

Mater Christi College
Curriculum Guide

Year 10
2021

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INTRODUCTION

As the world of work changes and many industries undergo significant disruption and transformation, young people today are facing a transition to adulthood and full-time employment that is very different from that of their parents and grandparents. Research by the [Foundation for Young Australians](#) has identified four factors leading to faster entry to full-time work for young Australians: Building enterprise skills in education, such as problem solving, communication, creativity, and teamwork, relevant paid employment, paid employment in a future focussed cluster and an optimistic mindset.

In considering possible Victorian Certificate of Education (**VCE**) or Vocational Education and Training (**VET**) or Victorian Certificate of Applied Learning (**VCAL**) program, students should ask lots of questions. We recommend that they talk to their parents, siblings, relatives, neighbours, friends, teachers and other adults about the subjects that they enjoyed at school, their areas of work and how they have got to where they are now.

Students are encouraged to:

- seek good advice and guidance
- research future-focussed employment options
- access and use vocational and practical work experience
- develop career management, job application and interview skills
- focus beyond one career or area of interest
- focus on transferable skills and a range of future options

The Curriculum Guide provides a general introduction to the courses of study offered by Mater Christi College. It includes information to assist in the subject selection process whilst raising awareness of what's available for students in the senior years program at the College.

Full course details of VCE studies, VET and VCAL can be obtained from the Victorian Curriculum and Assessment Authority (VCAA) website at www.vcaa.vic.edu.au

Choosing appropriate subjects is important and does require careful consideration. Students are strongly encouraged to take advantage of the support available. Pastoral Group Teachers, Year Level Coordinators and the Head of Senior School also play a significant role in the counselling of students. They are able to advise students on the suitability of subjects as well as make recommendations for Special Entry Units or Higher Study options. Alternatively, they will be able to direct students to appropriate staff, such as the Careers Counsellor.

Significant events will be held at the College to assist students in the process of subject selections:

- Curriculum Information Webinar for current Year 9 students and parents – Tuesday 21 July 2020, 7pm
- Year 10 Taster Day – Wednesday 29 July 2020
- Subject and Tertiary Expo – Thursday 30 July 2020 (TBC)
- Year 9 Subject Selection Interviews – individually scheduled times early in Term 3

Further details will be on our website.

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

A planning form to assist subject selection can be found on page 27.

Subject preferences must be registered online, and printed copies, together with any other relevant forms, handed to the **Pastoral Group Teacher** by Thursday 6 August 2020.

Collette Bond | 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 (selecting from Mainstream or Essential English in Semester One)
- Mathematics (selecting from Enhancement, 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 two or three 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 complete in Year 10 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 staff mentor guides and supports each student through the process to help her meet the prescribed range of criteria.

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 is 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 31. This form needs to be submitted with the Subject Selection/Re-enrolment form by Friday 7 August 2020. Students are also expected to attend the explanatory session at the parent information evening on Tuesday 23 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 VCE/VET/VCAL 2021](#).

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.

More information is accessible on the VTAC site and in their fact sheets and other online publications. Additional career exploration resources are available from the [CEAV](#) and the [Department of Education and Training](#).

SPECIAL PROVISION

While satisfactory completion of the Program Requirements is the goal for every student, special provision will be made to accommodate individual learning needs. 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.

SELECTING 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.

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 27](#)) 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 2021. Passwords will be available early in Term 3.

ARTS

DRAMA STUDIES

10ADS

Students explore a range of 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 play-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, production areas 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.

EXPRESSIVE DANCE

10AED

In Year 10 Expressive Dance students learn that movement is an expressive language. This subject allows them 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 through 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). Life skills such as confidence in collaboration, team work and development of creativity are also developed in this study.

Year 10 Expressive Dance leads to VCE Dance and Drama along with a number of other career paths. Selecting Dance opens up opportunities to a career in any performing arts context from centre stage to back stage.

ASSESSMENT

Assessment may include a dance analysis, research tasks, group dance performance, solo, duo or trio performance and dance technique classes in a variety of styles.

CREATIVE ARTS

10ACA

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 drawing, painting 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 also incorporates the study of artists to enhance the development of the artwork being undertaken.

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

ASSESSMENT

Assessment may include research, investigation and practical practice in the form of a folio.

MUSIC

10AMU

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 and general musical knowledge to help musicianship.

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

Students rehearse and perform in a group, playing music of their choice from films and TV shows. They use GarageBand to create music depicting various emotions and scenes in movies.

