

Mater Christi College Curriculum Guide

Year 10
2023

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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 future pathways, 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 Year 10 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 is available for students in the senior programs at the College.

Choosing appropriate subjects is important and does require careful consideration. Students are strongly encouraged to take advantage of the support available. Home Group Mentors, Year Learning Leaders and the MYP Learning Leader also play a significant role in the counselling of students. They can advise them on the suitability of subjects, as well as make recommendations for Accelerated and/or future VCE and VCE-VM 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:

- Year 9 Morrisby Profile Individual Feedback Sessions – Thursday 14 July – Wednesday 27 July 2022
- Year 10 2023 Curriculum Information Webinar for current Year 9 students and parents/carers – Wednesday 20 July 2022, 7:00pm
- 2023 Years 9 and 10 Taster Day – Thursday 21 July 2022
- Subject and Tertiary Expo 6-8pm – Thursday 28 July 2022, 6:00-8:00pm
- Years 9 and 10 Subject Selection Interviews – individually scheduled times between Monday 1 August to Wednesday 10 August 2022

Further details will be available on the College website.

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

Planning form to assist subject selection can be found on page 32.

Subject preferences must be registered online, and printed copies, together with any other relevant forms, handed to the **Home Group Mentor** by **Friday 12 August 2022**.

Julie Stewart | Deputy Principal - Learning

STUDENT PROGRAM REQUIREMENTS

YEAR 10

In Year 10 all students study core units from:

- English (selecting from Mainstream or Foundation English)
- Health & Physical Education (one unit)
- Mathematics (selecting from Enhancement, General or Essential Mathematics)
- Religious Education (selecting from Religious Education or Religious Education: Youth Ministry)

IN ADDITION TO THIS, STUDENTS MUST SELECT 9 ELECTIVE UNITS

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

- Humanities
- Interdisciplinary Unit (IDU)
- Languages Other Than English (LOTE) - Chinese or French
- Science

Any remaining choices can be selected from any Domain area. If an accelerated VCE pathway is chosen, then this counts as two Year 10 elective options. Students may choose other elective subjects of their choice in the Group B subject elective options.

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 child throughout the selection process.

Please see Planning Template on [page 26](#) to provide a more detailed guide to Year 10 Program Requirements.

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 Personal Project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their skills in research, communication, self-management, thinking and collaboration. It is a subject outside regular class time and is assessed and reported on in Semester Two.

A staff mentor guides and supports each student through the process to help them meet the prescribed range of criteria.

SELECTING YOUR UNITS

ACCELERATION

There are several VCE subjects that would be suitable for **highly able students** to select. Acceleration into VCE subjects is encouraged for students to help maximise their performance, work habits and academic achievement, and provides an excellent experience for students capable of advanced study. This would usually begin at Year 10 with a Unit 1 and 2 VCE subject.

It is a condition of enrolling in acceleration subject/s in Units 1-2 that students are doing so to maximise their options beyond Year 12 by studying a total of **six Unit 3-4** sequences over two years.

Highly able students who wish to apply for acceleration must show clear evidence to meet the following criteria:

- Strong attendance record that meets VCE requirements
- Strong academic results (minimum overall grade of 5 in a MYP related subject group)
- Highly motivated, strong organisational skills and sound work habits
- Complete [Acceleration Application form](#), with a supporting statement and submitted with Subject Selection/Reenrolment form by **Friday 12 August**

VCE Studies that have been identified as most suitable for Year 10 students are listed below:

- Accounting
- Applied Computing
- Art Creative Practice (formerly Studio Arts)
- Biology
- Business Management
- Dance
- Drama
- General Mathematics
- Health and Human Development
- Legal Studies
- Media
- Outdoor Education
- Physical Education
- Product Design and Technology
- Psychology
- Visual Communication

An detailed explanation of all VCE and VET units can be found in the VCE / VCE-VM / VET Curriculum Guide, located on the [College Website](#).

