



MaterChristi  
**Curriculum Guide**  
**Year 10**  
**2018**





# CONTENTS

|  |    |                                     |    |
|--|----|-------------------------------------|----|
| INTRODUCTION   | 4  | HUMANITIES                          | 18 |
| STUDENT PROGRAM REQUIREMENTS                         | 5  | ISSUES AND INSIGHTS                 | 18 |
| YEAR 10  | 5  | DOLLARS AND SENSE                   | 18 |
| MIDDLE YEARS PROGRAM - PERSONAL PROJECT              | 5  | CULTURE, CONFLICT AND CHANGE        | 18 |
| SELECTING YOUR UNITS                                 | 6  | GEOGRAPHY                           | 19 |
| HIGHER STUDY   | 6  | INTERDISCIPLINARY UNIT              | 20 |
| PREREQUISITE & RECOMMENDED STUDIES FOR VCE           | 6  | EXPLORE AND COMMUNICATE             | 20 |
| SPECIAL PROVISION                                    | 6  | LANGUAGES OTHER THAN ENGLIS         | 21 |
| ENSURING APPROPRIATE DIRECTIONS FOR STUDENT LEARNING | 6  | VET CERTIFICATE II (MANDARIN)       | 21 |
| ELECTING YOUR UNITS                                  | 6  | VET CERTIFICATE III (MANDARIN)      | 21 |
| SELECTING YOUR UNITS                                 | 6  | LANGUAGES OTHER THAN ENGLISH        | 22 |
| REGISTERING YOUR SUBJECT CHOICES                     | 7  | FRENCH                              | 22 |
| YEAR 10 UNITS  | 7  | FRENCH VCE PATHWAY                  | 22 |
| ARTS   | 8  | MATHEMATICS PATHWAYS                | 23 |
| DRAMA STUDIES  | 8  | MATHEMATICS                         | 24 |
| EXPRESSIVE DANCE                                     | 9  | ENHANCEMENT MATHEMATICS             | 24 |
| CREATIVE ARTS  | 10 | GENERAL MATHEMATICS                 | 24 |
| MUSIC  | 10 | VCE FOUNDATION MATHS                | 24 |
| VISUAL COMMUNICATION DESIGN                          | 10 | RELIGIOUS EDUCATION                 | 25 |
| MEDIA  | 11 | RELIGIOUS EDUCATION                 | 25 |
| ENGLISH  | 11 | RELIGIOUS EDUCATION: YOUTH MINISTRY | 25 |
| ENGLISH  | 12 | SCIENCE                             | 26 |
| ENGLISH AS AN ADDITIONAL LANGUAGE (SPECIAL ENTRY)    | 12 | CORE SCIENCE                        | 26 |
| HEALTH & PHYSICAL EDUCATION                          | 13 | MIND AND BODY                       | 26 |
| LIVING SAFELY  | 13 | LIFE MATTERS                        | 26 |
| COMPETITIVE SPORT                                    | 14 | PSYCHOLOGY                          | 27 |
| HEALTH & HUMAN DEVELOPMENT                           | 14 | BIOLOGY                             | 28 |
| OUTDOOR AND ENVIRONMENTAL STUDIES                    | 15 | TECHNOLOGY                          | 29 |
|  | 16 | HIGH TEA                            | 29 |
|  | 17 | MATER CHEF                          | 29 |



# CONTENTS

|                                       |    |
|---------------------------------------|----|
| ON THE RUNWAY                         | 29 |
| COMPUTING                             | 30 |
| VCE VET HOSPITALITY                   | 31 |
| YEAR 10 PLANNING FORM                 | 32 |
| HIGHER STUDY APPLICATION<br>FORM 2018 | 33 |



# INTRODUCTION

This Curriculum Guide provides a general introduction to the courses of study offered at Mater Christi College for students entering Year 10 2018. It includes information to assist in the subject selection process and understanding the curriculum program across the College.

The elective units for Year 10 in 2018 enable students to select studies for their particular interests and needs while also providing an appropriate pathway into Senior School. The ability to choose is an important ingredient for enthusiasm, motivation and taking responsibility for learning. The range and content of the units reflect to the experience of the 2017 Year 9 program, student demand, curriculum development and future education directions.

Two significant events will be held at the College to assist students in the process of subject selections;

- Curriculum Information Evening - Wednesday 26 July
- Subject and Tertiary Expo - Thursday 3 August

Further details will be on our website

The Year 10 program outlined in this guide are exciting and challenging, and give students access to worthwhile, challenging and enjoyable learning experiences.

Please read through all sections of this guide so that elective choices are made wisely and details are entered correctly.

Planning forms to assist subject selections can be found at the end of this guide (pages 33- 34).

Subject preferences must be registered online and printed copies handed to the Pastoral Group Teacher by [Friday 11 August 2017](#)

Leah Eekelschot  
Director of Curriculum



# STUDENT PROGRAM REQUIREMENTS

## YEAR 10

In Year 10 all students study core units from:

- Religious Education (selecting from Religious Education or Religious Education: Youth Ministry)
- English
- Mathematics (selecting from Essential, General or Units 1 and 2 VCE Foundation Mathematics)
- Science

In addition to this, students must select 7 electives;

This selection must include at least one elective from each of the following domains:

- The Arts and/or Technology
- Health and Physical Education
- Humanities
- Languages Other Than English (LOTE); Chinese or French

The remaining 2 or 3 choices can be selected from any domain except Religious Education, Mathematics and English.

The Student Program Requirements outlined above ensure that each student has a comprehensive program and is also able to have some choice in the range of units studied. As a student moves to Year 10, Year 11 and finally Year 12, the level of choice increases. Parents are encouraged to work closely with their daughter throughout the selection process.

## MIDDLE YEARS PROGRAM - PERSONAL PROJECT

The Middle Years Program (MYP) recommends students continue studying subjects in all learning domains, providing a broad and balanced education for students.

A major assessment task which all students start in Year 9 is the Personal Project. The project requires each student to complete a significant body of research on her own, on a topic of her choice. It aims to consolidate the student's ability to develop skills and knowledge through learning experiences and apply them to an independent, in-depth research task. It is a subject outside regular class time and is reported on in Semester Two.

A supervisor guides and supports each student through the process to help her meet the prescribed range of criteria.