In Term 2, students analyse a movie of their choice and discuss the use of music to create drama in each scene. Students create background music/sounds to a silent film. This interesting task allows students to think creatively about how music works in films.

ASSESSMENT

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

Please note that this subject may run as a combined class.

DANCE

It is highly recommended that you have at least 5 years of formal dance training to select VCE Dance.

UNIT 1

11DCE

Areas of Study:

Dance perspectives

Students will describe and document the expressive and technical features of their own and other choreographers' dance works and discuss influences on their own dance making.

Choreography and performance

Students will choreograph and perform a solo or group dance work and complete structured improvisations.

Dance technique and performance

Students will safely and expressively perform a learnt solo or group dance work.

Awareness and maintenance of the dancer's body

Students will describe aspects of physiology, and demonstrate the safe use and maintenance, of the dancer's body.

UNIT 2

11DCE

Areas of Study:

Dance perspective

Student will analyse the use of the element of movement - time, space and energy - in selected dance traditions, styles and dance work.

Choreography, performance and dance making analysis.

Student will choreograph and perform a solo and/group dance work, complete structured improvisations, and describe the dance making processes and performance practices used in their own works.

Dance technique, performance and dance analysis

Student will expressively perform a learnt solo or group dance work and analyse the processes used

Further information on the study design can be found at:

[VCE Dance 2019-2023](#)

VISUAL COMMUNICATION DESIGN

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

UNIT 1

11VCD1

INTRODUCTION TO VISUAL COMMUNICATION DESIGN

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

Students experiment with design 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

Students describe how visual communications have influenced past and contemporary practices, and by social and cultural factors.

UNIT 2

11VCD2

APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

Areas of Study:

Technical drawing in context

Students focus 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. 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 a folio, short practical tasks, technical drawings for product design and architecture, written analysis tasks and participation in a design market.

Further information on the study design can be found at:

[VCE Visual Communication Design 2018-2022](#)

Please note that this subject may run as a combined Year 11 & 12 class

MEDIA

UNIT 1

11MED1

MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

Areas of Study:

Media Representations

Students learn 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

Students learn how to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Australian stories

Students are 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

11MED2

NARRATIVE ACROSS MEDIA FORMS

Areas of Study:

Narrative, style and genre

Students learn how to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Narratives in production

Students skills so they can apply the media production process to create, develop and construct narratives.

Media and change

Students learn about the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ASSESSMENT

Assessment may include folio work, technical work including use of cameras, software, written work including research and analysis and examinations.

Further information on the study design can be found at:

[VCE Media 2018-2022](#)

ENGLISH

**In Semester One students can choose from Mainstream or Essential English.
All students will complete English in Semester Two.**

MAINSTREAM ENGLISH

10ENC

Year 10 English is designed to consolidate formal literacy skills as well as introduce the various English disciplines offered in Literature and English Language at Years 11 and 12.

In this unit, students study Literature and Linguistics. In Literature they read a literary text to examine how writers convey views and values as well as construct meaning through language, characterisation and setting. In Linguistics, students examine the specific features of spontaneous spoken and written discourse and analyse the specific language choices made in different contexts.

In Semester Two, students explore the meaningful connections between two texts, including the interplay between character setting and style, and how ideas, issues and themes are conveyed. They also explore how language is used to persuade and position an audience by examining persuasive speeches and constructing their own persuasive speech.

ASSESSMENT

Assessment may include creative responses, analytical essays, research tasks, class debates and oral presentations. There will be a formal examination at the end of each semester.

ESSENTIAL ENGLISH

10EES

This unit is designed for students who wish, or need to improve their basic written, oral and comprehension skills. Furthermore, the unit provides strategies for students to improve spelling, punctuation and grammar.

A major focus of the unit will be on how to structure, research, prepare and present different forms of written expression including a creative response and a response to a text. Students will also nominate English language skills they would like additional assistance in understanding. These topics will then form the basis of an intense study to help them manage language challenges better. The essential literacy skills they develop can be applied in their other subjects.

ASSESSMENT

Assessment may include text responses, creative responses and short answer tests with a grammar and spelling focus.

ENGLISH

10ENC

In Semester Two, students explore the meaningful connections between two texts, including the interplay between character setting and style, and how ideas, issues and themes are conveyed. They also explore how language is used to persuade and position an audience by examining persuasive speeches and constructing their own persuasive speech.