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, Home Group Mentor, Year Learning Leader, 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](#) and students are strongly encouraged to refer to their Morrisby profile to inform suitable pathways and subject choice.

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 specific 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 care 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 Leader 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 four Year 10 elective units as well as six Years 9-10 combined elective units. They may also apply to study Year 11 units as an Accelerated Study. An Accelerated VCE Study will count as two of the four Year 10 elective unit options. The Program Planner on p. will guide you to ensure you've met all the curriculum requirements outlined above.

TO MAKE YOUR SELECTION

Step 1:

Carefully read the description of the units in this guide and in the VCE 2023 Curriculum Guide if interested in doing an Accelerated VCE Study in 2023. 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 VCE / VCE-VM pathways
- areas in which you have a strength
- areas in which you have an interest

Step 3:

Complete the Planning Form ([see page 26](#)) by entering the names and unit codes of your preferred units. These units must satisfy the Program Requirements.

Step 4:

You are now ready to register your preferences for 2023. Passwords will be available early in Term 3.

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

This may be done at home or at school. Students will be able to lodge their preferences online up until **Friday 12 August 2022**.

Early in Term 3, students in Years 9 -11 will be sent an individual 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 include:

- Accessing Web Preferences
- Selecting subject preferences
- Verifying preferences via electronic signature using a parent/guardian email address

Please note: Web preferences allows two opportunities to submit subject preferences. Consider your options carefully before making your selections. Subject preferences must be signed off electronically by **Friday 12 August**. All additional application forms must be submitted to your **Home Group Mentor** no later than **Friday 12 August 2021**.

YEAR 10 CORE SUBJECTS

ENGLISH

Students can choose from Mainstream or Foundation English

MAINSTREAM ENGLISH

10ENG

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.

FOUNDATION ENGLISH

10ENF

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills.

This study enables students to:

- strengthen and extend their competence and confidence in written and spoken English in meeting the demands of the workplace, further study and their own needs and interests
- strengthen and extend their language skills through thinking, reading, writing, speaking, and listening
- communicate ideas and information effectively using the conventions of written and spoken language
- listen and speak in a range of informal and formal settings for different audiences and purposes
- read and watch a range of written and visual texts to construct personal, creative, and critical responses
- read accurately to locate, extract, understand, organise, and synthesise ideas and information
- Learn to edit and proofread their writing to enhance accuracy of expression and clarity of meaning
- acquire a vocabulary to talk precisely about language and texts.

The study is made up of two units:

Unit 1: English for practical purposes

Unit 2: Thinking and learning through English

ASSESSMENT

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

Which English is right for me in Year 10/11?