The Personal Project is introduced to Year 9 students and parents in detail in Semester 2, 2017. The completed project is submitted by students in Term 2 of Year 10.



# SELECTING YOUR UNITS

## HIGHER STUDY

Students in Year 10 at Mater Christi may study a Year 11 subject (Units 1 & 2 VCE or VET). Whilst it may not be appropriate for all students, there are a number of benefits associated with undertaking a Higher Study. A supportive selection process will be coordinated by the Year 9 Learning Coordinator. Students who wish to apply for a Higher Study must complete a Higher Study application form, available on the College website (an example of which is on page 34). This form needs to be submitted with the Subject Selection/Re-enrolment form by Friday 11 August. Students are also expected to attend the explanatory session at the parent information evening on Wednesday 26 July. Enrolment in Higher Study units will be dependent upon demonstrated commitment and attitude to study, Year 9 results and availability of places in Higher Study courses.

Higher Studies that have been identified as most suitable for Year 10 students are listed in this guide.

An explanation of all VCE and VET units can be found in the Senior Years Curriculum Guide, located on the College Website: [Curriculum Guide Senior](#)

## PREREQUISITE & RECOMMENDED STUDIES FOR VCE

Completion of the Program Requirements will prepare students for a wide range of Senior School pathways. However, certain VCE Studies recommend preparation at Year 10 level. Students are encouraged to discuss their selections, and possible VCE plans, with their Subject Teacher, Pastoral Group Teacher, Year Learning Coordinator, Careers Coordinator and/or Pathways Coordinator to gain the most relevant and up- to-date information.

## SPECIAL PROVISION

While satisfactory completion of the Program Requirements is the goal for every student, special provision will be made to accommodate individual learning need. Students with extended medical absences, students experiencing significant hardship or students with particular learning needs may have grounds for special consideration and program modification.

In these situations, cases will be examined on their individual merit. Recommendations will be made in the best interest of the student's learning and decisions determined in consultation with parents and appropriate health professionals.

## ENSURING APPROPRIATE DIRECTIONS FOR STUDENT LEARNING

Progression to the next year level requires consideration of a range of factors such as academic, wellbeing and future career goals.

In some instances, further counselling with the Year Learning Coordinator will be required to ensure that the best decision for student learning is made.

## ELECTING YOUR UNITS

Elective units are one semester in length. Year 10 students will select Year 10 units and may apply to study Year 11 units as a Higher Study. A Higher Study will count as two elective units.



# SELECTING YOUR UNITS

## TO MAKE YOUR SELECTION

### Step 1:

Carefully read the description of the units in this guide. It is important to understand the content, work requirements and assessment for all units.

### Step 2:

Within each domain, rank the units from most important to least important. You should consider:

- preparation for potential Senior School pathways
- areas in which you have a strength
- areas in which you have an interest

### Step 3:

Complete the Planning Form (see page 33) by entering the names and unit codes of your preferred units. These units must satisfy the Program Requirements.

Make sure to note a Reserve Unit for each domain.

### Step 4:

You are now ready to register your preferences for 2018. Passwords will be available early in Term 3.



# REGISTERING YOUR SUBJECT CHOICES THROUGH WEB PREFERENCES

## INTRODUCTION

*Web Preferences* is a web application that allows students to enter their subject preferences on-line.

Early in Term 3 students in Year 10 will be sent an important email containing a unique link to Web Preferences. **Do not delete this email.** The instructions in the email should be read carefully and will outline the main steps of the subject selection process which will include:

- Accessing Web Preferences
- Selecting subjects
- Submitting subject preferences
- Printing a confirmation receipt
- Signing and submitting the receipt to the student's Pastoral Group Teacher

This may be done at home or at school. Students will be able to lodge their preferences online up to and including **Friday 11 August**.

Please note: You are only able to submit subject preferences twice. Consider your options carefully before making your selections.

You must register your preferences online and submit your Preference Receipt page and your Higher Study Application (if applicable) to your Pastoral Group Teacher no later than Friday 11 August.





# YEAR 10 UNITS

| DOMAIN                        | ELECTIVE                                    | CODE  | MY PREFERENCE |
|-------------------------------|---|-------|---------------|
| Arts                          | Drama Studies                               | 10ADS |               |
| Arts                          | Expressive Dance                            | 10AED |               |
| Arts                          | Creative Arts                               | 10ACA |               |
| Arts                          | Music                                       | 10AMU |               |
| Arts                          | Units 1&2 Visual Communication Design       | 11VCD |               |
| Arts                          | Units 1&2 Media                             | 11MED |               |
| English                       | English                                     | 10ENG |               |
| English                       | English as an Additional Language           | 10EAL |               |
| Health and Physical Education | Living Safely                               | 10PLS |               |
| Health and Physical Education | Competitive Sport                           | 10PCS |               |
| Health and Physical Education | Units 1&2 Health and Human Development      | 11HHD |               |
| Health and Physical Education | Units 1&2 Outdoor and Environmental Studies | 11OES |               |
| Humanities                    | Issues and Insights                         | 10HII |               |
| Humanities                    | Dollars and Sense                           | 10HDS |               |
| Humanities                    | Conflict, Culture and Change                | 10HCC |               |
| Humanities                    | Units 1&2 Geography                         | 11GEO |               |
| Interdisciplinary Unit        | Explore and Communicate                     | 10IEC |               |
| Language Other Than English   | Chinese VET Certificate III Mandarin        | 10VC3 |               |
| Language Other Than English   | Chinese VET Certificate II Mandarin         | 10VC2 |               |
| Language Other Than English   | French                                      | 10LFR |               |
| Language Other Than English   | VCE French Pathway                          | 10LFV |               |
| Mathematics                   | Enhancement Mathematics                     | 10MEH |               |
| Mathematics                   | General Mathematics                         | 10MGM |               |
| Mathematics                   | Units 1&2 Foundation Mathematics            | 11FOM |               |
| Religious Education           | Religious Education                         | 10RED |               |
| Religious Education           | Religious Education: Youth Ministry         | 10RYM |               |
| Science                       | Science Core                                | 10SCI |               |
| Science                       | Mind and Body                               | 10SMB |               |
| Science                       | Life Matters                                | 10SLM |               |
| Science                       | Units 1&2 Biology                           | 11BIO |               |
| Science                       | Units 1&2 Psychology                        | 11PSY |               |
| Technology                    | High Tea                                    | 10THT |               |
| Technology                    | Mater Chef                                  | 10TMC |               |
| Technology                    | On the Runway                               | 10TOR |               |
| Technology                    | Units 1&2 Computing                         | 11COM |               |
| Technology                    | VET Hospitality (Units 1&2)                 | 11VHO |               |



# ARTS

## DRAMA STUDIES

Students explore a range of naturalistic and non-naturalistic performance styles and draw on these styles as they respond to a given structure and stimulus material. They also focus on recording and documenting the drama-making processes used in the development of this performance work.