ASSESSMENT

Assessment may include research tasks, essays, class debates and oral presentations. There will be a formal examination at the end of each Semester.

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 in 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 practise listening and speaking skills. Emphasis is placed on individual progress and study competencies.

ASSESSMENT

Assessment may include a variety of tasks that are all designed to consolidate English Language skills in preparation for VCE English as an Additional Language.

HEALTH & PHYSICAL EDUCATION

LIVING SAFELY

10PLS

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

Physical education classes focus on enjoyable fitness activities to promote ongoing fitness improvement and the implementation of a physical activity routine beyond school. It includes 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.

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.

ASSESSMENT

Assessment may include research tasks, multimedia presentations, reflection tasks and physical performance.

This subject is delivered through 3 theory lessons and 3 practical lessons a fortnight.

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 in sport. 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 their 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-led, encouraging confidence in leadership, time management, communication and organisational skills.

ASSESSMENT

Assessment may include a test, lesson plans, reflection tasks and physical performance.

This subject is delivered through 6 practical lessons a fortnight.

PHYSICAL EDUCATION

UNIT 1

11PED1

THE HUMAN BODY IN MOTION

Areas of Study:

How does the musculoskeletal system work to produce movement?

Students learn to collect and analyse information from, and participate in, a variety of practical activities to explain how the **musculoskeletal system** functions and its limiting conditions. They evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

How does the cardiorespiratory function at rest and during physical activity?

Students learn to collect and analyse information from, and participate in, a variety of practical activities to explain how the **cardiovascular and respiratory systems** function and the limiting conditions of each system. They discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

UNIT 2

11PED2

PHYSICAL ACTIVITY, SPORT AND

Areas of Study:

What are the relationships between physical activity, sport, health and society?

Students learn to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour. They use this data to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

What are the contemporary issues associated with physical activity and sport?

Students should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT

Assessment may include core assessment - written report, structured questions, case study, a laboratory report, written plan, a reflective folio, oral presentation and structured questions.

This subject is delivered through 3-5 theory lessons and 1-2 practical lessons.

HEALTH & HUMAN DEVELOPMENT

UNIT 1

11HHD1

UNDERSTANDING HEALTH AND WELLBEING

Areas of Study:

Health perspectives and influences

Students take 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

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

11HHD2

MANAGING HEALTH AND DEVELOPMENT

Areas of Study:

Developmental transitions

Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.

Health care in Australia

Students investigate 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

Assessment may include structured questions, written reports and oral presentations.

Further information on the study design can be found at:

[VCE Health and Human Development 2018-2022](#)

OUTDOOR & ENVIRONMENTAL STUDIES

UNIT 1

11OES1

EXPLORING OUTDOOR EXPERIENCES

Areas of Study:

Motivations for outdoor experiences

Students learn to analyse motivations for participation in and responses to outdoor environments. They participate safely in specific outdoor experiences.

Influences on outdoor experiences

Students learn to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

UNIT 2

11OES2

DISCOVERING OUTDOOR ENVIRONMENTS

Areas of Study:

Investigating outdoor environments

Students learn 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

Students learn to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts with reference to specific outdoor experiences.

ASSESSMENT

Assessment may include journal entries, structured questions and a case study.

Further information on the study design can be found at:
[VCE Outdoor and Environmental Studies 2018-2022](#)

Due to the off-campus nature of and equipment required for this study, there will be additional payments required.

HUMANITIES

ISSUES AND INSIGHTS

10HII

This unit suits students who have demonstrated strong skills in Humanities. Students need to have a strong interest in Politics as the course explores current and recent political, social and economic issues, both locally and globally through an 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 in the past have included World Terrorism, Nuclear Weapons, The American Presidential System and the Middle East Crisis. Topics are based on prevailing issues and student choice.

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

Students will be expected to analyse 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 and film analysis.

DOLLARS AND SENSE

10HDS

Students explore 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 investigate the importance of being a smart consumer, identifying and avoiding scams and are introduced to basic financial literacy skills. Students will also consider the concept of opportunity cost and the affect of interest rates, exchange rate movements and trends on the prices of goods and services in our economy. The importance of being an active citizen will be explored and investigated. Students are encouraged to use their voice to make change whether it be locally, nationally or globally.

ASSESSMENT

Assessment may include written tests, oral presentation, a budget-based assignment and investigation.

CULTURE, CONFLICT AND CHANGE

10HCC

Students focus on some of the major dramatic changes that occurred during the past century, with a focus on World War I and the Pacific theatre of World War II.