Mainstream English Years 10/11/12	English Language Years 11/12	Literature Years 11/12	Foundation English (Year 10)	VM Literacy Years 11/12
<p>English explores how writers and directors present their views and values, and how they construct a text for a reader or audience. Skills and knowledge include:</p> <ul style="list-style-type: none"> • Analysis of the ways writers argue their point of view in the media, using text and audio-visuals • Present a point of view on an issue • Write two creative responses to a range of mentor texts • Write a personal response to a text. • Consider the effect texts have on an audience • Analyse writer's and director's messages • Use metalanguage 	<p>English Language explores the construction of sentences and how the context influences language choices. Skills and knowledge include:</p> <ul style="list-style-type: none"> • Word origins • Grammar • Changes in language over time • Sub-systems of language • Use metalanguage • Contemporary examples • Explore audience and purpose • Language acquisition • Analytical commentaries on transcripts • Analysis of Conversations, speeches, Advertisements. 	<p>Literature explores language and the stylistic and aesthetic qualities of texts and students' responses to these texts. Skills and knowledge include:</p> <ul style="list-style-type: none"> • Write creatively on a text • Write a close analysis on passages from texts • Explore critical theory • Investigate the contexts of texts • Unearth the writer's views and values • Study text adaptations • Classic and contemporary texts • Closely analyse language 	<p>Foundation English focuses on developing practical English skills which are used to communicate through written, oral, and multimodal texts. It aims to improve basic written and oral skills for practical purposes.</p> <ul style="list-style-type: none"> • Write interest-based podcasts • Write resumes • Debate topics of interest • communicate ideas and information effectively • Read accurately to understand, organise and synthesise ideas and information. 	<p>Students can study the VM at their own pace and teachers will assess progress through a range of classroom learning activities. It aims to continue to improve basic written and oral skills for practical purposes.</p> <p>Literacy skills corresponding with these social contexts include reading and writing for:</p> <ul style="list-style-type: none"> • self-expression • practical purpose • knowledge • public debate.
<p>A general course that covers many areas</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in looking at the way the media manipulates audiences • Wanting to choose a familiar course • Wanting to build literacy skills • Careers in anything that requires you to read, write, speak and think. 	<p>Language analysis on steroids. (Or the 'science' of English)</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in English as a language or studying a second language • Wanting to try something different, with more of a focus on metalanguage • Careers in speech pathology, sociology, teaching and where root words are important: medicine (veterinary and nursing), law, science and mathematics and advertising 	<p>For those who love reading</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in reading a variety of texts with different audiences and purposes • Wanting to explore Literature • Wanting to read texts from different time periods • Careers in writing, law, criticism, journalism, publicity, publishing, media and education 	<p>For those who want to improve written and oral skills.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in improving their written and oral skills • Would like to learn how to write a resume, answer emails professionally and write for specific purposes. • Would prefer to read and respond to a range of reading material rather than a close focus on one text. 	<p>For those who want an applied learning approach without exams.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Who like to complete assessments based on their own interests • Develop Literacy skills with a specific focus on VET specific skills • Work collaboratively on tasks individually, in pairs and in small groups • Present work in a variety of forms to the class • Careers: following a TAFE course -apprenticeships, nursing, allied Health.

In year 10...	English Term 2,3,4	English Language Term 2	Literature Term 1	Foundation English All year.
You will write essays	✓	✓	✓	✗
You will write creatively	✓	✗	✓	✓
You will read	✓	✓	✓	✓
Novels	✓	✗	✓	perhaps
Short stories	✓	perhaps	✓	perhaps
Articles	✓	✓	✓	✓
Film	✓	✓	✓	✓
Poetry	✗	✓	✓	✗
Non-fiction texts	✓	✓	✓	✓
Academic articles or criticism	✓	✓	✓	✗
Conversations	perhaps	✓	✗	✓
Advertisements	✓	✓	✗	✓
You will complete an oral presentation	✓	✗	✓	✓
You will participate in class discussions	✓	✓	✓	✓
You will complete learning tasks and assessment tasks	✓	✓	✓	✓

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 Essential Mathematics.

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.

