduce and develop skills in music technology, composition, music theory and music history. In responding to the arts, students learn to analyse and interpret arts works. They learn how the arts are practised and valued in different societies and cultures, past and present.

Unit Overview

The following units will be studied in this subject:

1. Group Performance
2. Solo Performance
3. Theory
4. Aural Skills Development
5. Music History and Appreciation
6. Composition and Analysis

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can you use your ability to identify intervals in order to help with the notation of melodies?
- What are the major influences that have developed music over the years?
- What are the most practical ways to use notation?
- What other non-written ways can we communicate musical ideas?
- What other written ways are commonly used for communication of musical ideas?
- Have you learnt and developed the ability to listen and communicate within a group environment?
- Did you develop a musical program suitable to you within the ensemble?
- Why is composition important?
- How can you create music that causes an emotional response?

The Arts (Year 9) – Visual Communication & Design: Become a Visual Designer

Introduction

This learning unit encompasses the skills and techniques that are used by Visual Designers, using the design process. Students will be exploring technical drawing, establishing drafting skills, i.e. house plans, kitchen or interior designs. They will be focusing on the importance of understanding and using the elements and principles of design (colour, tone, line etc.). Exploring computer aided design software and the design process for, logos, business cards, pamphlets, furniture & fashion design that relates to the real world of commercial art and graphic design.

Unit Overview

The following units will be studied in this subject:

1. Instrumental Drawing
2. Rendering
3. The Design Process
4. Visual Communication Design - Analysis

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the three areas of design?
- What role does the client play in the design process?
- What role does the designer play in the design process?
- Why must we understand what these elements and principles look like in design work?
- Can analysing other people's work help to develop our own work?
- Why follow the design process to solve a design problem?
- Why use various drawing devices to explore design ideas?

The Arts (Year 9) – Music: Audio Production for Gaming and Music

Introduction

Audio Production for Gaming and Music has been developed in conjunction with music and gaming industry professionals. The program provides students with a range of entry-level skills that are considered to be a relevant and useful preparation to pursue a career or further study in industries such as music, gaming, radio, television, media or entertainment.

Unit Overview

- **Computer Editing & Recording - Gaming**

This unit covers the developing industry of gaming audio production. Students learn professional gaming audio techniques, tips and tricks while developing their own skills at producing audio for synchronisation with video gameplay.

- **Live Group Performance & PA Set up**

This unit covers group performance development, skills in tuning, elementary sound production and PA set-up, care and maintenance.

- **Music & Gaming Industry Now and Then**

This unit covers the History and development of the Music and Gaming Industry over time.

- **Health, Safety & Security in the Music & Gaming Industry**

This unit teaches students the essential skills and knowledge needed to work safely in the music & gaming industry.

- **Computer Editing & Recording - Radio News Broadcast**

In this unit students gain practical experience, skills and knowledge required to successfully prepare, set up and record a radio news broadcast.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How has the music and gaming industry developed over time?
- What are the essential skills required to perform computer editing techniques with music software?
- What factors should I consider to ensure I demonstrate safe practices in the music and gaming industry?
- What are the essential skills required to set up and operate a PA system?
- How do sound effects, audio and music enhance a video production?

The Arts (Year 10) – Art: Artists at Work

Introduction

Art is a means of expression and communication. In this learning unit students develop skills in a wide range of art areas including Painting and Drawing, Mixed Media, Sculpture, Printmaking and Multi Media. Students create functional and non-functional forms both in two and three dimensions. They create and adapt images from a variety of sources including art throughout history to generate and express ideas. Students explore visual arts techniques and processes in the development of their visual arts knowledge and skills. Students will also explore the rich history of the art world and learn to appreciate diversity within all movements through analysis.

Unit Overview

The following units will be studied in this subject:

1. Drawing
2. Painting
3. Printmaking
4. Analysis

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What factors influence an artist to work in a particular medium?
- What are the essential skills required for effective drawing?
- How can we transform a real concept into a creative, highly expressive and emotive artwork?
- What are the essential elements of painting and what are the skills required to produce a successful, thought provoking artwork?

The Arts (Year 10) – Dance: Choreography, Performance and Appreciation

Introduction

Through the physicality of dance and the use of their bodies as an instrument of expression, students experience a genuine sense of satisfaction and personal achievement. They develop self-confidence and the necessary interpersonal skills to work effectively, individually and in teams within the study of dance. Through dance, students heighten their awareness of, and develop respect for, the body. Dance impacts positively on student health and wellbeing, simultaneously engaging physical, emotional and intellectual intelligence. The study of dance encourages students to develop insights about the world in which they live, and fosters intercultural understanding. This unit is open to students with a genuine interest and enthusiasm for dance. Previous experience in dance technique would be an advantage. Students will participate in a variety of workshops which focus on them as a dancer, choreographer and investigator of dance. They are encouraged to use imagination, creativity and skill as they create, perform and analyse dance in a variety of contexts and styles. This unit is designed to prepare students for senior studies in dance. Those wishing to complete VCE Dance are advised to enrol.

Unit Overview

The following units will be studied and is designed to introduce students to the three dimensions of dance:

1. Choreography
   Students will participate in structured improvisation activities and learn to choreograph dances using technical and expressive skills. They will reflect on, and evaluate, their own and peers choreographic processes.
2. Performance
   Students will learn and rehearse dance works choreographed by the teacher, with an opportunity to perform in front of an authentic audience at such events as the Mackillop College dance showcase and year level assemblies.
3. Appreciation
   Students will begin to develop their appreciation and understanding of dance works and increase their dance vocabulary. They will describe, interpret and evaluate dance elements, the choreographic intention and the context of dances.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the elements of dance?
- What is safe dance practice?
- How can I explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities?
- How can genre and style specific techniques, expressive skills and production elements be used to communicate a choreographer's intent?
- How do I choreograph a dance and prepare for performance?
- How can dances be structured using movement motifs, choreographic devices and form?
- How will evaluation of my own choreography and performance, and that of others, inform future work?
- How might analysing a range of dance from contemporary and past times to explore differing viewpoints and enrich my dance making?

The Arts (Year 10) – Drama: The Actor in all of Us

Introduction

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

Students will learn the basic principles of senior Drama and Theatre Studies including key dramatic elements, expressive skills and performance skills. In order to focus on themselves as an actor and as a theatre technician, students will experiment with a range of stagecraft elements including costume, set and sound design. Their newfound knowledge will be implemented through performance of both devised and scripted works. In responding to the drama works, students learn to analyse and interpret performances.

Unit Overview

The following units will be studied in this subject:

1. Creating a Devised Ensemble Performance
2. Presenting a Devised Ensemble Performance
3. Theatre Style Research Task
4. Group Scripted Performance
5. Monologue

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What techniques can be used to extract and explore the dramatic potential of stimulus material such as songs, images and written texts?
- How can a range of theatrical styles and conventions help to communicate context, character and key themes in dramatic works?
- How can a playscript be interpreted through the use of stagecraft including lighting, sound, costume or set design?
- How can expressive and performance skills be applied to enhance the portrayal of a character?
- What are the theatrical intentions and conventions of theatrical styles including Poor Theatre, Epic Theatre, Greek Theatre and Elizabethan Theatre?
- How can I develop my analysis skills through viewing and critiquing drama works?

The Arts (Year 10) – Media Studies

Introduction

The media has profoundly affected people's lives. It has influenced attitudes, altered perspectives. It is a means of communication and it determines how leisure time is spent. Year 10 media students will be introduced to aspects of film and television. The course is designed to provide students with some practical skills in the production of media and the opportunity to present their efforts. Students have access to digital editing, cutting-edge computer software which enables video capture and photo manipulation. This learning unit will explore these areas of study: Film Analysis, Digital Photography, Video Production, SLR Photography and Multi-media Productions.

Unit Overview

The following units will be studied in this subject:

1. Evolution of Photography
2. Photographic Folio
3. Film Analysis
4. Video Production

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What impact do images have on our lives?
- How do we read visual images?
- How are conventions used to construct meaning in images and film?
- How can manipulating conventions and production elements change meaning?
- How can we manipulate images and production elements to influence our audience's perception?
- How can I produce the best photographs possible?
- How do codes and conventions affect audience?
- How do story elements construct meaning?
- How is genre determined?
- When producing a short film what are the roles within a team are most important?

The Arts (Year 10) – Music Performance

Introduction
This unit focuses on developing skills in practical music and performance in solo and group contexts. Students analyse and study performances and techniques that will assist in the further development of their skills as a musician. Students also develop skills in aural comprehension and organisation of sound. Students will present solo and group performances, demonstrate prepared technical work and perform previously unseen work. This unit will also introduce and develop skills in music technology, composition, music theory and music history. In responding to music as an art form, students learn to analyse and interpret music works**.**

Please note: Students need to be learning an instrument or studying voice when entering this course, AND are required to be at a minimum grade 3 AMEB performance standard. If clarification of these requirements is needed, please speak to the Director of Music at the College.

Unit Overview
The following units will be studied in this subject:
1. Group Performance
2. Solo Performance
3. Musicianship
4. Music History, Styles & Appreciation
5. Composition/Arrangement

Essential Questions
The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.
- What are the major challenges and focal points of performing within a small ensemble or as a soloist?
- How can I develop and understand links between theory and performance?
- What are the major areas of aural and what skills are needed to develop it?
- What are the major influences that have developed and changed music over time?
- What skills have been incorporated and learnt in creating and analysing composition?
- How have I developed the ability to communicate as a group member during rehearsals and performances?