Students analyse a performance by professional or other drama practitioners, which provides opportunities to make connections with their own work and to build their experience of how dramatic elements, performance styles, stagecraft and expressive skills can be used and manipulated in performance.

The study of Drama can lead to career pathways in theatre and television as an actor or behind the scenes. It is also a great opportunity to develop confidence in public speaking and 'thinking on your feet' - qualities found in successful leaders within the school community and wider world.

### ASSESSMENT

Assessment may include a process folio, research tasks, performance written analysis, and monologue, solo and ensemble performances.

## 10ADS EXPRESSIVE DANCE

## 10AED

In Year 10 Expressive dance students learn that movement is an expressive language. This subject allows you to explore the origins of ballet and contemporary dance while also developing knowledge of safe dance practices and dance terminology. Studies will also develop your technique and choreographic skills creating a solo, duo or trio and performing in a group dance work.

The study of dance will strengthen skills in dance technique and theory (developing subject specific terminology) however also in life skills such as confidence in collaboration, team work and development of creativity.

Year 10 Expressive Dance leads to VCE Dance and Drama along with a number of other career paths. In selecting dance you open up opportunities to a career in any performing arts avenue from centre stage to back stage!

### ASSESSMENT

Assessment may include:

- Dance analysis
- Research tasks
- Group dance performance
- Solo, duo or trio performance
- Dance technique classes in a variety of styles.



# ARTS

## CREATIVE ARTS

Creative Arts provides opportunities to explore, research and produce artworks that reflect artistic individualism. Creative processes and techniques are explored to establish skills and quality art forms.

Creative Arts provides the opportunity to select and use different media and materials, such as photography, film, fashion, drawing, painting, printing, design, and computer based art, using contemporary and traditional approaches.

A variety of practical activities can be selected during the semester, including working in two or three dimensional formats, or a combination of both. Creative Arts incorporates the study of artists and designers to enhance the development of the artwork being undertaken.

Creative Arts is a progressive development of skills and knowledge that lead to VCE Studio Arts and Visual Communication Design. These subjects provide a base for the selection of Art and Design at university, and working in the Arts and Design industry.

### ASSESSMENT

Assessment may include the following areas of student research, investigation and practical practice:

- Design Process
- Folio

## 10ACA MUSIC

Year 10 Music is based on performance skills and research of music in films and TV shows.

Students learn music performance skills, research and oral presentation skills and improve on music theory to help musicianship.

This subject can lead to VCE music performance, focusing on voice or an instrument of your choice as well as continuing to improve on music theory and music listening analysis.

### ASSESSMENT

Assessment may include group rehearsal and performance of chosen songs, creating a movie soundtracks and other music compositions on GarageBand, research in film music, and music theory.

## 10AMU



# VISUAL COMMUNICATION DESIGN

It is strongly encouraged that students complete both Units 1 and 2 before undertaking Units 3 and 4.

## UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN 11VCD1

### Areas of Study:

- Drawing as a means of communication

Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings.

- Design elements and design principles

This area of study focuses on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

- Visual communications in context

On completion of this unit the student should be able to describe how visual communications in a design have been influenced by past and contemporary practices, and by social and cultural factors.

### ASSESSMENT

Assessment may include a small folio, short practical tasks and written analysis tasks.

## UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS 11VCD2

### Areas of Study:

- Technical drawing in context

This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study:

- environmental design (architecture) or
- industrial (product) design.
- Type and imagery in context

Increasing advancements in the digital communication of information have led to a greater need to understand the meaning and function of typography (font) in visual language. In this area of study students develop knowledge and skills in manipulating type (font) and images when communicating ideas and concepts.

- Applying the design process

In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development.

### ASSESSMENT

Assessment may include:

- Folio
- Short practical tasks

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD-2013.pdf>



# MEDIA

## UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES 11MED1

### Areas of Study:

- Media Representations

On completion of this unit students should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

- Media forms in production

On completion of this unit students should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

- Australian stories

On completion of this unit students should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by audiences.

## UNIT 2: NARRATIVE ACROSS MEDIA FORMS 11MED2

### Areas of Study:

- Narrative, style and genre

On completion of this unit students should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

- Narratives in production

On completion of this unit students should be able to apply the media production process to create, develop and construct narratives.

- Media and change

On completion of this unit students should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

### ASSESSMENT

Assessments for Units 1 and 2 may include the following:

- Folio work
- Technical work including use of cameras, software
- Written work including research and analysis
- Examination

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/media/media-sd-2012.pdf>



# ENGLISH

## ENGLISH

Year 10 English is designed to consolidate formal English skills as well as includes a focus on various English disciplines offered in Years 11 and 12: VCAL Literacy, Mainstream English, Literature, and English Language. Students will study a range of literary and non-literary texts to develop analytical and creative skills as well as explore ideas about society, responsibility and individual conscience.

Students will study a range of literary and non-literary texts such as novels, plays, films, newspaper articles and advertisements. They will examine how views and values are presented in texts, explore how English language is used in different settings and how language choices are influenced by their context. They will also consolidate functional grammar and literacy skills, and analyse how authors and writers create meaning and influence our lives.

### ASSESSMENT

There will be a range of learning and assessment opportunities to allow students to demonstrate a range of skills and knowledge. Formal and informal assessments may include creative responses, analytical essays, research, class debates and oral presentations. There will be a formal examination at the end of each semester.

## 10ENG

## ENGLISH AS AN ADDITIONAL LANGUAGE (SPECIAL ENTRY)

## 10EAL

This unit is for students from non-English speaking backgrounds. It aims to support students in developing their skills and competence with written and spoken English language.