Students explore these events through the lenses of Culture, Conflict and Change.

Students investigate how the beliefs and behaviour of society can lead to international conflict. The nature, extent and impact of these conflicts 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, class presentations, investigations, essays and film analysis.

LANGUAGES OTHER THAN ENGLISH

VET CERTIFICATE II AND III IN APPLIED LANGUAGE (MANDARIN)

UNITS 1 & 2

10VC2

Students will continue the VET LOTE Certificate II (Mandarin) in the first semester of 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
CALOCS301	Conduct routine oral communication for social purposes in a LOTE	70
CALOCW302	Conduct routine workplace oral communication in a LOTE	70
CALRWS303	Read and write routine documents for special purposes in a LOTE	70
CALRWW304	Read and write routine workplace documents in a LOTE	70

ASSESSMENT

Assessment may include listening assessment tasks, oral presentations, reading comprehension and various writing tasks.

VET CERTIFICATE II AND III IN APPLIED LANGUAGE (MANDARIN)

UNITS 3 & 4

10VC3

This certificate 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 who demonstrate competency VCE VET Certificate III in Applied Language will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

10661NAT Certificate III in Applied Language

This course is auspiced by Ripponlea Institute (RTO 21230)

Code	Unit of Competency	Hrs
CALOCS301	Conduct routine oral communication for social purposes in a LOTE	70
CALOCW302	Conduct routine workplace oral communication in a LOTE	70
CALRWS303	Read and write routine documents for special purposes in a LOTE	70
CALRWW304	Read and write routine workplace documents in a LOTE	70

ASSESSMENT

Assessment may include listening assessment tasks, oral presentations, reading comprehension and various writing tasks.

LANGUAGES OTHER THAN ENGLISH

CHINESE FIRST LANGUAGE

UNIT 1

11CHI1

UNIT 2

11CHI2

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. Students build upon what is familiar and develop knowledge and skills in new and more challenging areas.

Students need to demonstrate achievement of three outcomes for Unit 1 and three outcomes for Unit 2.

The outcomes for Unit 1 are:

- to establish and maintain a spoken or written exchange related to an issue of interest or concern.
- to listen to, read and reorganise information and ideas from spoken and written texts.
- to produce a personal response to a fictional text.

The outcomes for Unit 2 are:

- to participate in a spoken or written exchange focusing on the resolution of an issue.
- to listen to, read, and extract and compare information and ideas from spoken and written texts.
- to produce an imaginative piece in spoken or written form.

ASSESSMENT

Students respond in Chinese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Chinese will be assessed.

The award of satisfactory completion for Unit 1 and Unit 2 is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Further information on the study design can be found at:

[VCE Chinese First Language 2021](#)

Please note that this subject may run as a combined Year 11 & 12 class.

FRENCH

10LFR

This elective is offered for one semester only. It extends previous learning of the French language and cultural elements. Students build on a foundation of competence and explore relevant cultural topics. Students continue to develop 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 and/or 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.

FRENCH VCE PATHWAY

10LFV

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

The first semester fulfils MYP LOTE requirements.