The Arts (Year 10) – Visual Communication & Design: Designing for the Future

Introduction

Students are exposed to, and develop skills in, conventional graphics, multi-view representation, cross sectioning, oblique, isometric, and perspective. They develop skills in freehand drawing, rendering, computer-aided design and are introduced to the 'Design Principals and Elements', incorporating instructional illustration information design, e.g. brochures, pamphlets, house displays or advertisements. Students will learn about and work though the creative possibilities of the design process. Students are required to develop a client brief, e.g. furniture, fashion, advertisements, packaging design, targeting a particular audience.

Unit Overview

The following units will be studied in this subject:

1. Instrumental Drawing
2. Rendering
3. The Design Process
4. Analysis

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How does rendering and freehand illustration communicate information?
- Why is the interpretation of information visually, an important skill to learn?
- How can we implement these conventional drawing skills into real design challenges?
- How do we investigate the Design Process as a designing tool?

The Arts (Year 10) – VET: Certificate II in Music (Music & Audio Technical Production)

Introduction

Music & Audio Technical Production has been developed in conjunction with music industry professionals. The program sets out to provide students with a range of competencies that are considered by the Music Industry to be a relevant and useful preparation to pursue a career or further study in industries such as music, gaming, radio, television, media or entertainment.

Unit Overview - Units of Competence (UOCs)

- Participate in OHS processes (BSBOHS201A)
- Work effectively with others (BSBWOR203A)
- Develop ensemble skills for playing or singing music (CUSMPF203A)
- Develop and apply creative arts industry knowledge (CUFIND201A)
- Assist with sound recordings (CUSSOU201A)
- Perform basic sound editing (CUFSOU204A)
- Operate computing packages (ICAU2006B)

Task Overview

1. Computer Editing and Live Digital Performance

Computer editing and live digital performance covered the key skills required for the industry of performance with digital technology. Students learn professional audio production techniques, while developing their own skills at performing audio with a synchronised track created by them in a Digital Audio Workstation (DAW).

2. Health, Safety & Security in the Music & Audio Industry

This unit teaches students the essential skills and knowledge needed by all people to work safely in the music & audio production industry.

3. Live Group Performance & PA Set up Level 2

Students gain the practical technical competencies required to begin to practise as a performing musician. It covers group performance development, skills in tuning, elementary sound production and production set-up, care and maintenance.

4. Music & Audio Production Industry Support Networks

This unit teaches participants the familiarity with the structure of the music & audio production industry, its products and its organisations.

5. Studio Recording & Editing Level 2

In this unit students gain practical experience, skills and knowledge required to successfully prepare, set up and record in a recording studio.

Conservation and Recreation (VPP Students Only)

Introduction

This subject is a practical, skills-based course that provides basic competencies in two complementing industry areas, VET Certificate II - Conservation and Land Management and VET Certificate II - Outdoor Recreation. Students will engage in outdoor activities while focusing on natural area restoration. Conservation and Land Management develops students' skills and knowledge in plants, propagation and controlling weeds, natural area restoration and management, and parks and wildlife. Outdoor Recreation exposes our students to leisure pursuits in a natural setting. The program includes participating in outdoor recreation activities while embracing environmentally sustainable work practices.

The aims of the Conservation and Recreation program are to:

- Expose students to conservation and land management practices
- Participation in Outdoor Recreational activities
- OH&S requirements
- Provide theoretical understanding of the ways students can sustain flora and fauna within natural environments
- Provide students with an understanding of weather systems to facilitate outdoor recreational activities and the protection of various natural settings
- Assist with the creation, facilitation and direction of a range of outdoor activities
- Foster teamwork through learning tasks and practical sessions
- Develop planning, organisation and leadership skills

Unit Overview

The following units will be studied in this subject:

1. OHS Procedures
2. Observe and report on weather
3. Treat weeds
4. Working effectively in the sport and recreation environments
5. Assist in conducting outdoor recreation sessions
6. Demonstrate basic off-road mountain bike skills
7. Demonstrate bushwalking skills in a controlled environment
8. Demonstrate navigation skills in a controlled environment

Essential Questions

Students will consider the following essential questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why do we follow OH&S procedures in the outdoor recreation and conservation and land management industries?
- Why is it important to monitor weather and climate conditions in these industries?
- What knowledge and skills are needed to assist a leader conducting an outdoor activity?
- When assisting in running an outdoor activity, how do we minimalise human impact on the environment
- Why is it important to identify weeds that need to be treated in the conservation and land management industry?

Design and Technologies (Year 9) – Food: Foods from Near and Far

Introduction

In Food, students continue to develop skills in food preparation and learn about the importance of healthy eating which will enable them to make decisions throughout their life. Health and safety in the kitchen is always a priority and important rules are reinforced. Students use the design process to create a solution to a design brief. Students investigate a range of key foods throughout the semester and complete practical tasks that involve the use of these key foods.

Australian Bush foods are investigated as well as how Indigenous Australians traditionally collected and prepared ingredients for their meals. Students will be introduced to a wide range of ingredients and dishes that contribute to current Australian food trends brought about by migration. Ingredients, dishes and cooking methods from different countries will be discussed, prepared in class and researched. In studying the culture and food habits of these countries students will gain a deeper appreciation of the multicultural influences that have helped to develop Australia's multicultural cuisine.

Students may choose this subject having no prior experience in Food Studies. The course is comprised of theory and practical classes.

Unit Overview

The following units will be studied in this subject:

1. Safety and hygiene practices in food preparation
2. Food basics including key foods
3. The Design Process
4. Australian Guide to Healthy Eating
5. Key elements and principles of different cuisines

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I work safely and hygienically in the kitchen to prevent accidents and create successful products?
- How can I use the design process to create a successful and creative product that meets the specifications of the design brief?
- How has migration shaped Australia's cuisine?
- What ingredients, equipment and cooking methods are used in the preparation of recipes from different cuisines?
- How can the Australian Guide to Healthy Eating be used as a food model to influence healthy food choices?

Design and Technologies (Year 9) – Materials: Creative Products

Introduction

Students are given a range of tasks where they must utilise the technology process and see that the investigation, design, production and evaluation of the task are completed. Students create a design brief for a fictitious client, and they produce a range of products throughout the semester. They include social, ethical and sustainability considerations in their research and development of products.

Unit Overview

The following units will be studied in this subject:

1. Safety in the Technology Room including the OH&S, correct and safe use to tools and equipment
2. Materials and their properties
3. Basic joinery
4. Concept sketching
5. The Design Process

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can the design process assist in designing and making a product?
- Why is the knowledge of the correct use of terminology important when referring to equipment, components and materials?
- What hand tools are used to complete specific tasks, and can I use them safely?
- What notes do I need to take to manage my personal learning effectively?
- How do I design a product for a client with sustainability in mind?

Design and Technologies (Year 9) – Product Design and Technology: Textiles

Introduction

In textiles, students will investigate various textile fibres and fabric construction, develop a basic understanding on where fabrics come from and their appropriate product use. Students will also research and investigate the ethical issues within the fashion and textiles world. They will analyse sustainable practices carried out in the industry to collect inspiration when designing their own sustainable product. Students will develop a basic design folio which will include investigating, developing, producing and evaluating their own individual projects. Students create a design brief for a typical end-user/s and they will produce a basic functional product using relevant technologies and processes. Machine sewing skills will be reinforced, although having studied Textiles in year 8 is not a pre-requisite.

Unit Overview

The following units will be studied in this subject:

- Safety in the Textiles Room including the OH&S and correct and safe use to tools and equipment
- Materials and their properties
- Ethical issues in Fashion and Textiles industries
- Introduction to Product Design and Technology Process
- Individual design project and basic garment construction

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What hand tools and equipment are used to complete specific tasks, and how can I use them safely?
- Why is the knowledge of the correct use of terminology important when referring to equipment, components and materials?
- What are fibres and where do they come from?
- How can I select appropriate fabrics suited for specific products?
- What are some sustainable practices used in the industry and how can I apply them to ensure my own process is also sustainable?
- How do I design a product for an end-user/s with sustainability in mind?
- How do I apply the Product Design and Technology process to design and produce a unique and functional product?

Design and Technologies (Year 10) – Food: Food Studies

Introduction

This course builds on the skills acquired in previous Food Studies classes and comprises of both theory and practical lessons. Students build on their knowledge of food safety and hygiene. They apply their knowledge of nutrition and the importance of meal planning. Students investigate current food trends and restrictive diets and evaluate these against The Australian Guide to Healthy Eating. They use the design process in the development of a suitable meal that meets the specifications of a design brief. Students explore the science of food as it is prepared, cooked and digested. Various methods of food preservation, sustainability in food production and the importance of food labelling are also explored throughout the semester.

Unit Overview

The following units will be studied in this subject:

1. The Design Process
2. Nutrition and food labelling
3. The science of food and digestion
4. Food preservation
5. Food trends and restrictive diets

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I use the design process to produce a successful and creative product that meets the specifications of a design brief?
- What are the consequences of not maintaining a healthy diet?
- How does food preservation change the properties of food and how can preserving food lead to a more sustainable world?
- How does the body digest and utilize macronutrients?
- What are the physical and chemical changes that occur in food when prepared and cooked?
- How do consumers use food labels to make informed choices about food?

Design and Technologies (Year 10) – Materials: Furniture Design

Introduction

This subject builds on the woodworking skills developed in the junior years, with the introduction of the safe use of power tools. Students are given a range of tasks where they must utilise the technology process and see that the investigation, design, production and evaluation of the task are completed.