This unit will be tailored to the individual needs of the students in the class, however, students may study a novel or film to enhance abilities in writing in various forms, study current issues, and practice listening and speaking skills. Emphasis is placed on individual progress and study competencies.

### ASSESSMENT

Students will be assessed in a variety of ways that are all designed to consolidate English language skills in preparation for VCE English as an Additional Language.



# HEALTH & PHYSICAL EDUCATION

## LIVING SAFELY

Living Safely explores the importance of maintaining a physically active lifestyle to promote lifelong health and wellbeing. The units explore various challenges and risk-taking behaviours adolescents encounter during this stage in their life.

Physical education classes focus on fun fitness activities to promote ongoing fitness improvement and the implementation of a physical activity routine outside of class, and sports aerobics where students plan and execute a sports aerobics routine. The unit finishes with a table tennis round robin.

In health classes, students investigate topics such as lifestyle and fitness, sexual health and risk-taking behaviours. This is to further promote understanding of how to live a healthy and fulfilled life!

### ASSESSMENT

Students are assessed on knowledge and skills through both group and individual projects, including a research tasks into advertising in the fitness industry, group presentations on sexual health and assignments based on the ability to plan, perform and reflect upon the physical components of the course. A highlight of the unit is attendance at METEC Driving Centre for a practical driving experience. This excursion runs over two half days. Pre-driver education introduces students to car safety, road laws and car maintenance.

## 10PLS COMPETITIVE SPORT

## 10PCS

Competitive sport inspires students to engage in the competitive nature and tactics of a wide range of sports, as well as encouraging lifelong participation. This is a highly practical and active subject which encourages students to develop fitness, skills and decision making in a variety of team sports.

Students are given the opportunity to experience all aspects of a competitive sport and develop skills from a variety of platforms; as a coach, as an athlete and as an umpire. Through this unit, students are supported in improving ability to teach peers through creating drills and demonstrating knowledge across different sporting contexts. Students incorporate learning into instruction and game play across a range of sports. All lessons are student lead, encouraging confidence in leadership, time management, communication and organisational skills.

### ASSESSMENT

Over the semester, students undertake the roles of an umpire, coach, publicist, captain and team player. Students will develop three training sessions and organise two round robins for a sport of their choice. Students participate in and be assessed on performance in a variety of sports. Students will be tested on knowledge and understanding of sport. Students are given the opportunity to gain 'community coach' accreditation in a basketball coaching course, run by Basketball Victoria. Here, they will learn basic coaching skills, and also learn some handy tips.





# HEALTH & HUMAN DEVELOPMENT

## UNIT 1: UNDERSTANDING HEALTH AND WELLBEING 11HHD1

### Areas of Study:

- Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

- Health and nutrition

Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth.

- Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

## UNIT 2: MANAGING HEALTH AND DEVELOPMENT 11HHD2

### Areas of Study:

- Developmental transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.

- Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

### ASSESSMENT

Assessments may include:

- Tests
- Oral Presentations
- Multimedia Presentations
- Data Analysis
- Short answer responses
- Written reports based on data collection and own research
- End of Unit examination

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumanDevelopmentSD-2014.pdf>





# OUTDOOR AND ENVIRONMENTAL STUDIES

## UNIT 1: EXPLORING OUTDOOR EXPERIENCES 11OES1

### Areas of study:

- Motivations for outdoor experiences

On completion of this unit students will be able to analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

- Influences on outdoor experiences

On completion of this unit students will be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

## UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS 11OES2

### Areas of Study:

- Investigating outdoor environments

On completion of this unit students will be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

- Impacts on outdoor environments

On completion of this unit students will be able to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

### ASSESSMENT

- Journal entries
- Structured questions
- Case study

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/outdoor/outdoorenviro-sd-2012.pdf>



# HUMANITIES

## ISSUES AND INSIGHTS

## 10HII ASSESSMENT

This unit suits students who have demonstrated strong skills in Humanities. Students explore current and recent political, social and economic issues, both locally and globally through investigation of the causes, ideas and philosophies behind these events.

Students will be encouraged to develop an in-depth understanding and insight into the thinking behind the actions of political leaders and governments. Topics may include studies of the actions of international terrorist groups, Australian involvement in international conflicts and the conflicts in the Middle East.

Students are introduced to different types of government through an analysis of satirical work/s

Students will be expected to analyze and explore primary and secondary sources; argue a case, in both written and oral form and interpret the responses of the mass media.

### ASSESSMENT

Assessment may include:

- document analysis
- an essay
- classroom debates
- oral presentation
- research

## DOLLARS AND SENSE

## 10HDS

This unit explores consumer behaviour, marketing functions, physical resources, human resources and the development of financial planning skills. The study provides a brief introduction to some of the concepts in VCE Accounting, Business Management, Legal Studies and Economics.

Students will investigate the impact of consumer perception upon purchasing decisions, how to create successful marketing campaigns, the impact of brand personality and how businesses use it. Students also consider different types of business location, managing people in businesses, sources of finance and the creation of financial records.

Assessment includes a range of course work and a business plan research project which allows students to apply their knowledge and understanding of key concepts to a chosen goods or service idea.

## CULTURE, CONFLICT AND CHANGE 10HCC

This unit examines some of the major dramatic changes that occurred during the past century, with a focus on the two World Wars and the inter-war period.

It explores these events through the lenses of Culture, Conflict and Change.

The course investigates how the beliefs and behaviour of society can lead to international conflict. The nature, extent and impact of this conflict are examined and the subsequent changes that occurred as a result of the conflict are also explored.

Wherever appropriate, the involvement of, and impact on Australia and the Asian region is also investigated.

### ASSESSMENT

Assessment may include:

- Document analysis
- Mapping
- Imaginative role-playing
- Investigations
- Essays.



# GEOGRAPHY

## UNIT 1: HAZARDS AND DISASTERS 11GEO1

### Areas of Study:

- Characteristics of hazards

Students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. Students use visual representations and topographical maps at various scales and undertake fieldwork to demonstrate their understanding.

- Response to hazards and disasters

Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses. Students investigate the human responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

## UNIT 2: TOURISM

11GEO2

### Areas of Study:

- Characteristics of tourism

Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world.