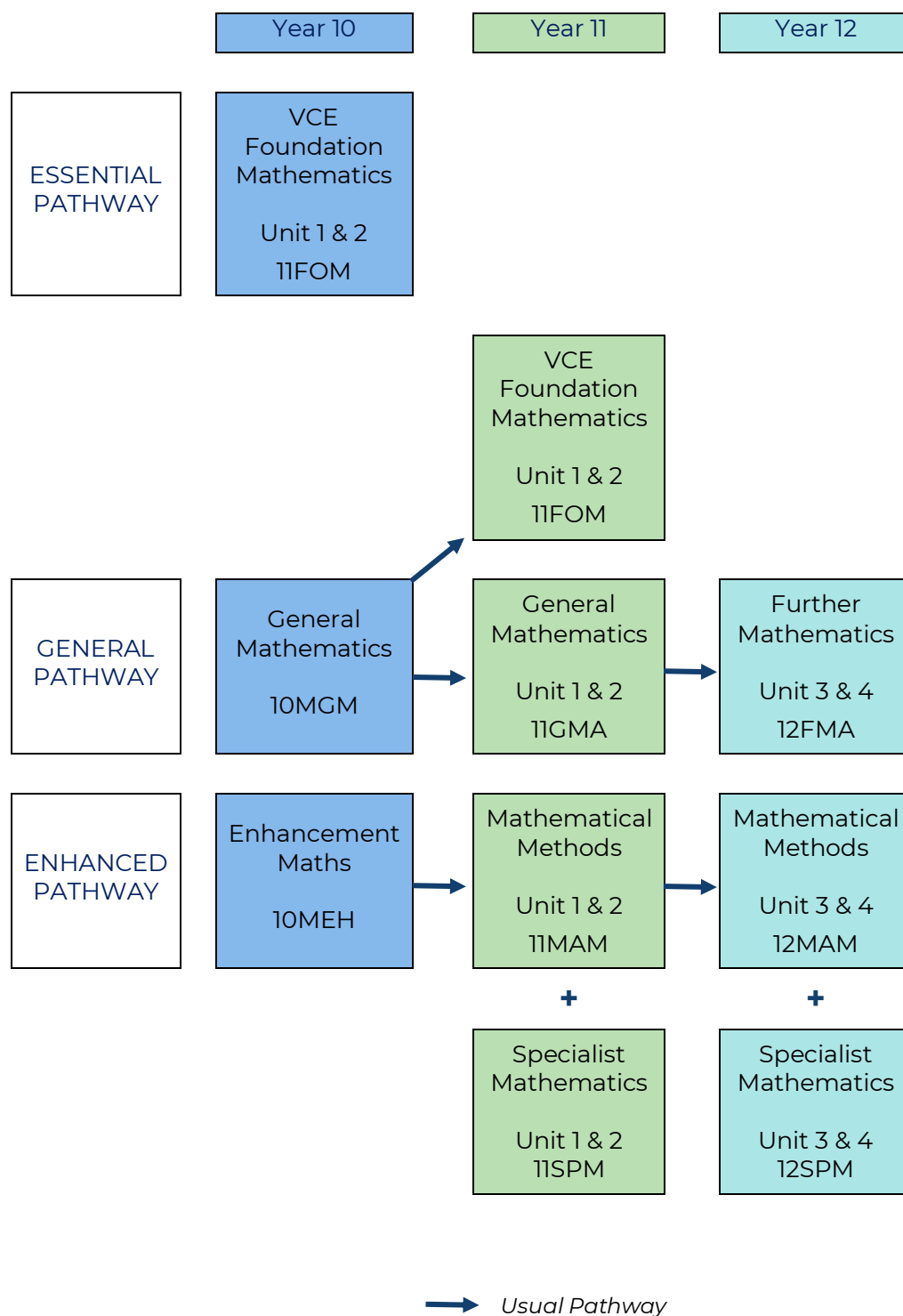
The second semester builds on these foundations and develops students' cultural knowledge, speaking, reading and writing skills to a higher level as a prerequisite preparation for the study of French in Units 1-4.

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 and weekly small group conversation sessions where the communication will be entirely in French.

ASSESSMENT

Assessments may include listening, speaking reading and writing in French through a series of tasks. Students practise these four skills before each is tested twice formally at the end of each semester. Students need to demonstrate that they can comprehend spoken and visual texts, comprehend written and visual texts, communicate in writing in response to written or visual text and use language in a spoken exchange.

MATHEMATICS PATHWAYS



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 she 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 three strands of Mathematics:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

Students select from General, Enhancement or VCE Foundation Maths.

ENHANCEMENT MATHEMATICS **10MEH**

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 prepares them for continued study of General Mathematics in Units 1 & 2 and Further Mathematics in Units 3 & 4.

VCE FOUNDATION MATHS

UNIT 1	11FOM
UNIT 2	11FOM

Foundation Mathematics provides continuing mathematical development of students entering VCE who do not necessarily intend to undertake Unit 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 in the community, at work and at study.

ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks and tests.

Further information on the study design can be found at:

[VCE Mathematics 2016-2020](#)

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 choose one of two units from four different areas of study, each of which lasts for a term, for 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, students study either Mark's Gospel or women in the Bible.
- For Creating a Better World, students study the impact of religion on caring for humans or the environment.
- For Ways of Believing, students study either world religions or Christian denominations.
- For Life's Big Questions, students 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 and working individually through modules of work, addressing complex or contentious issues.

ASSESSMENT

Assessment may include research projects, essays, multimedia presentations, art works and biblical analyses.

Further information on the study design can be found at:

[Year 10 RE – Overview of Units](#)

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 gives 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 in ministry 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 their subject selection form by Thursday 6 August 2020.