Students create a design brief for a typical end-user/s, they produce a basic functional product using relevant technologies and processes, they investigate into ethical issues and sustainability of their designs and material choices.

Unit Overview

The following units will be studied in this subject:

1. Ability to work in a safe environment
2. Advanced joinery
3. Furniture design and construction
4. The use of hand and static power tools

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are suitable methods of joints used in furniture construction?
- How does the knowledge of power tools aid in the construction of specific tasks?
- How does design and investigation lead to an improved product?
- How do I design a product for an end-user/s with sustainability in mind?
- How does industry include ethical and sustainable practices?

Design and Technologies (Year 10) – Product Design and Technology: Textiles and Fashion

Introduction

In this unit, students will undertake a written assessment into local and international Fashion Designers, with detailed investigation into ethical issues and sustainability in their designs and fabric choices. They will produce a folio of design ideas and research that will lead to a final design option for production. Students will also increase their knowledge and skills in the area of basic garment construction where they will learn how read and follow a simple commercial pattern to construct a garment. They will acquire skills in researching and collecting inspirations which will lead to sketching and developing design options based on a design brief. Students will apply different processes and use a range of tools and equipment appropriate to construct a creative and functional garment. Students will also learn the skills of constructing an article incorporating a chosen embellishment, for example, machine or hand embroidery or beading. Students will learn the importance of using style and colour in their garment choice to meet the end user's needs

Unit Overview

The following units will be studied in this subject:

1. Designer Research, Fabric investigation and sustainability.
2. Use of Commercial Patterns and basic garment construction
3. Apply the Product Design and Technology process to build a design folio.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How will I use commercial patterns to construct a unique and creative garment?
- How can use technical and creative processes to produce a unique and creative garment?
- Why is it important to consider ethical and sustainable practices when designing and developing textile and fashion products?
- How do Designers in Industry consider ethical and sustainable practices?
- How can I draw inspiration from leading fashion designers when designing my own garment?
- What are the advantages of being able to develop functional textile and fashion products?
- Why is fibre and fabric knowledge important and how could this improve my garment production?

Digital Technologies (Year 9) – Digital Technology: Game Design & Development

Introduction

In this subject, students will explore elements of 21st century gaming including virtual and augmented reality, mobile applications and massive multiplayer online games. Students will learn about computing and networks as they relate to gaming and explore social, economic and environmental impacts. Students will design their own game using a combination of programming and digital design. Students will host an expo to show-case their completed games to an audience of gamers, collect survey data and evaluate their games. Students will explore pathways available within the Gaming and Information Technology industries.

Unit Overview

The following topics will be studied:

- Contemporary gaming
- Game Design
- Development of Games
- Evaluation of Games

Essential Questions

- How can you be a team player in a digital world?
- How do I create a game that is accessible to a variety of gamers?
- How do we create computer games that people want to play?
- What is the value of studying gaming?

Digital Technologies (Year 10) – www.wayoftheweb

Introduction

Websites present static information such as text, graphics and pictures, integrated with dynamic information such as animation, sound and video in order to inform, persuade, educate or entertain users. Websites also collect, store and interpret data.

Students will use the design process and collaborate to produce an effective website that responds to the needs of a customer. Students will use a range of design tools, learn how to develop a website and evaluate their work. They will learn how to manipulate the databases that support websites.

Unit overview

The following topics will be studied in this subject:

1. The principles of website design
2. How websites use data
3. Website design tools
4. Website development using application software
5. Website evaluation

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Websites - what's behind them?
- Who are websites created for?
- What is the power of collaborative and creative design?

Digital Technologies (Year 10) – IT is Everywhere

Introduction

From streaming movies to online banking, software is integral to our lives and the need for quality software applications drives a booming Information Technology industry. This unit aims to give students software design and development skills needed to produce software applications.

Students will learn about the design process to produce quality software applications, through the use of a range of design tools and responding to the needs of customers. They will learn programming languages to manipulate data and perform tasks based on user interactions. Students will learn about testing techniques in order to determine whether their software performs as expected and if it meets the needs of the intended audience.

Unit overview

The following topics will be studied in this subject:

1. Programming languages for web development
2. Program and project design
3. Production of digital solutions using special-purpose programming languages

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why only consume when you can create your own software?
- How do you create your own purpose-designed software?

English (Year 9)

Introduction

English at Year 9 integrates the skills of reading, writing, speaking, listening and critical thinking into classroom activities. Students produce, study and respond critically to texts created for a wide range of purposes, with a focus on the way English language has developed over time and the changes in language in various written and online environments. They explore increasingly complex concepts and issues and study the themes of 'Persuasion and Parody', 'Utopian and Dystopian Literature', 'Global Texts' and 'Language Online'.

Unit Overview

The following units will be studied in this subject:

1. Persuasion and Parody
2. Utopian and Dystopian Literature
3. Global Texts
4. Language Online

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Persuasion and Parody

- What are the techniques for the creation of a powerful, memorable and persuasive speech?
- How can social context influence point of view and language?
- What is satire and parody?
- How do you create a successful satirical piece?

Utopian and Dystopian Literature

- What is utopian and dystopian literature?
- What judgments and assumptions are made about the future of the current world through dystopian literature?
- How does symbolism contribute to the meaning of a text?

Global Texts

- What constitutes a global text?
- How might different texts from different parts of the world explore human experience?
- Why is it important to understand global perspectives in text?

Language Online

- How does language change from an offline environment to an online environment?
- What is one's language responsibilities when communicating in an online environment?
- How does specific technical language and jargon create membership into groups?
- What are effective contemporary media texts?

English – Enhanced (Year 9) *(Select Entry)*

Introduction

Students undertaking this subject will cover some of the same texts as students in the traditional English groups but will be required to study a wider range of literary material, with a more detailed focus on the mechanics of the language used, both for persuasive and text response writing.

Students who undertake Enhanced English will study "Lord of the Flies" by William Golding and explore the themes, ideas and characters central to the novel. Enhanced English is designed for students who have excellent written and oral skills and who want to be challenged to develop a higher level of understanding and proficiency. This requires students to demonstrate organisation, collaboration, and the ability to apply feedback provided on their writing and contributions to class discussion. To be eligible to study Year 9 Enhanced English, students need to demonstrate evidence of high academic achievement, strong work ethic and dedication to that subject.

Please note: Year 9 English Enhanced is a one semester subject completed at the main campus.

Unit Overview

The following units will be studied in this subject:

5. Persuasion and Parody
6. Utopian and Dystopian Literature
7. Global Texts
8. Language Online

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Persuasion and Parody

- What are the techniques for the creation of a powerful, memorable and persuasive speech?
- How can social context influence point of view and language?
- What is satire and parody?
- How do you create a successful satirical piece?

Utopian and Dystopian Literature

- What is utopian and dystopian literature?
- What judgments and assumptions are made about the future of the current world through dystopian literature?
- How does symbolism contribute to the meaning of a text?

Global Texts

- What constitutes a global text?
- How might different texts from different parts of the world explore human experience?
- Why is it important to understand global perspectives in text?

Language Online

- How does language change from an offline environment to an online environment?
- What is one's language responsibilities when communicating in an online environment?
- How does specific technical language and jargon create membership into groups?
- What are effective contemporary media texts?

English (Year 10)

Introduction

English at Year 10 integrates the skills of reading, writing, speaking, listening, critical thinking, working in teams and ICT into classroom activities. In Semester 1, students produce, study and respond to a variety of texts created for a wide range of audiences and purposes. They engage and explore the complex issues and themes found in their units 'Language and Literature then' and 'Language and Literature now'. Students continue to refine the ability to speak in a variety of formal and informal situations, making critical judgements about the most effective ways to engage an audience. In Semester 2, students continue to explore complex themes and issues, focusing this time on the units 'Comparing Literature' and 'Media Today'.

Unit Overview

The following units will be studied in this subject:

1. Language and Literature then
2. Language and Literature now
3. Comparing Literature
4. Media Today

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Language and Literature then

- How was the English language that we are familiar with created?
- How is English linked to other languages of the world?
- How was 'acceptable' English decided upon?
- What makes a text a classic?
- Why do these texts still have contemporary relevance?
- How does time and place reflect past or present values?

Language and Literature now

- What is classified as contemporary literature?
- Who decides what is literature and what is not?
- What social, moral and ethical themes are explored in contemporary literature?
- How do authors use language and imagery to address important issues?

Comparing Literature

- In what ways can texts provide different perspectives on similar ideas, issues and themes?
- How can texts exploring similar ideas, issues and themes promote differing values?
- How can comparing and contrasting texts enrich our understanding of similar ideas, issues and themes?
- In what ways can characterisation, setting, voice, symbolism and structure differ between related texts?

Media Today

- Why are media texts - both print and non-print - so influential in our lives?
- How does perspective play a role in the reporting of news and media items?
- Why is it important to evaluate whether credible and verifiable sources have been used?
- Why do the people who control the media control the people?

English – Enhanced (Year 10) *(Select Entry)*

Introduction

In Year 10, students build on the skills introduced in earlier years and especially consolidate on the concepts explored in Year 9. The subject is aimed at providing a focused exploration of the three modes of English – reading, writing and speaking and listening – with a view to embarking upon a detailed study of the branches of the subject at the VCE level, such as Literature or English Language.

Students undertaking this subject will cover some of the same texts as students in the traditional English groups but will be required to study a wider range of literary material and produce additional oral and written responses based on the more detailed focus provided. It is designed for students who have excellent written and oral skills and who want to be challenged to develop a higher level of understanding and proficiency.