- Impact of tourism

Students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. This fieldwork site could be the same location used for Area of Study 1. They investigate the interconnection of the two selected locations with their surrounding region and national context.

### ASSESSMENT

Assessment may include:

- a fieldwork report of approximately 1500-2000 words and at least one of:
- structured questions
- a case study
- a report
- a folio of exercises.

Assessment tasks will be selected according to class abilities and requirements.

Further information on the study design can be found at:

[http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD\\_2016.pdf](http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf)



# INTERDISCIPLINARY UNIT

## EXPLORE AND COMMUNICATE 10IEC

This unit is for students who like to choose what they want to learn about and have a desire to pursue an area of interest in more depth. Students will further develop their collaboration, communication, self-management, be provided with opportunities to research and thinking skills.

Students will be requested to creatively brainstorm various research ideas and problems, develop a research question from the identified problem and justify the importance and significance of their research question. Research skills will be fostered through collecting, organising and presenting information about the research question.

The final research product can be presented in a variety of forms including:

- written form- report, essay, article or booklet
- a product with accompanying written statement
- multimedia presentation- podcast, video, app or webpage with accompanying written statement
- a live or recorded performance with accompanying written statement

This unit will allow students to develop the skills to be successful in any area of the Senior School curriculum and prepare students to undertake Unit s3 and 4 VCE Extended Investigation as a higher study in Year 11.

## ASSESSMENT

The final research product will be shared with the community and students will be required to reflect on their product and research process, identifying what worked well and where improvements could be made in future research projects



# LANGUAGES OTHER THAN ENGLISH

## VET CERTIFICATE II (MANDARIN) 10VC2

Students will continue VET LOTE (Mandarin) in the first semester in Year 10. Upon completion of the course, students will be awarded the VET Certificate II in Applied Language (Mandarin). A Certificate III course in Applied Language (Mandarin) will be offered to students who consider continuing Chinese Language learning in Year 10 Semester 2 and Year 11 Semester 1 and 2.

10297NAT Certificate II in Applied Language

This course is auspiced by Ripponlea Institute (RTO 21230)

| Code      | Unit of Competency   | Hrs |
|-----------|--|-----|
| CALOCS201 | Conduct basic oral communication for social purposes in a LOTE | 70  |
| CALOCW202 | Conduct basic workplace oral communication in a LOTE           | 70  |
| CALRWS203 | Read and write basic documents for social purposes in a LOTE   | 70  |
| CALRWW204 | Read and write basic workplace documents in a LOTE             | 70  |

### ASSESSMENT

Assessment tasks may include:

- Listening assessment tasks,
- Job interview oral assessment task
- Reading assessment task
- Writing assessment task

## VET CERTIFICATE III (MANDARIN) 10VC3

This elective prepares students for a range of career paths. It provides further opportunities for real-life language learning and intercultural competence.

Students complete a series of oral communication, reading comprehension and writing assessment tasks. Upon successful demonstration of competency, as shown below, students will be awarded the VET Certificate III in Applied Language (Mandarin). Students will also be offered three units of block credit recognition, as well as a 10% increment (10% of the average of the primary four scaled studies) towards their ATAR score.

22150VIC Certificate III in Applied Language

This course is auspiced by Ripponlea Institute (RTO 21230)

| Code    | Unit of Competency   | Hrs |
|---------|--|-----|
| VU20604 | Conduct routine oral communication for social purposes in a LOTE | 70  |
| VU20605 | Conduct routine workplace oral communication in a LOTE           | 70  |
| VU20606 | Read and write routine documents for special purposes in a LOTE  | 70  |
| VU20607 | Read and write routine workplace documents in a LOTE             | 70  |

### ASSESSMENT

Assessment tasks may include:

- Oral assessment tasks



# LANGUAGES OTHER THAN ENGLISH

## FRENCH

This elective is offered for one semester only. It extends learning of the French language and cultural elements. Students build on a foundation of competence and explore relevant culture topics. Students develop extended language skills to complete oral communication tasks, listening and reading comprehension tasks and writing tasks on a variety of topics.

### ASSESSMENT

Assessments may include content about a "French Travellers' course outline, a "Language in Action' programme related to communication in situational contexts. Units related to "At the doctor's', 'At the shops' 'At the restaurant' 'the weather and fashion' will be covered. Students are assessed for their Listening, writing, reading and speaking skills.

## 10LFR

## FRENCH VCE PATHWAY

## 10LFV

This subject runs for Semester 1 and 2 and intended for students who wish to continue French at VCE level.

The first semester fulfils MYP LOTE requirements.

The second semester builds on these foundations and develops students' cultural knowledge, speaking, reading and writing skills to a higher level as a prerequisite preparation for the study of French in Units 1-4.