ESSENTIAL MATHEMATICS

10MES

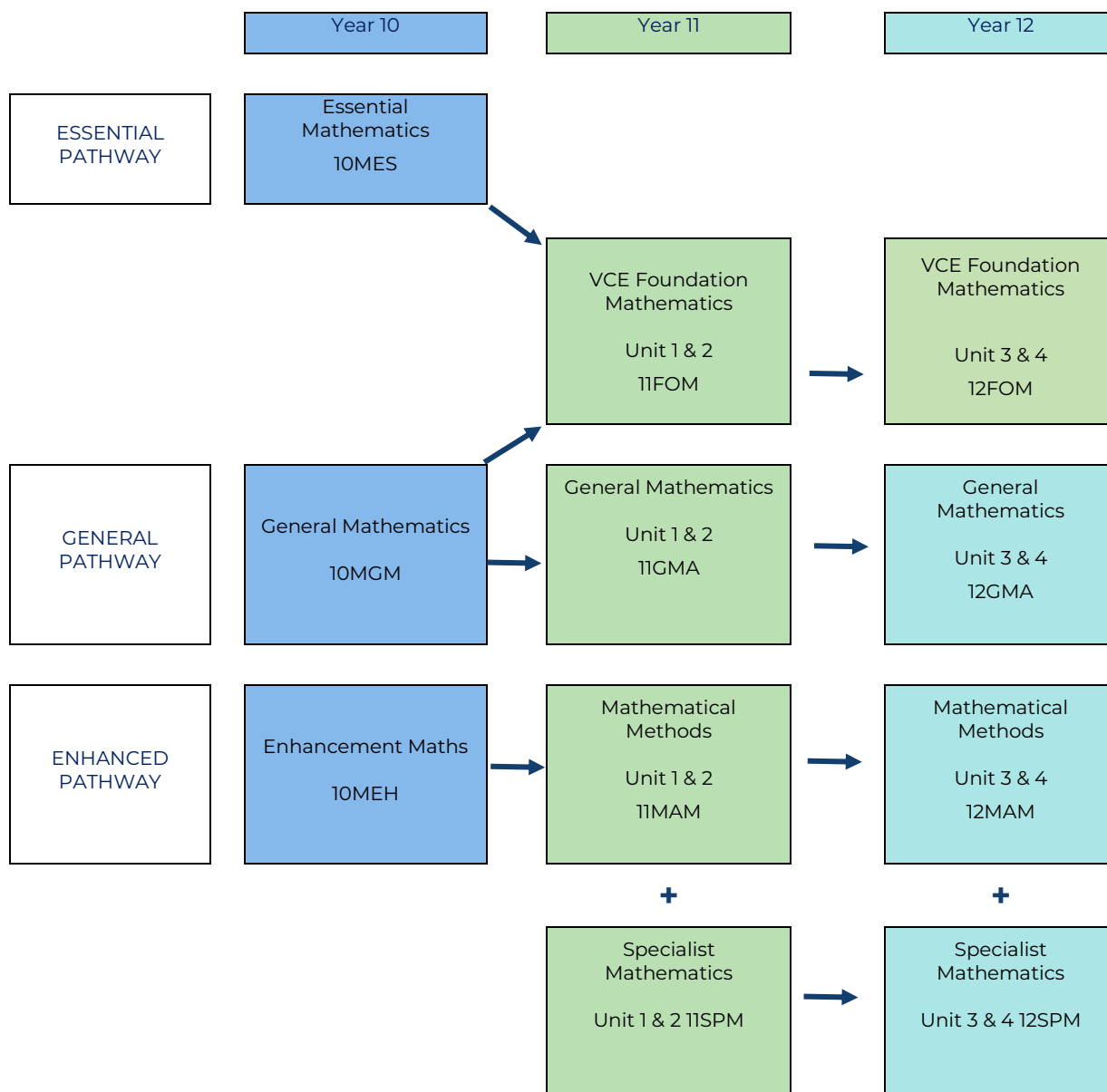
Essential Mathematical further consolidates and extends skills learnt in previous years and applies them in a variety of contexts. Scientific calculators are used where appropriate. Problem solving tasks are linked to the topics studied, allowing students to apply skills in practical situations. Essential Mathematics prepares students for the study of Foundation Mathematics in Units 1 & 2 and Foundation Mathematics in Units 3 & 4.

GENERAL MATHEMATICS

10MGM

Mathematical skills learnt in previous years are extended and applied in a variety of contexts. Calculators 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 General Mathematics in Units 3 & 4.

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 are **highly recommended** to have studied Enhancement Maths in Semester 2 of Year 10.

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 Monday 9 August 2021.

ASSESSMENT

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

GROUP A SUBJECT OFFERINGS

ARTS

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. This involves the selection and use of 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.

The unit is designed to encourage a progressive development of skills and knowledge.

This unit provides a foundation for VCE Art Creative Practice and VCE Visual Communication Design.

ASSESSMENT

Assessment includes research, investigation and practice in the form of a folio.

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.

MUSIC ON MY MIND

10AMU

In this unit, students explore a range of music from different cultures, times and places. They study Music theory and use their skills to create performances of existing and original works. Students use digital technology to create, manipulate and notate music. By the end of this course, students will have developed their creative voice and technical control, as well as skills to analyse and appreciate different Music styles.