Unit Overview

The following units will be studied in this subject:

1. Language and Literature then
2. Language and Literature now
3. Comparing Literature
4. Media Today

The use of technology in the creation of multimodal tasks will be emphasised and students will produce a range of written and visual texts for a wide variety of purposes and audiences. Attendance at performances, participation in forums and external programs such as the Writers Festival will be strongly encouraged.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Language and Literature then

- How was the English language that we are familiar with created?
- How is English linked to other languages of the world?
- How was 'acceptable' English decided upon?
- What makes a text a classic?
- Why do these texts still have contemporary relevance?
- How does time and place reflect past or present values?

Language and Literature now

- What is classified as contemporary literature?
- Who decides what is literature and what is not?
- What social, moral and ethical themes are explored in contemporary literature?
- How do authors use language and imagery to address important issues?

Comparing Literature

- In what ways can texts provide different perspectives on similar ideas, issues and themes?
- How can texts exploring similar ideas, issues and themes promote differing values?
- How can comparing and contrasting texts enrich our understanding of similar ideas, issues and themes?
- In what ways can characterisation, setting, voice, symbolism and structure differ between related texts?

Media Today

- Why are media texts - both print and non-print - so influential in our lives?
- How does perspective play a role in the reporting of news and media items?
- Why is it important to evaluate whether credible and verifiable sources have been used?
- Why do the people who control the media control the people?

English – Applied Literacy *(Year 10 VPP Students Only)*

Introduction

Applied Literacy is an English course offered to students in the Year 10 Vocational Pathways Program and focuses on literacy life skills including reading, writing and oral communication.

The purpose of curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and persuasive language. They use a variety of ICT tools, and take part in evaluating their own work.

Applied Literacy aims to enhance a student's ability to:

- Read for a range of purposes
- Summarise main ideas in texts
- Plan, draft and publish texts
- Plan, rehearse and deliver oral presentations
- Use correct text structure
- Adhere to basic rules of punctuation, grammar and spelling

Unit Overview

The following units will be studied in this subject:

- Literacy in the Real World
- Dear Future Me
- #Humans of MacKillop
- Young people and the Law

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks students are asked to complete:

- What does it mean to be literate in modern society?
- What does it mean to be an effective communicator?
- Why is it important to be literate in the real world/workplace?
- What strategies can be employed to improve or demonstrate knowledge of literacy?

English (Year 10) – Based on the Book

Introduction

Through studying movie adaptations or transformations and their well-known written counterparts, students will develop their comparative writing and close scene analysis skills. Students will be reading and discussing a variety of classic and modern literary texts, their social and historical contexts, characterisation, setting and related issues and concerns, and they will compare and contrast this with their on-screen equivalents. Components of this study will assist with the study of Literature at VCE level.

Unit Overview

The following units will be studied in this subject:

1. Literary and Cinematic Techniques
2. Critical Review
3. Views and Values
4. Symbolism and Beyond

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How does the form of a story change its meaning?
- What crucial narrative elements are needed in the change from novel to film to retain its fundamental meaning?
- What occurs when the gap between novel and film is too great?
- Is word still more powerful than reel?

Health and Physical Education (Year 9) – Main Campus

Introduction

Physical activity is a significant aspect of young people's lives in their physical, social and emotional development. The Health and Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. Theory lessons stress the importance of combining healthy lifestyle habits with the skills taught in practical sessions in order to get the most out of life. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

Unit Overview

The following units will be studied in this subject:

1. First Aid
2. Nutrition
3. Sexuality
4. Exercise Science
5. Physical Pursuits – Football Codes, Lacrosse, Archery, Indoor Hockey and Tennis

Essential Questions (Practical):

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do adolescent preferences towards sports differ?
- Why does anyone choose to complete any of these five physical pursuits?
- Does anything need to change in any of these physical pursuits to keep them contemporary?
- How does an individual's skills improve through participating in these physical pursuits?

Essential Questions (Theory):

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

First Aid

- Why should anyone provide first aid?
- Why are the **legal** and **moral** responsibilities involved in first aid in conflict?
- Ethically, where do you stand in delivering first aid to anyone?

Nutrition

- How does nutrition impact our lives?
- Do 'diets' work?
- Are you healthy?

Exercise Science

- Why is oxygen so important when we exercise?
- How do we produce energy when we exercise?
- How can we use games analysis to improve performance?

Sexuality

- How do views on gender, respect and relationships vary?
- Is the concept of femininity and masculinity clear and similar for all?
- How do feelings, thoughts and actions affect our responses to another people's sexuality?
- What assumptions are often associated with sexuality?

Health and Physical Education (Year 9) – St Mary's Campus

Introduction

Physical activity is a significant aspect of young people's lives in their physical, social and emotional development. The Health and Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. Theory lessons stress the importance of combining healthy lifestyle habits with the skills taught in practical sessions in order to get the most out of life. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

Unit Overview

The following units will be studied in this subject:

Practical

1. Golf
2. Self-defence
3 Individual pursuits

Theory

1. Drug Education
2. Values Education

Essential Questions:

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Practical

Golf

- How well can I hit a golf ball?
- Is hitting a golf ball as easy as it looks?
- What techniques contribute to hitting a golf ball effectively?
- How can practice help?

Individual pursuits

- Of the pursuits, which did you prefer? Why?
- Why is there such variety in individual sporting pursuits?
- How do such pursuits help you in your mind, body and spiritual health?

Self-defence

- What drives people to participate in combative sport / self-defence?
- What are some similarities and differences between Taekwondo, kickboxing and boxing?
- Is discipline and combative sport / self-defence a contradiction?
- Is safety and combative sport / self-defence a contradiction?

Theory

Values Education

- What do you value?
- How are your values influenced?
- How have your values changed?

Drug Education

- How can you minimise harm?
- How do you know what is right for you?
- What determines the gap between your perceptions and the current reality regarding drug use for adolescents your age?

Health and Physical Education (Year 10) – Advanced Systems

Introduction

This learning unit of physical education aims to extend those students who wish to extend their knowledge of the systems within the body. Components of this unit will help in preparation for certain aspects of further VCE studies. In doing Sports and Systems the following components will be undertaken:

- **Practical Components:** All practical components will relate directly to the theoretical side of the topic giving students a hands-on approach to better understand these topics. This will be done with the use of exercise programs, heart rate monitors, pedometers and other means of monitoring the body systems.
- **Theoretical Components:** This unit pursues close investigation of food fuels, energy systems and the acute and chronic adaptations that occur within the body. Training methods to help develop the body systems will also be explored, along with training principles and fitness components. Students will also investigate biomechanics and its impact on sport.

Unit Overview

The following units will be studied in this subject:

1. Body systems
2. Acute and Chronic response to exercise
3. Food fuels and energy systems
4. Training methods
5. Biomechanics

Essential Questions (Practical and Theory)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the body's acute responses to exercise?
- What are the body's chronic responses to exercise?
- Why do these changes occur?
- What energy systems do we use during exercise?
- What training methods best prepare an athlete for competition?

Health and Physical Education (Year 10) – Fitness for Life

Introduction

This elective aims to examine the activities involved in various lifestyle options.

In doing Fitness for Life, the following contemporary components will be investigated and experienced:

- **Practical Components:** Fitness and Resistance Training, Relaxation Techniques (i.e. Yoga, Pilates, Tai Chi, Massage and Stress Management), Exercise for Aerobic Conditioning, Aerobic Leisure Activities (i.e. Walking, Jogging, Bike-riding), and Self-Defence.
- **Theoretical Components:** The following units **-** Knowledge of Fitness, Fitness Benefits, Exercise Myths, Motivation and Maintaining Interest in Exercise, Diet and Nutrition considerations, Nutrition for Active Life and Self-esteem and Identity.

Unit Overview

The following units will be studied in this subject:

1. Nutrition
2. Components of Fitness
3. Health and Society: Stages of the Lifespan
4. Lifestyle, Motivation and Identity

Essential Questions (Practical)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the numerous leisure activities which did you prefer? Why?
- Of the numerous fitness activities which did you prefer? Why?
- Of the numerous personal activities which did you prefer? Why?
- Will you continue with any of the activities outside of school? Which one(s) and Why?

Essential Questions (Theory)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Components of fitness

- Why is the knowledge of fitness components important for student's health?
- What impacts on student's ability to be active?
- How do you set up a weights program?

Lifestyle, motivation and identity

- What influences your activity levels?
- What motivates and effects people's activity levels?
- How does physical activity impact on a person's self- esteem?

Nutrition

- What influences (subjective and objective) people's food choices?
- Is your food intake appropriate for your energy and nutrition needs?

Health and Physical Education (Year 10) – Leading and Coaching in Sport

Introduction

This elective aims to examine the theory and skills associated with effective leadership and coaching in sport. In doing Leading and Coaching in Sport the following components will be undertaken:

- **Practical Components**: Aussie Sports, Related Laboratories, Teaching of a junior Physical Education class, SEPEP – Sport Organisation, Refereeing.
- **Theoretical Components:** Styles of Leadership, Roles of a Coach, Communication Skills, Organisation and Planning of Training Sessions, The Acquiring of Skills, Sports Psychology, Refereeing Skills, Sports Administration and Modified Sports Programs.