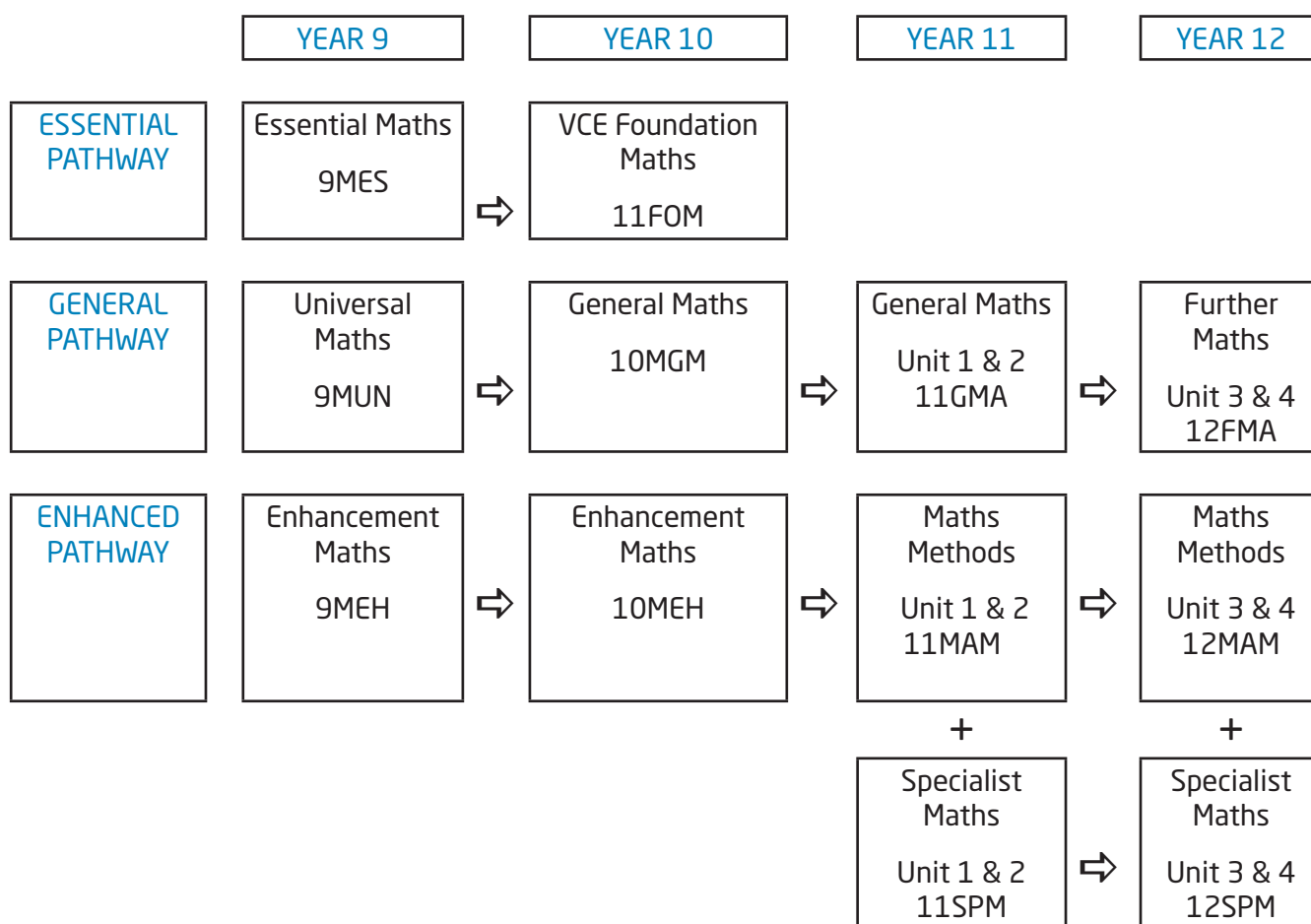
Students will explore topics such as family and school life, holidays and travel and health and leisure. Through a study of a range of text types they will be able to make comparisons between their own experiences and those in the French - speaking world. Students will also be given hands-on immersion opportunities such as cooking where the communication will be entirely in French language.

### ASSESSMENT

Students skills in listening, speaking reading and writing are monitored and assessed through a series of tasks on the topics covered. Students practice these 4 skills before each is tested twice formally at the end of each semester where students need to demonstrate that they can comprehend spoken and visual texts, comprehend written and visual texts, communicate in writing in response to a written or visual text and use language in a spoken exchange.



# MATHEMATICS PATHWAYS



⇒ Usual Pathway

Students may, if appropriate, change their course of study at the end of a semester after consultation with their teacher. For example, if a student has demonstrated a high level of learning in General Maths they may be advised to change to Enhanced Maths.

Note: Students who wish to study Mathematical Methods in Year 11 must study Enhancement Maths in Semester 2 of Year 10.





# MATHEMATICS

In Year 10 all students are challenged in Mathematics according to their demonstrated mathematical ability. All students cover topics from the five dimensions of Mathematics:

- Space
- Number
- Measurement, Chance and Data
- Algebra
- Reasoning and Strategy

Students select from General, Enhancement or VCE Foundation Maths

## ENHANCEMENT MATHEMATICS 10MEH

In Enhancement Mathematics mathematical skills developed in previous years are extended and applied in a variety of contexts. This course is designed for very capable students of Mathematics. Topics are studied in depth and have a strong algebraic focus. Students who wish to study Mathematical Methods Units 1 and 2 in Year 11 must successfully complete Enhancement Maths in Semester 2 of Year 10.

## GENERAL MATHEMATICS 10MGM

Mathematical skills learnt in previous years are extended and applied in a variety of contexts. Calculators and computers are used where appropriate. Problem solving tasks are linked to the topics studied, allowing students to apply skills in practical situations. General Mathematics is designed to suit most students and is sufficient to prepare them for continued study of Mathematics in Year 11 and 12.

## VCE FOUNDATION MATHS 11FOM

Foundation Mathematics provides for the continuing mathematical development of students who do not necessarily intend to undertake Units 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life.

### Areas of Study

- Space, shape and design

In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

- Patterns and number

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

### ASSESSMENT

Assessment in Mathematics may include quizzes, tests, projects and application tasks. These may be written tasks or, in the case of Enhanced Maths, completed electronically using Mathematica. General Maths students will sit one exam at the end of each semester, Enhanced Maths students will sit two exams at the end of each semester.





# RELIGIOUS EDUCATION

## RELIGIOUS EDUCATION 10RED

Because we live in a global world where religion is associated with both great harm and great harmony, we need to know how religious people think, what they believe and how they choose to live. Like history, literature, economics, the arts & science, religion is a lens through which humans develop an understanding of each other and the meaning of life. This knowledge is essential for understanding the people with diverse beliefs students will meet at work, during travel or in social groups.

Students are able to have more choice in the topics of study in RE. All students choose one of two units from 4 different areas of study, each of which lasts for a term. An example, Scandalous Women in Term 1, World Religions in Term 2, Good, Evil & Suffering in Term 3 and Religion and the Environment in Term 4.

The four areas of study provide an overview of the knowledge covered.

- For Ancient Texts in a Modern World, study either Mark's Gospel or women in the Bible.
- For Creating a Better World, study the impact of religion on caring for humans or the environment.
- For Ways of Believing, study either world religions or Christian denominations.
- For Life's Big Questions, study either the questions of good, evil & suffering or moral decision-making.

Depending on the unit students choose, activities include: inquiry-based projects, class and group discussions, reflective writing, viewing films, working individually through modules of work, addressing complex or contentious issues.

### ASSESSMENT

Assessment tasks may include:

- Research projects
- Essays
- Multimedia presentations
- Art works
- Biblical analyses.