ASSESSMENT

Assessments may include essays, oral presentations, films, liturgy and a group pitch.

SCIENCE

CORE SCIENCE

10SCI

Core Science provides students with a foundation in Biology, Chemistry and Physics. In the Biology component students develop an understanding of cells, natural selection and evolution, and pathogens, including antibiotic resistant bacteria.

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

In the Physics component students explore motion, forces and energy. They apply Newton's Law of Motion in practical and theoretical contexts such as motor vehicle safety and space programs.

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, designed to extend students who wish to further their studies in the VCE Science subjects: Biology, Chemistry, Physics and Psychology.

ASSESSMENT

Assessment may include student-designed investigations, practical reports, tests of knowledge and understanding and reflections on the impacts of science on our world.

MIND AND BODY

10SMB

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 may include tests for knowledge and understanding.

Other tasks may 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.

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 component, students learn about different types of chemical reactions and how to write balanced chemical equations.

In the Physics component, students look 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 Punnett 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 may include tests for knowledge and understanding, practical reports, response to media articles and data analysis.

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

This unit is strongly recommended for VCE Chemistry.

PSYCHOLOGY

UNIT 1

TIPSY1

HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Areas of Study:

How does the brain function?

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?

Students explore factors that 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

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 then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

UNIT 2

TIPSY2

HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Areas of Study:

What influences a person's perception of the world?

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?

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 behaviours 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:

[VCE Psychology 2017-2021](#)

BIOLOGY

UNIT 1

11BIO1

HOW DO LIVING THINGS STAY ALIVE?

Areas of Study:

How do organisms function?

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?

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 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. The investigation is to be related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by the student through laboratory work, fieldwork and/ or observational studies.

UNIT 2

11BIO2

HOW IS CONTINUITY OF LIFE MAINTAINED?

Areas of Study:

How does reproduction maintain the continuity of life?

Students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement.

How is inheritance explained?

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

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

Assessment may include a report of a fieldwork activity, annotations of a practical work, a folio of activities or investigations, media response, data analysis task or a test comprising multiple choice and/or short answer and/or extended response, 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:

[VCE Biology 2017-20](#)

TECHNOLOGY

HIGH TEA

10THT

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 the 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 may include a folio, practical assessments, demonstrations of cake decorating and food preparation techniques, and an evaluation.

MATER CHEF

10TMC

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 client.

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

Students will also be given the opportunity to practise problem-solving skills, by participating in a type of "Mystery Box" experience, where they have to plan and prepare a meal with the ingredients provided.

Ideas for events that may require catering

- Mother's Day Stall at a primary school
- Morning tea for Grandparents Day at local primary school.
- Food Trucks
- Coffee shop
- Biggest Morning Tea

ASSESSMENT

Assessment may include a folio, practical assessment at a function and a "Mystery Box" challenge.

This unit can lead into VET Hospitality.

ON THE RUNWAY

10TOR

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

Students research relevant styles and trends in fashion design and learn how to create and present a Design Folder. Students will explore the use of different media in presenting ideas and designing their own garments. These include Copic markers, watercolour paint/pencil, fine liner pens and pencils. Students develop skills in garment construction and finishing. Features such as collars, pleats, buttonholes, zips and facings may be included in these garments.

Students develop skills in the use of a range of materials. Students develop knowledge and understanding of the safe and correct use of tools, equipment and machines. Students develop an understanding of relevant Australian standards.

ASSESSMENT

Assessment may include a design folio, production of at least two garments, evaluation of the finished product(s), participation in the annual Fashion Show.

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

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

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 skills relevant to hospitality functions and activities. The focus of this course is working in a Front of House environment. Students will undertake some food preparation.

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

SIT20316 **UNITS 1 & 2** **CERTIFICATE II IN HOSPITALITY**

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 required - SITXFSA101 Use hygiene practices for food safety

EXTENDED PROGRAM **UNITS 3 & 4** **SELECTED UNITS OF COMPETENCE**

CODE	UNIT OF COMPETENCE
SITHFAB004	* Prepare and serve non-alcoholic beverages
SITHFAB005	* Prepare and serve espresso coffee
SITHFAB007	* Serve food and beverage
SITHFAB016	Provide advice on food
SITXFIN001	Process financial transactions

* Prerequisite required - SITXFSA001 Use hygiene practices for food safety

All students must participate in a structured work placement.