Unit Overview

The following units will be studied in this subject:

1. Role of the Coach
2. Teaching Skills
3. Aussie Sports
4. Sport Education in Physical Education Program (SEPEP)

Essential Questions (Practical)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What do I (the student) have to do to fulfil each of the roles efficiently?
- What SEPEP role is the most challenging?
- What are the consequences of not fulfilling each role?
- What was it like to rely on others for the smooth running of the sessions?

Essential Questions (Theory)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Aussie Sports

- Why modify adult sports to suit adolescents and children?
- Should the emphasis in children's sport be participation rather than competition?
- Can skills be developed through modified sports?

The Coach

- What is the role of the coach?
- Why do people coach?
- Which coaching style best fits?
- What are the legal and ethical responsibilities of the coach?
- What are the possible ways of managing a group?

Teaching Sports Skills

- What characteristics are evident at each stage of learning?
- What is my preferred learning style?
- How do I effectively teach skills?
- When do I use a game sense approach?
- When do I change someone's technique?

Health and Physical Education (Year 10) – Sport & People

Introduction

This learning unit of Physical Education offers students an opportunity to extend their knowledge and practical skills in a variety of sports. Components of this unit will help in preparation of certain aspects for further VCE studies.

In doing Sport and People, the following components will be undertaken:

- **Practical Components:** Striking and Fielding Games (eg. Cricket, Softball/Baseball), Invasion Games - Court (eg, Basketball, netball, European Handball), Invasion Games – Field (eg Soccer, Touch Rugby, Indoor Hockey), Wall or Net Games (Tennis, Table Tennis, Volleyball)
- **Theoretical Components:** This unit involves a closer look at Socio-cultural issues involved in sport (including Performance Enhancing Drugs, Sponsorship in Sport, Participation, Sports History) and Socio-science issues Technology in Sport and Biomechanics. The unit finishing with 'Designing Fitness Games'.

Unit Overview

The following units will be studied in this subject:

1. Drugs in Sport
2. Participation and Sportsmanship in Sport
3. History of Australian Sport
4. Gender Issues in Sport
5. Technology and Technique in Sport

Essential Questions (Practical)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the 7 physical pursuits on offer, before learning them in the context of a Physical Education class, which pursuit do you prefer? Why?
- Of the 7 physical pursuits on offer, after learning them in the context of a Physical Education class, which pursuit do you prefer now? Has this decision changed, if so why? Which pursuit:
  a) Requires the most skill?
  b) Has the most rules governing it?
  c) Involves more tactics?
  d) Is more physically demanding?
  e) Involves the most teamwork?

Essential Questions (Theory)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Participation and sponsorship in sport

- Why are there gender differences in sports participation?
- What effect does sponsorship have on a sport's participation levels?
- What influence do the media have on sponsorship and participation?

History of Australian sport

- Who has had a significant impact on Australian sport over the last 100 years?
- How has the MCG played a role in the history of Australian sport?

Technology and techniques in sport

- How has technological change improved performance?
- Which laws of motion are utilised in sporting technology?
- Why did the technological change eventuate?

Drugs in sport

- Should drug use in sport be banned or encouraged?
- Why do athletes use drugs?
- What alternatives are there to drug use in sport?

Health and Physical Education (Year 10) – Sport & Systems

Introduction

This learning unit of physical education aims to extend those students who enjoy variety in their activities. Components of this unit will help in preparation for certain aspects of further VCE studies.

In doing Sports and Systems the following components will be undertaken:

- **Practical Components:** Decathlon; NFL/Flag Football; Ten Pin Bowling; Badminton and Indoor Sports.
- **Theoretical Components:** This unit pursues close investigation of musculoskeletal and cardiorespiratory systems with particular reference to responses of the systems to exercise.

Unit Overview

The following units will be studied in this subject:

1. Systems of the Body
2. Pursuits of Sports and Systems

Essential Questions (Practical)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the 5 physical pursuits on offer, before learning them in the context of a Physical Education class, which pursuit do you prefer? Why?
- Of the 5 physical pursuits on offer, after learning them in the context of a Physical Education class, which pursuit do you prefer now? Has this decision changed, if so why? Which pursuit:
  a) Requires the most skill?
  b) Has the most rules governing it?
  c) Involves more tactics?
  d) Is more physically demanding?
  e) Involves the most teamwork?

Essential Questions (Theory)

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Body Systems

- What are the key features of the body systems studied.
- How do the body systems work together to enable the body to work efficiently?
- In what ways does exercise require the body systems working together?
- How does exercise improve the efficiency of the body systems.

Health and Physical Education (Year 10) – Outdoor Education: Coastal and Marine

Introduction

The Coastal and Marine Unit introduces students to a number of environments along Victoria's coastline. Students investigate the importance of the coast, its rich diversity, and how humans have impacted the environment. Students learn what is needed to safely participate, with minimal impact, in a number of recreational activities in a coastal environment. Students develop different skills including first aid, trip planning, personal organisation, group management and leadership.

In order to receive a satisfactory result for Coastal and Marine, students must attend each of the practical experiences. These are designed so students can enrich their understanding and link theory into practice in a range of outdoor environments. A medical certificate must be presented if a student is absent for medical reasons that covers them for the entire duration of the experience.

Unit Overview

The following units will be studied in this subject:

1. Coastal based recreational activities
2. Marine National Parks & Sanctuaries
3. Outdoor activity preparation (trip preparation and planning, cooking, equipment, minimal impact)
4. Surf Lifesaving and survival situations (Coastal & Marine based)
5. Navigation
6. Minimal Impact and sustainability within the coastal environment

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are consequences of human impact on marine pollution?
- How can humans reverse / minimise such human impact?
- How can humans interact with the coastal and marine environment safely and with minimal impact?

Proposed Practical Experiences

- Ocean Grove / St. Leonards – Surfing, Snorkelling, Surf Life Saving and visit to Australian Surfing Museum (2 days)
- Torquay/Anglesea – Surf Coast Walk, Coastal Conservation Activity and Stand Up Paddle Boarding (3 days)

Health and Physical Education (Year 10) – Outdoor Education: Mountains and Alpine

Introduction

The Mountains and Alpine Unit introduces students to a number of mountain and alpine environments in Victoria. The unit aims to develop each student's knowledge and experience to participate in a number of different recreational activities safely with minimal impact on the environment. Mountains and Alpine focuses on three main themes: teamwork, endangered species and sustainability. Students will also develop skills in trip planning, navigation, personal organisation, group management and leadership.
In order to receive a satisfactory result for Mountains and Alpine, students must attend each of the practical experiences. These are designed so students can enrich their understanding and link theory into practice in a range of outdoor environments. A medical certificate must be presented if a student is absent for medical reasons that covers them for the duration of the experience.

Unit Overview

The following units will be studied in this subject:

1. Minimal Impact Alpine Recreational Activities
2. Outdoor activity preparation (equipment, weather, food)
3. Alpine diversity – Native and introduced flora & fauna
4. First Aid and survival situations (Alpine based)
5. Navigation
6. Leadership and Team Work
7. Endangered species
8. Sustainability

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the consequences of human impact on mountain / alpine environments?
- How can humans reverse/ minimise such human impact?
- How can humans interact with the mountain/ alpine environment safely and with minimal impact?

Proposed Practical Experiences

- Lake Mountain – Cross Country Skiing, Tobogganing, Environmental Talk and Healesville Sanctuary (3 days)
- Lorne and You Yangs Regional Park – Mountain Biking and Bushwalking (2 days)
- Local mountain bike rides

Humanities (Year 10): Commerce – Dollars and Sense

Introduction

As young people commence their studies in senior schooling, they are beginning their transition to life beyond school. This program will introduce our students to some important wellbeing topics that will equip them with knowledge and skills to operate effectively in the 21st Century. An understanding of the cost of living, taxation and budgeting is crucial in developing a lifelong approach to earning a living and achieving financial independence. This unit is designed to develop a level of financial literacy that will empower them to make appropriate decisions about buying, saving, investing and earning a living. The course also includes a unit on pathways planning, preparing students for subject selection in the final years of their secondary schooling and vocational pathways beyond school.

Unit Overview

The following units will be studied in this semester based subject:

1. **Can you afford it?**
   This unit focuses on cost of living, budgeting and making viable financial decisions.
2. **I am now legally and adult … now what?**
   This unit focuses on your rights and responsibilities of young adults entering the workforce including taxation, superannuation and credit.
3. **Pathways to Success**
   This unit is designed to give students a chance to explore their post-secondary options and help them consider what might be their best subject choices in the senior school to achieve these goals. This unit also focusses on the tools required to successfully obtain future employment, including an e-portfolio, professional resume and cover letter.

Essential Questions

- How does inflation, unemployment and interest rates impact on individuals' and Australia's financial wellbeing?
- Where does Australia sit in the international financial world?
- What knowledge and skills do I need to maintain financial wellbeing throughout my life?
- What are some of the strategies used to influence me as a consumer?
- How does budgeting help me control my spending and build savings? How does credit work?
- What are some of my legal obligations as a good citizen in society?
- How do courts operate and is going to jail the only option for offenders?
- How do I prepare for a career that will match my interests and abilities?
- How is the world of work changing and what are the implications for my career planning?
- Is completing VCE the only option available for me in senior school?
- Where can I access information about study options?

Humanities (Year 9) – Geography

Introduction

Students will explore how geographical processes change the characteristics of places. They will learn to predict changes in the characteristics of places over time and identify the possible implications of change for the future. They will analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students will propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They will analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

Unit Overview

The following units will be studied in this subject:

1. Biomes and food security

This unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

2. Geographies of interconnections

This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Humanities (Year 10) – Geography

Introduction

Students will learn how different geographical processes alter the characteristics of places. They will predict changes in these characteristics as well as environments over time, across space and at different scales and explain the predicted consequences of change. Students will identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They will evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.