Further information on the Year 10 course can be found at: <https://materchristi.bypronto.com/wp-content/uploads/sites/1783/2017/07/Year-10-RE-2018-Overview-Of-Units.pdf>

## RELIGIOUS EDUCATION: YOUTH MINISTRY 10RYM

Youth Ministry is a term which applies to efforts by churches to foster the faith formation of young people. This subject explores the foundations and skills for Youth Ministry and give students the opportunity to be involved in engaging students in peer to peer ministry in a variety of ways.

Students will learn about the goals and focus areas of Youth Ministry in the Australian Catholic context, as well as organisations that work within this framework. Other topics include Breaking Open the Word, Drama, Liturgy and Ministry in action.

Students will be equipped with basic ministry skills and there will be opportunities for students to be involved to minister within and beyond the school.

Students who wish to apply for this subject must complete the Year 10 Religious Education: Youth Ministry Form, available on the College website. This form needs to be submitted with your subject selection form by Friday 11 August.

### ASSESSMENT

Assessments may include:

- Essays
- Oral presentations
- Films
- Liturgy
- Group pitch.



# SCIENCE

## CORE SCIENCE

Core Science provides students with a foundation in Biology, Chemistry and Physics.

In the Biology unit, students develop an understanding of cells, natural selection and evolution, and pathogens, including antibiotic resistant bacteria.

In the Chemistry section, students explore the inner world of the atom, decipher the periodic table and use this language to write chemical formulas and equations.

During the Physics unit students explore Newton's Laws of motion, and apply these to both road safety, and the design of an 'egg-lander' module.

This compulsory science unit will provide a foundation of key science understanding for all students, and will lead into the more specialised second semester science units, which are designed to extend students who wish to further their studies in the VCE Science subjects: Biology, Chemistry, Physics, and Psychology.

### ASSESSMENT

Assessment tasks may include:

- Student designed investigations
- Practical reports
- Tests of knowledge and understanding and reflections on the impacts of science on our world.

## 10SCI MIND AND BODY

Mind and Body is an introduction to Psychology and an extension of Biology skills.

In the Psychology component, students learn about the brain, nervous and hormonal control and behaviour.

In the Biology component, the focus is on the structure and role of DNA, patterns of inheritance and genetic technologies.

In both components, there will be a number of practical sessions to demonstrate concepts being taught.

### ASSESSMENT

Assessment for this subject will include tests for knowledge and understanding

Other tasks include:

Psychology

- Student directed practical investigation
- Analysis of human behaviour

Biology

- Online activities
- Analysis of family pedigrees

This unit will lead into VCE Biology and VCE Psychology.

## 10SMB



# SCIENCE

## LIFE MATTERS

## 10SLM

Life Matters involves advanced studies in Biology, Chemistry and Physics.

In the Biology component, the focus is on the structure and role of DNA, patterns of inheritance and genetic technologies.

In the Chemistry section, students learn about different types of chemical reactions and how to write balanced chemical equations.

The Physics component looks at simple electric circuits and light as a wave.

In all components, there will be a number of practical sessions to demonstrate the concepts being taught.

In Biology students will draw Punnet squares and interpret pedigrees.

In Chemistry, practical work will include the technique of titration and extracting metal from an ore.

In Physics students will model generators and motors and use light boxes, slinky springs and lenses to demonstrate the wave nature of light.

## ASSESSMENT

Assessment for this subject may include:

- Tests for knowledge and understanding
- Practical reports
- Response to media articles
- Data analysis.

This unit will lead into VCE Biology, VCE Chemistry and VCE Physics



# PSYCHOLOGY

## UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED? 11PSY1

### Areas of Study:

- How does the brain function?

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed.

- What influences psychological development?

In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

- Student - directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

## UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES? 11PSY1

### Areas of study:

- What influences a person's perception of the world?

In this area of study students explore two aspects of human perception - vision and taste - and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur. How are people influenced to behave in particular ways?

In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

- Student directed practical investigation

The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

### ASSESSMENT

Assessments may include:

- media response/analysis
- scientific poster
- tests comprising multiple choice and short answer questions
- analysis of data
- logbook of practical activities and a visual presentation.

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/documents/vce/psychology/psychologysd-2016.pdf>



# BIOLOGY

## UNIT 1: HOW DO LIVING THINGS STAY ALIVE? 11BIO1

## UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED? 11BIO2

### Areas of study:

- How do organisms function?

In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

- How do living systems sustain life?

In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

- Practical investigation

The investigation requires students to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by student through laboratory work, fieldwork and/or observational studies.

### ASSESSMENT

For Areas of Study 1 and 2, assessment could include; a report of a fieldwork activity, annotations of a practical work folio of activities or investigations, media response, data analysis task or a test comprising multiple choice and/or short answer and/or extended response.

For Area of Study 3 the assessment task is a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation

### Areas of study:

- How does reproduction maintain the continuity of life?

In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement.

- How is inheritance explained?

In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

- Investigation of an issue

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

### ASSESSMENT

For Areas of Study 1 and 2 assessment could include; a report of a fieldwork activity, annotations of a practical work folio of activities or investigations, media response, data analysis task or a test comprising multiple choice and/or short answer and/or extended response.

For Area of Study 3 the assessment task is a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>



# TECHNOLOGY

## HIGH TEA

This unit provides students with the opportunity to develop the skills and knowledge associated with baking and cake decorating. Students will learn the theory behind baking as well as learning creative skills used to produce and decorate a range of afternoon tea items. High Tea will assist students who wish to pursue a career in Hospitality and / or will provide them with a creative leisure outlet for now or in the future.

### ASSESSMENT

Assessments for this subject may include:

- Folio
- practical assessments
- demonstrations of cake decorating and food preparation techniques
- evaluations.

## MATER CHEF

This unit allows students to participate in a real-life experience preparing meals and catering for a client.

In small groups, students will make connections within the local community, to design and cater for an event.

Students consider food handling and safety, special dietary requirements and the specific needs of your client.

Students cook a range of nutritious dinner items and further develop meal preparations skills.

Students will also be given the opportunity to practice your problem solving skills, by participating in a type of 'Mystery Box' experience; where students have to plan and prepare a meal with the ingredients you are given.