Number of work placement shifts to be completed:

Year 1: 10 shifts – *required*
Year 2: 10 shifts - *highly recommended*

ASSESSMENT

Students must achieve all units of competence:

Further information on the study design can be found at:
[VCE VET Hospitality](#)

End of year written examination 34%

If there are insufficient numbers to run a class at the College then students may need to undertake this course at another venue in the Mullum Cluster. [Mullum VET Cluster Handbook](#)

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 (selecting from Mainstream English or Essential English in Semester One)
- Mathematics (selecting from Enhancement, General or Units 1&2 Foundation Mathematics).
- Science

In addition, students must select seven 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 two or three 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 2021 selections.

Your choices need to be entered on-line by **Thursday 6 August.2020**.

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

SAMPLE FORMS

2021 HIGHER STUDY APPLICATION FORM

**HIGHER STUDY APPLICATION FORM** **2021**

Please return your completed form with your Subject Preference Receipt

Student Surname: _____ Pastoral Group: _____

Student Given Name: _____

I wish to apply for the following VCE Unit(s): _____

Criteria for Higher Study:

- 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 above criteria during your studies at school.

Student Signature: _____

Parent Signature: _____ Date: _____

Please note: Students must continue to demonstrate the skills listed above to continue with their Higher Study subject.

Current Subject Teacher	Recommendation:	Date:	
	<input type="checkbox"/> Endorsed	Teacher Code:	
	<input type="checkbox"/> Requires further discussion	Teacher's Signature:	

Pastoral Group Teacher	Recommendation:	Date:	
	<input type="checkbox"/> Endorsed	Teacher Code:	
	<input type="checkbox"/> Requires further discussion	Teacher's Signature:	

(Form available on the [College website](#))



VET STUDENT ENROLMENT FORM

2021

Submit this form with your Subject Preference receipt to Student Services by Thursday 6 August 2021.

We will process your Enrolment Application upon receipt of this form.

PART 1 – Student Details (please print clearly using block letters)

USI Number: _____

YOU WILL NEED a Unique Student Number (USI). All VET students require a USI so that Certificates can be issued. If you don't already have a USI, you will need to log onto www.usi.gov.au to create one.

VET applications cannot be processed unless you have a USI number.

Student Surname: _____

Student Given Name: _____ Pastoral Group: _____

Address: _____

Postcode: _____

Home Phone: _____ Student Mobile: _____

Year Level in 2021: _____ ☐ VCE ☐ VCAL

Are you an Indigenous Australian or Torres Strait Islander? ☐ Yes ☐ No

Are you an EAL (English as an Additional Language) Student? ☐ Yes ☐ No

Do you have any disabilities? ☐ Yes ☐ No

If yes, please state: _____

PART 2 – Course Details

I wish to apply for: _____

Year 1 or 2: ☐ Year 1 ☐ Year 2

Institution: _____ Campus: _____

PART 3 – Parent's Endorsement

I / We have read and understood the information regarding our daughters' application for a VET Program in 2021 and agree to her enrolment. I am aware that there will be additional costs incurred with VET subjects and a non-refundable \$75 Application Fee charged to our school account.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

(Form available on the [College website](#))



YEAR 10 RELIGIOUS EDUCATION YOUTH MINISTRY APPLICATION FORM

2021

Please return the completed form with your Subject Preference Receipt.

PART 1 – Student Details (please print clearly using block letters)

Student Surname: _____

Student Given Name: _____

Year Level in 2021: _____ ☐ VCE ☐ VCAL

Pastoral Group: _____

PART 2 – Qualifying Questions (Student to complete)

What is your understanding of Youth Ministry?

Why would you like to be part of the Youth Ministry class?

What can you contribute to this group?

Page 1

Part 3 – Student Commitment (Student to complete)

I understand that it is a requirement of the Youth Ministry program that I make a commitment to be actively involved in Reflection Days, liturgies and other opportunities both within and beyond the College.

Student Name: _____

Student Signature: _____

Date: _____

Part 4 – Parent Endorsement (Parent/Guardian to complete)

I / We support our daughter's application to be part of the Youth Ministry program at Mater Christi College in 2021.

I / We acknowledge that our daughter will be required to assist with occasional reflection days and liturgies during school time.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Part 5 – Teacher Endorsement (Religious Education to complete)

Religious Education Teacher	Recommendation: <input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion	Date: _____
		Teacher Code: _____
		Teacher's Signature: _____