Unit Overview

The following units will be studied in this subject:

1. Environmental change and management

This area focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

2. Geographies of human wellbeing

This area focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Humanities (Year 9): History – The Making of the Modern World

Introduction

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Unit Overview

The following units will be studied in this subject:

1. Making a Better World? Movement of Peoples (1750 – 1901)

Students study the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. They examine changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia as well as the short and long-term impacts.

2. Australia and Asia - Making a Nation

Students investigate the extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. They look at the experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans). Key events and ideas are explored such as the development of Australian self-government and democracy, including women's voting rights.

3. World War I

Students examine an overview of the causes of World War I and the reasons why men enlisted to fight in the war. They look at the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign. Students will also look at the impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) as well as the commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Humanities (Year 10): History – The Civil Rights Movement

Introduction

This unit explores the peak of the Civil Rights Movement in the mid-1950s to the late 1960s by investigating a number of the political movements which emerged throughout the world in the fight for equal rights before the law. It examines how rights and freedoms have been ignored and the role played by governments, organisations and the general public in either supporting or hindering the struggle for racial equality, gender equality and world peace. Particular focus will be on the fight for racial equality in the United States of America and the influence of this movement on Indigenous Australians seeking to remove the injustices and discrimination experienced in their own country.

Unit Overview

The following unit will be studied in this subject:

Racial Equality

The semester begins with an exploration of racial segregation in the southern states of the USA, the influence of the Ku Klux Klan and the Emmett Till tragedy. It follows with an investigation into the Montgomery Bus Boycott, the 'Little Rock Nine' episode in Arkansas and the student sit-ins throughout the south, all of which challenged the system of racial segregation. It explores the roles of Martin Luther King Jr and Malcom X. At this point, attention is to be switched to the southern hemisphere to explore the fight for racial equality by Indigenous Australians. This focus begins with a quick review of the impact of white colonisation on Indigenous Australians, of the Stolen Generation and of the Indigenous 'Day of Mourning' before exploring the influence of the US Civil Rights Movement on Australia. Students will investigate the role and impact of the 'Freedom Ride' led by Charles Perkins, the 1967 referendum, the Aboriginal Tent Embassy and the struggle for Land Rights. Key figures such as Albert Namatjira, Eddie Mabo and Vincent Lingiari will be explored.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How have Indigenous peoples in Australia and African-Americans in the United States struggled for rights and freedoms?
- How have Indigenous peoples in Australia and African-Americans in the United States achieved change and what were some of the significant events that influenced these changes?
- What challenges do Australia's Indigenous people face today?
- Which leaders, activists and individuals have led the struggle for civil rights and freedoms around the world?
- How has government policy helped or hindered these struggles around the world?
- How have the struggles for civil rights and freedoms in Australia been similar to and different from other civil rights movements around the world?
- In what ways do activists continue to struggle for civil rights and freedoms in Australia and around the world?

Humanities (Year 10): History – World War II

Introduction

This unit of study begins with the legacy of World War 1; the League of Nations. It follows Germany's rearmament, Italy under fascist Mussolini, Japan's quest for expansion and the World's response. The unit covers the horrors of the Holocaust in Europe, America's reaction and retaliation to the bombing of Pearl Harbor in the Pacific. Last but not least the unit covers Australia's involvement in the war; from Kokoda to the mini-subs in Sydney Harbor, the sinking of the HMAS Sydney and the Battle of Brisbane. The unit finishes by looking at the lasting relationships that were forged between nations and effects of the War on the world today.

Unit Overview

The following units will be studied in this subject:

1 Towards Total War

Students investigate how the League of Nations turned a blind eye to Germany's rearmament, and the German expanse of territory which lead to the declaration of War in 1935. It will also look at the political relationships formed by the German government, and the treaties held within Europe.

2 War in Europe

Students investigate wartime experiences through a study of World War II in Europe. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history; it will look at the Holocaust, the different fronts and theatres of war, and the alliances between the Allies and the Axis powers.

3 War in the Pacific

Students investigate wartime experiences through a study of World War II in the Pacific, and the immediate threats faced by Australia. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history; it will look at the bombing of Pearl Harbor, Australia's Kokoda campaign, the Japanese strategy and war effort, and the dropping of the nuclear weapons in Hiroshima and Nagasaki.

4 The End and Ramifications of the War

Students investigate the how the War came to a conclusion in both Europe and the Pacific, and the way the nations both Axis and Allies rebuilt. The study will include consequences of the war, and what was done to prevent another World War (establishing the UN).

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How did the nature of global conflict change during the twentieth century?
- What were the causes and consequences of World War II?
- How did significant events change the course of the war?
- What was the significance of World War II for international relationships

Humanities (Year 10) – Resources, Choices & Issues

Introduction

An understanding of how the economy and business work is an important introduction to the world of commerce. This unit will introduce young people to a basic understanding of how the Australian economy works. It will develop an understanding of how markets determine economic outcomes and explore how markets can be inadequate in delivering all the desired outcomes for society. Private enterprise is the 'engine room' of our economy and an understanding of how business works and the opportunity to be entrepreneurial will provide insight into many aspects of commercial life.

Unit Overview

The following units will be studied in this subject:

1. **Introduction to markets**
   This unit focuses on the forces of demand and supply and how the price mechanism works to regulate choices and distribution. An examination of income and wealth distribution In Australia will explore how successful the market is in providing for all members of society. This unit will include an in depth study of how the housing market works and the price of real estate.
2. **Being enterprising**
   This unit focuses on the economy and business, developing small business ideas (Business in a Box), opportunities for Internet based business and exploring marketing, advertising and promotion.
3. **Trade & Globalization**
   This unit explores Australia's role with the rest of the world. It will examine the composition and direction of our trade and evaluate the power and influence of multinational companies on markets and our choices as consumers. The issue of development will also be explored and Australia's responsibility to assist in developing economic ties within the Asia Pacific region.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are economic resources and how do they contribute to production of goods and services?
- How do markets operate and how are my buying decisions influenced by market behaviour?
- Who are the winners and losers in the Australian economy and are there forces at work that restrict opportunities for some people to improve their standard of living?
- Am I really free to purchase what I want or is my choice being manipulated thought tactics of business?
- How does business work and what are the issues involved in establishing a profitable business?
- What is marketing and how does business use marketing strategies to attract and retain customers?
- How is Australia connected to the rest of the world economically?
- What is trade and what are the advantages of opening up our country to trade?
- Economic development is about includes but also quality of life indicators? How does Australia compare to other countries and what is our response to development in our region?

Languages (Year 9) – French (Semester 1)

Introduction

Bienvenue!

Welcome to another year of studying French! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in French with others on a variety of topics, including: introducing French students to Australian school life~~,~~ and discussing food in different parts of the French-speaking world. Cultural awareness is enhanced by comparing facets of life in France with ours here in Australia. In addition to the above you will discover more about the French speaking world.

Unit Overview

The following units will be studied:

1. School life
2. Food in France

Essential Questions

The following essential questions are considered by students during the units and they will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9) – French (Semester 2)

Introduction

Bienvenue!

Welcome to another year of studying French! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in French with others on a variety of topics, including: describing the features of different cities, making travel plans and reflecting on a holiday. Cultural awareness is enhanced by comparing facets of life in France with ours here in Australia. In addition to the above you will discover more about the French speaking world.

Unit Overview

The following units will be studied:

1. Describing a town
2. Holidays

Essential Questions

The following essential questions are considered by students during the units and they will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10) – French [Semester 1]

Introduction

Welcome to another exciting semester of studying French. The Year 10 French Course uses an interactive approach to language learning.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of French in Year 10 and beyond.

Students will acquire language skills and an understanding of contemporary and traditional French culture and how this impacts on the practice of French today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Daily routine
2. Comparing school systems

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10) – French (Pre VCE) [Semester2]

Introduction

The Year 10 French (Pre VCE) Course prepares students for VCE study.
The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of French at VCE level.
Students will acquire language skills and an understanding of contemporary and traditional French culture and how this impacts on the practice of French today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 French [Semester 1] before studying French (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Sports and sports people
2. Issues facing young people in France

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9) – Italian (Semester 1)

Introduction

The Year 9 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out an extended conversation based on model, within the norms of that culture. The program builds on the language already acquired.

Unit Overview

The following units will be studied in this subject:

1. Health and daily routine
2. House and City living

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9) – Italian (Semester 2)

Introduction

The Year 9 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out an extended conversation based on models, within the norms of that culture. The program builds on the language already acquired, through topics that look at: leisure time and wellbeing.

Unit Overview

The following units will be studied in this subject:

1. Fashion
2. Holidays and travel

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10) – Italian [Semester 1]

Introduction

The Year 10 Italian Course uses an interactive approach to language learning.
The aim of the program is to further develop the skills of listening, speaking, reading and writing in a second language.
Students also acquire an understanding of contemporary and traditional Italian culture and how this impacts on the practice of Italian today through the study of a variety of topics. Throughout this unit students are given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Holidays
2. Fairy tales

Essential Questions

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10) – Italian (Pre VCE) [Semester 2]

Introduction

The Year 10 Italian (Pre VCE) Course prepares students for VCE study.
The aim of the program is to further develop the skills of listening, speaking, reading and writing in a second language.
Students also acquire an understanding of contemporary and traditional Italian culture and how this impacts on the practice of Italian today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 Italian [Semester 1] before studying Italian (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Technology and environment
2. Life after school

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9) – Japanese (St Mary's Campus)

Introduction

Welcome to another year of studying Japanese! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in Japanese with others on a variety of topics that are of interest to you. Cultural awareness is enhanced by comparing facets of life in Japan with ours here in Australia. In addition to the above you will discover more about the Japanese speaking world.