Ideas for events that may require catering

- Mothers Day Stall at a primary school
- Feeder schools - buddy
- Morning tea for grandparent day at local primary school.
- Food Trucks
- Coffee shop

## 10THT

- Biggest morning tea
- Vinnies sleep out
- Shrove Tuesday
- Interchange - weekend camp catering
- PR with primary feeder schools

### ASSESSMENT

Assessment for this subject may include:

- Folio
- Practical assessment at a function
- Mystery Box challenge

This unit will lead into VET Hospitality

## ON THE RUNWAY

## 10TOR

This unit will introduce students to the techniques involved in garment construction and how to use a commercial pattern to create an individual outfit.

- Students develop skills in garment construction and finishing. Features such as collars, buttonholes, zips and cuffs may be included in these garments.
- Students develop skills in the use of a range of materials including interfacing.
- Students develop knowledge and understanding of the safe and correct use of tools, equipment and machines.
- Students develop an understanding of relevant Australian standards.
- Students learn how to create and present a Design folder.
- Students research relevant styles and trends in fashion design.

### ASSESSMENT

Assessment for this subject may include:

- Design Folio, produce at least two garments
- Evaluate the finished product(s)
- Participate in the annual Fashion Show

**Note: Students are required to supply all your own materials for this unit.**

It is recommended that students complete "On the Runway" to gain sufficient skills for VCE Design and Technology - Textiles.





# COMPUTING

VCE Computing is based on four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact.

There are no prerequisites for entry to Units 1, 2 and 3.

## UNIT 1: COMPUTING

11COM1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

### Areas of Study:

- Data and graphic solutions

In this area of study, students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings.

- Networks

In this area of study, students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment.

- Collaboration and communication

In this area of study, students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders.

## UNIT 2: COMPUTING

11COM2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. For this unit students are required to demonstrate three outcomes.

### Areas of study:

- Programming

In this area of study, students focus on using a programming or scripting language that can support object-oriented programming to create working software modules.

- Data analysis and visualisation

In this area of study, students learn to use software tools to access, select and, where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form.

### ASSESSMENT

Assessment may include:

- a folio
- annotated work samples
- tests
- presentations
- group work
- exams.

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>



# VCE VET HOSPITALITY

This course is a training program which provides students with a nationally recognised qualification for the Hospitality Industry. The qualification provides the skills and knowledge for a student to be competent in a range of hospitality functions and activities. The focus of the course is working in a Front of House environment. Students will undertake some food preparation.

Students are required to study both Units 1 & 2 to be eligible for Units 3 & 4.

## SIT20316 CERTIFICATE II IN HOSPITALITY UNITS 1 & 2

| CODE       | UNIT OF COMPETENCE                                     |
|------------|--|
| BSBWOR203  | Work effectively with others                           |
| SITHIND202 | Source and use information on the hospitality industry |
| SITXWHS001 | Participate in safe work practices                     |
| SITHIND003 | Use hospitality skills effectively                     |
| SITXCCS003 | Interact with customers                                |
| SITXCOM002 | Show social and cultural sensitivity                   |
| SITHCCC002 | Prepare and present simple dishes*                     |
| SITXFSA001 | Use hygienic practices for food safety                 |
| SITXINV002 | Maintain the quality of perishable items*              |
| SITHCCC003 | Prepare and present sandwiches*                        |
| SITHFAB002 | Provide responsible service of alcohol                 |
| SITXCCS006 | Provide service to customers                           |

\*Prerequisite - SITXFSA101 Use hygiene practices for food safety

All students must participate in a structured work placement. Number of shifts to be completed:

- Units 1 & 2 - 12 shifts

## ASSESSMENT

Students must achieve all units of competence

Units 3 & 4 school-assessed coursework: 66%

End of year written examination: 34%





# YEAR 10 PLANNING FORM

## PLANNING SHEET

In Year 10 students are required to study units from each of the domains.

There are core units for:

- Religious Education  
(selecting from Religious Education and Religious Education: Youth Ministry)
- English
- Mathematics  
(selecting from Essential, Universal and Unit 1&2 VCE Foundation Maths Mathematics).
- Science

In addition to this students must select 7 electives. This selection must include at least one elective from each of the following domains.

- Arts and/or Technology
- Health and Physical Education
- Humanities
- Languages Other Than English (LOTE) (Chinese or French)

The remaining 2 or 3 choices can be selected from any domain, excluding Religious Education and Mathematics.

If you wish to apply for a Higher Study you must also submit a Higher Study application form with your subject choices.

Use the following table to plan your 2018 selections. Your choices need to be entered on-line by Friday 11 August.

|  |  |         |  |
|--|--|---------|--|
| Please write your 9 choices (7 electives as well as your Mathematics and Religious Education option) in the boxes below, including a reserve elective. |  |         |  |
| Arts and/or Technology   |  | Reserve |  |
| Health and Physical Education  |  | Reserve |  |
| Humanities   |  | Reserve |  |
| Language Other Than English  |  | Reserve |  |
| Mathematics  |  |         |  |
| Religious Education  |  |         |  |
| Free Choice  |  | Reserve |  |
| Free Choice  |  | Reserve |  |
| Free Choice  |  | Reserve |  |



# HIGHER STUDY APPLICATION FORM 2018

Student Surname: \_\_\_\_\_ Year Level: \_\_\_\_\_

Given Name: \_\_\_\_\_ Pastoral Group: \_\_\_\_\_

I wish to apply for the following VCE Units \_\_\_\_\_

## Criteria for Higher Study

The following list reflects the College's expectations

- Ability to work and think independently
- Appropriate level of literacy skills
- Ability to use appropriate technology with confidence
- Ability to work in a mature manner
- Positive attitude to class work and make productive use of class time
- Ability to manage time and submit work punctually
- Ability to research independently and adapt information to the topic being studied
- Ability to work co-operatively in a group
- Willingness to seek teacher assistance when appropriate

**Please indicate below your reasons for applying and demonstrate how you have met the criteria above during your studies at school.**

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Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please note: Students need to continue to demonstrate the criteria listed above to remain eligible for enrolment in Higher Studies units.

Current Subject Teacher: Recommended  Requires further discussion

Staff Code: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pastoral Group Teacher: Recommended  Requires further discussion

Staff Code: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return your completed form with your Subject Preference Receipt