Unit Overview

The following units will be studied in this subject:

1. My House
2. Discovering Melbourne

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9) – Japanese (Main Campus)

Introduction

Welcome to another year of studying Japanese! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in Japanese with others on a variety of topics that are of interest to you. Cultural awareness is enhanced by comparing facets of life in Japan with ours here in Australia. In addition to the above you will discover more about the Japanese speaking world.

Unit Overview

The following units will be studied in this subject:

1. School Life
2. People Around Me

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10) – Japanese [Semester 1]

Introduction

Welcome to another exciting semester of studying Japanese. The Year 10 Japanese Course uses an interactive approach to language learning.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of Japanese in Year 10.

Students will acquire language skills and an understanding of contemporary and traditional Japanese culture and how this impacts on the practice of Japanese today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Summer Holidays
2. Shopping and Eating Out
3. School Rules

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10) – Japanese (Pre VCE) [Semester 2]

Introduction

The Year 10 Japanese (Pre VCE) Course prepares students for VCE study.
The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of Japanese at VCE level.
Students will acquire language skills and an understanding of contemporary and traditional Japanese culture and how this impacts on the practice of Japanese today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 Japanese [Semester 1] before studying Japanese (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Giving Directions
2. Japanese media and broadcasting
3. Part-time jobs

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Mathematics (Year 9)

Introduction

In Year 9, students continue to develop their knowledge and skills within several content strands: Number and Algebra, Measurement and Geometry, Probability and Statistics. Mathematics focuses on four main proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. At this stage a growing familiarity with Algebra is important and is emphasised throughout the year. This involves skills related to expressing generality, dealing with equations and the concept of function. Trigonometry is also introduced with Pythagoras' Theorem and there is an emphasis in all areas upon applying the skills to the solution of problems drawn from real situations. In many situations, the use of computer spreadsheets and CAS calculators is encouraged to allow more realistic situations to be investigated.

Please Note: All students are expected to have a TI-nspire calculator.

Unit Overview

The following units will be studied in this subject:

1. Real Numbers
2. Algebra
3. Pythagoras and Trigonometry
4. Statistics
5. Linear Relationships

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What different information is obtained from equivalent forms of algebraic expressions?
- How can algebraic expressions be transformed?
- What methods can be used to solve systems of equations?
- How do linear relations allow us to make predictions?
- How are linear relationships modelled in real life?
- How is triangle congruence applied and verified?
- What relationships exist between the sides of a right angle triangle?
- How can algebra be used to assist in applying Pythagoras' Theorem?
- Where can Pythagoras' Theorem be applied in real life situations?
- How can the side lengths or angles of right angled triangles be found using trigonometry?
- How can the results of a statistical investigation be used or misused to support an argument?
- How do we analyse and make inferences from data?

Mathematics - Enhanced (Year 9) *(Select Entry)*

Introduction

Enhanced Mathematics in Year 9 is a gateway to VCE Mathematical Methods and Specialist Mathematics. It aims to give students the tools to meet the challenge of these subjects by attempting to enhance mathematical skills and sharpening problem-solving skills and efficiency.

Students will need to have strong numeracy skills; the ability to use and apply the four operations (including the correct order to complete operations), knowledge of factors and multiples (including multiplication tables), converting between fractions, decimals and fractions, and working with tables and graphs.

In this subject, students will investigate the use of algebra in transposing equations, simplifying algebraic fractions and alternating between the factorized and expanded form of an expression. In addition, students will investigate the connection of Pythagoras' theorem and trigonometry to real world geometrical analysis. Finally, students will extend their knowledge of the relationship between an equation and its graphical representation to non-linear functions. In many situations, the use of computer spreadsheets and CAS calculators is encouraged to allow more realistic situations to be investigated.

Please Note: All students are expected to have a TI-nspire calculator.

Unit Overview

The following units will be studied in this subject:

6. Real Numbers
7. Algebra
8. Pythagoras and Trigonometry
9. Statistics
10. Linear Relationships

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What different information is obtained from equivalent forms of algebraic expressions?
- How can algebraic expressions be transformed?
- What methods can be used to solve systems of equations?
- How do linear relations allow us to make predictions?
- How are linear relationships modelled in real life?
- How is triangle congruence applied and verified?
- What relationships exist between the sides of a right angle triangle?
- How can algebra be used to assist in applying Pythagoras' Theorem?
- Where can Pythagoras' theorem be applied in real life situations?
- How can the side lengths or angles of right angled triangles be found using trigonometry?
- How can the results of a statistical investigation be used or misused to support an argument?
- How do we analyse and make inferences from data?

Mathematics (Year 10)

Introduction

In Year 10, students build further upon the skills developed in earlier years. The aim of this subject is to provide continuing mathematical development for students wishing to complete either VCE Foundation Mathematics or General Mathematics.

The study is divided into several content strands: Number and Algebra, Measurement and Geometry, Probability and Statistics. Mathematics focuses on four main proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. Ideas met in previous years are revised and then extended in depth and breadth, with new aspects of many topics being introduced. A broad range of practical mathematical topics will be studied so that students are exposed to the many different forms of mathematics in everyday life.

The use of technology in the form of computers and CAS calculators are incorporated into the subject.

Please Note: All students are expected to have a TI-nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Measurement
2. Linear Algebra
3. Univariate Data
4. Co-Ordinate Geometry
5. Number and Finance
6. Probability
7. Trigonometry
8. Bivariate Statistics

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How are negative indices different from positive indices?
- Where are algebraic equations used in the real world?
- Where are algebraic graphs used in my life?
- Can equations solve problems?
- How do I find the height of something that I cannot physically measure?
- How can I use probability to make wise decisions in my life?
- How can information be collected, recorded and organised?

Mathematics – Pre Methods (Year 10) *(Select Entry)*

Introduction

In Year 10, students build further upon the skills developed in earlier years. This subject is aimed at providing a well-balanced study of Year 10 mathematics for students anticipating a full study of mathematics at the VCE level, including Mathematical Methods and/or Specialist Mathematics.
Pre Methods Mathematics covers some of the same ideas as Mainstream Mathematics however this subject goes into more depth and breadth and is aimed at students who enjoy being challenged in mathematics and wish to develop a higher level of understanding of the concepts involved behind mathematics.

The study is divided into several content strands: Number and Algebra, Measurement and Geometry, Probability and Statistics. Mathematics focuses on four main proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. Ideas met in previous years are revised and then extended in depth and breadth, with new aspects of many topics being introduced. Algebra is emphasised, as it is an essential base for success in VCE Methods and Specialist Mathematics. Students investigate curves including those produced by quadratic and simple exponential functions.
The use of technology in the form of computers and CAS calculators is incorporated into the subject. All students are expected to have a TI-nspire calculator

Please Note: In order to undertake this subject, students must fill out an application form and hand to the Head of Mathematics by the due date. Selection for this subject will be subject to students' Year 9 results and teacher recommendation.

Unit Overview

The following units will be studied in this subject:

1. Number
2. Algebra
3. Linear and Non Linear
4. Geometry and Trigonometry
5. Chance
6. Polynomials

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is an irrational number? How can I manipulate irrational numbers?
- Where do I find irrational numbers in the real world?
- Where are algebraic equations used in the real world?
- Where are algebraic graphs used in my life?
- Can equations solve problems?
- How do I find the height of something that I cannot physically measure?
- How can I use probability to make wise decisions in my life?
- How lucky am I?

Mathematics – Applied Numeracy (Year 10)

Introduction

Applied Numeracy is a Mathematics course offered to Year 10 students which focuses on life skills, financial competence and project based work. Students explore and develop a variety of skills within the Number, Measurement and Chance & Data strands. They continually identify and use skills learnt to solve real life mathematical problems. They make use of a variety ICT tools to support and consolidate their learning.

Unit Overview

The following units will be studied in this subject:

1. Measurement
2. Number
3. Financial literacy
4. Fractions, decimals and percentages
5. Spatial reasoning
6. statistics
7. ICT skills in numeracy

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the relationships between perimeter, area, surface area and volume?
- How are the areas of polygons and circles related and applied?
- How are the volumes of polygons and circles related and applied?
- How can geometry be used to solve real-world problems?
- How are two-dimensional relationships connected to the properties of three-dimensional figures?
- What methods can be used to solve problems?
- How and where is financial mathematics useful in everyday life?
- How can information be collected, recorded and organised?

Mathematics - MathBusters (Year 10)

Introduction

MathBusters takes students on an investigative journey that is unlike a traditional maths class. It will enhance student's ability to solve problems by undertaking investigations of short and long term projects. Students will learn an array of skills that will enhance their ability to comprehend and complete complex problems in VCE and beyond. The unit will investigate real world challenges that must be solved through mathematical modelling, a skill that is developed over the subject. Students will discover how maths is continuing to play a large role in professional sport. They will have the flexibility to create their own problems to bust.

Unit Overview

The following units will be studied in this subject:

1. Problem Solving Challenges
2. Research Project 1
3. Problem Solving Challenges
4. Research Project 2

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I solve problems?
- What strategies can I use to solve problems?
- How do I maximise profit?
- What do marketing and maths have in common?
- How can design save money?
- How can maths help me win?
- Does maths influence sport?
- How do I create a problem?
- What questions do I need to ask to solve the problem?
- How do I know I am right?

Religious Education (Year 10)

Introduction

During the semester, students undertake investigations two areas. Students begin with the Gospels, in particular Mark's Gospel as foundational documents for the Christian Church. Over the centuries since Christ, the community of believers has endeavoured to remain faithful to the mission that it was given in the beginning. There have been times of great strength and progress and other times of controversy and struggle. Students examine what it means to respond in terms of our personal way of life and our commitment to living justly. The unit ends with an exploration of the nature of religion and its place in the modern world.

The second unit takes student on an exploration provoked by St Paul's scriptural reference to the body as a temple. The Christian understanding of God as the one and only source of creation is challenged by dualism and its manifestations of spirit as good and the body as corrupted. How a God of love can be understood in a world where evil is present is the catalyst for reconceptualising our concept of God. Jesus as the word made flesh confronts students with a need to deepen their engagement with the Trinitarian Christian God. In our contemporary society a range of issues from body image to social media exploitation are touched upon in this unit.

Unit Overview

The following units will be studied in this subject:

1. 'Is the Bible Fake News?'
2. 'Is the body a temple?'

Essential Questions

The following essential questions will be considered by students during the units. They link directly to the assessment tasks that students are asked to complete.

"Is the Bible Fake News?'

- News, Fake News, and Good News
- Historical Context of the Bible
- Creation Myths
- The Exodus: Fact of Fiction
- The Gospels

'Is the Body a Temple?'

- God, all powerful, all knowing, present always, everywhere, or God of the gentle breeze?
- Jesus: True God or True Man? The word made flesh.
- Philosophy of Mind: Dualism, or One True God?
- The Spirit is willing, but the flesh is weak: An examination of the Problem of Evil
- Two contemporary topics studied by all classes in common
- Individual class development of two topics chosen by the class

Science (Year 9): Systems Interactions and Interrelationships

Introduction

Year 9 Science builds upon the understandings and skills acquired from previous years. Students will gain an increased understanding of how their body works, how energy and matter is conserved in chemical reactions, how the Earth's surface responds to thermal change in the mantle and how electrical circuits can be designed for diverse purposes. There is a very strong practical component with an emphasis on both designing and conducting scientific investigations, whilst also increasing student independence in terms of the safety considerations. There will also be an introduction to occupational health and safety practices, particularly with regard to risk assessment procedures.

Unit Overview

The following topics will be studied in this subject:

- Coordination and Control – Roles of the various body systems in maintaining a stable internal environment and responding to the external environment of organisms
- Atoms and More – Important and uses of certain types of chemical reaction
- Plate Tectonics – Effects of heat transfer on the Earth's surface and the life on our planet
- Electronics – Electrical components and circuits and their use in everyday applications and robotics

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do body systems work together to keep us functioning?
- How do our body systems respond to foreign materials and invading organisms?
- How is matter and energy conserved?
- How do we harness endothermic and exothermic reactions for human purposes?
- What are the characteristics of acids and bases and why are their reactions so important in our lives?
- As oil reserves are running out, where is the next fuel source going to come from?
- What effect do thermal changes have on the surface of the Earth?
- How do robotic systems (e.g. sensory) compare to those of living organisms?
- How do the properties of electrical components vary depending on their purpose?

Science (Year 10): Everyday Science

Introduction

Year 10 Everyday Science provides students with a basic understanding of science in their everyday lives. The focus is to build upon the skills and knowledge acquired from previous years and develop their critical thinking and collaboration skills. Students will complete practical investigations and fieldwork. They will explore the application of science in various real world contexts.

Unit Overview

The course is divided into various topics including:

- Chemical Science – Green Chemistry
- Physical Science – Motion and Forces
- Biological Science – Inheritance and Ethics
- Environmental Science – Ecosystems Fieldwork

Essential Questions

The following essential questions will be considered by students during the units:

- How do we use chemical reactions in the home?
- How can we describe the motion of objects in the world around us?
- How are traits inherited?
- How does the combination of genetics and biodiversity influence a fragile ecosystem?
- What impact do humans have on urban ecosystems?

Science (Year 10): Pre VCE

Introduction

Year 10 Science provides students with an overview of the various science disciplines. The focus is to build upon the skills and knowledge acquired from previous years and prepare students for VCE science studies. Practical skills are developed through designing investigations and students explore how to present and analyse data collected in a succinct manner. The course examines how atomic theory relates to the origin of the universe, the inheritance and evolution of traits, and the laws of motion.

This subject is strongly recommended for students wanting to undertake any of the VCE Science Subjects.

Unit Overview

The course is divided into four major topics:

- Earth and Space Science – The Big Bang
- Chemical Science – Atoms, Elements and Biochemical reactions
- Physical Science – Collisions
- Biological Science – Inheritance, Natural Selection and Evolution

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What relationships exist between atoms, reactions and the Universe?
- How do the laws of motion describe what is going on in the world around us?
- Why is DNA considered to be the code of life?
- How would Biology differ today if the Theory of Evolution did not exist?
- How do organisms survive in harsh and/or changing environments?

Science (Year 10) – Science Inquiry: The Bigger Picture

Introduction

Science has enriched our lives, this subject looks at the ideas that have sparked the inventions that have made the modern world. This subject primarily focuses on the practical inquiry skills which are a major component of the VCE Study Designs. Students will examine the practical aspects that are unique to Chemistry, Physics and Biology, learn to communicate their findings in a concise manner and explore the interconnectedness of the scientific strands.

The major assessment for this subject is a student designed extended practical investigation around a scientific area of personal interest to investigate possible solutions.

Unit Overview

The following units will be studied in this subject:

- Bionics – Assistive technologies.
- Biomimicry – Harnessing natures designs in human technology.
- Anthropocene and Epochs Past – Measuring human impact on the spheres of Earth.
- The Scientific Method – Analysis of data and critical interpretation of scientific studies.
- Personal Project – A scientific investigation of an area of interest.

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How do advances in science and technology affect society?
- How is scientific knowledge generated and validated?
- How do we measure how far science has come?
- How do bionic limbs and organs assist people?
- What effects have humans had on the biogeochemical cycles of the planet?
- How can we have a positive impact on the environment? Can we reverse the effects of the past?
- How can adaptations in nature be mimicked for human activities and lifestyles?

Science (Year 10) – Emerging Sciences: To Infinity and Beyond

Introduction

This subject primarily focuses on the role of science in contemporary decision making, analysis and problem solving, and the recognition of the expanding range of science-based career paths. Students will gain an increased understanding of the breadth of emerging sciences which are touched on in the VCE courses. The course will investigate the nature of science development and the use and influence of science in society in the past, present and future.

The major assessment for this subject is a student designed extended practical investigation around a scientific area of personal interest to investigate possible solutions.

Unit Overview

The following units will be studied in this subject:

- Engineering Principles and Systems Thinking – Problem solving, designing solutions and innovation.
- Nanotechnology – Material properties on a microscopic scale
- Are We Alone? – The search for extra-terrestrial life
- Space Settlers – Human colonisation on planets other than Earth
- Personal Project – A scientific investigation of an area of interest

Essential Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What conditions are required for life to exist on other planets?
- How can materials with the same chemical composition be so different?
- How can cutting-edge techniques in chemistry be used to produce a range of useful substances, materials and applications in other areas of science?
- How do the conditions on other planets (e.g. Mars) inspire scientific innovations to enable human habitation?
- How may advances in science and technology affect society?
- How is scientific knowledge generated and validated?
- Why should we recognize and analyse multiple points of view in scientific research?

Work and Life Skills (including Work and Life Skills Project) (Year 10 VPP Students Only)

Introduction

The Work and Life Skills curriculum will provide our students with the opportunity to grow and further enhance their knowledge and skills to not only survive in the modern world but to thrive. The project-based curriculum lends itself to an authentic pedagogy, one that is devoted to strengthening a student's employability skills. Through embracing an entrepreneurial mindset, the students will develop a refined skill-set that will allow them to identify and seize opportunities. This project-based curriculum will involve a demonstration of leadership, teamwork, varied communication methods, self-management, initiative and problem-solving skills. In nurturing each student's development, the Work and Life Skills unit offers experiences such as the attainment of employable certificates (First-Aid and Construction Induction Card), Work Experience as well as TAFE and further training visits.

The Work and Life Skills curriculum fosters each student's strengths, interest, knowledge and attitudes through the participation of practical experiences. These experiences relate to personal, social, educational and/or community goals. These skills, knowledge and attitudes lead towards:

- social responsibility
- building community connectedness
- civic responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.
- knowledge of self and goals.

Unit Overview:

Work and Life Skills subject naturally lends itself to project-based learning. A project based approach provides practical, outcome-based learning, which caters for the individual learning styles of the students.
The curriculum is based on youth development principles, with a focus on themes that aim to develop:

- community awareness
- enterprising and business skills
- commitment to, and achievement of, personal goals
- civil and civic responsibility
- improved transferable work skills

Essential Questions

Students will consider the following essential questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are my future career goals and what pathways do I need to take to get there?
- Why is it important to have specific work-related skills for some industries and why specific skills do I need for my future career?
- What are some strategies I can use to work effectively with others in the workplace?
- Why are workplace rights and responsibilities including OH&S requirements important in the workplace?
- What are entrepreneurial behaviours and how can I manipulate these to thrive in a modern world?