This unit provides a foundation for VCE Music Performance and VCE Music Style and Composition.

ASSESSMENT

Assessment may include theory/aural workbook, composition portfolio, group/solo performances, research, analysis and evaluation of presented works.

VISUAL COMMUNICATION DESIGN

10VCD

In Year 10 Visual Communication Design students will learn about the design process and develop both manual and digital drawing skills. Students will analyse works from the three design fields and will have an opportunity to design a stationary holder and a tiny home.

Students will learn how to apply a range of materials, media and methods whilst embedding the design elements and principles.

This course prepares students for VCE Visual Communication Design.

ASSESSMENT

Assessment includes research, investigation and practice in the form of a folio.

ENGLISH

RELATIONSHIPS AND ROMANCE

10ERR

Relationships and Romance focuses on writers, creative writing, reading, and an interpretation of a broad range of novels, plays, poetry and film, from the classics to modern Australian fiction.

Students will create their own fan-fiction stories, a 'book-tok' style video clip and will analyse and enjoy a range of literary genres. Texts may include, but are not limited to, *The Taming of the Shrew* and the adaptation *Ten Things I Hate About You*, *Bridget Jones Diary*, *Pride and Prejudice*, *Where the Crawdads Sing* and excerpts from Jane Caro's *The Mother*, Jane Harper's *The Dry* or Craig Silvey's *Jasper Jones*.

This unit provides a foundation for VCE Literature.

ASSESSMENT

Assessment may include creative response in the form of fan fiction, a comparison of text adaptations, and a close analysis of a text, written or visual.

HEALTH & PHYSICAL EDUCATION

EXPLORING PERSONAL HEALTH

10PEP

Exploring Personal Health investigates healthy decision-making based on values and safe choices – risk taking behaviours are explored including safe partying, relationships and safe driving.

Reproductive health such as common reproductive concerns, care, pregnancy & childbirth are explored.

Students access health services such as connecting with local health services, critique the accessibility and effectiveness of support services. Recreational activities to promote a healthy lifestyle will be experienced.

A highlight of the unit is attendance at METEC Driving Centre for a practical driving course and students may have the experience of a baby care simulator.

ASSESSMENT

Assessment may include: a written report and case study.

SPORTS SCIENCE

10PSS

The *Sports Science* elective will explore the body in motion. Topics of skill acquisition, coaching and basic biomechanics will be investigated to improve performance in a chosen skill/sport.

Students will develop an understanding of how the body uses energy for performance and participate in a lab report.

A sports injury and prevention unit will complement how the muscular and skeletal systems work together. Students may have the opportunity to visit to a high-performance training facility and complete a sports trainer course.

This unit provides a foundation for VCE Physical Education.

ASSESSMENT

Assessment may include a lab report and data analysis.

HUMANITIES

CHECKS AND BALANCES

10HCB

Students will explore the financial recording, reporting, analysis and decision-making processes of an individual (e.g. completing a tax return and budgeting) and a small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

This unit provides a foundation for VCE accounting.

ASSESSMENT

Assessment may include folios, structured questions, case studies, presentations

TEENAGERS AND THE LAW

10HTL

In this unit, students develop an understanding of the reasons for the existence of laws, the idea of rights and responsibilities, specific laws which affect them as teenagers, the role of the courts, and the powers of police.

Throughout the unit students keep a close eye on the news and newspapers, collecting articles that relate to the topics that will be explored. They undertake a research task focusing on an area of law that affects them as teenagers and will demonstrate their understanding through the creation of a television commercial.

This unit provides a foundation for VCE Legal Studies.

ASSESSMENT

Assessment may include creating a television commercial, research task

LANGUAGES OTHER THAN ENGLISH

VET CERTIFICATE II IN APPLIED LANGUAGE (MANDARIN) 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 Semesters 1 and 2.

10949NAT Certificate II in Applied Language

This course is auspiced by Ripponlea Institute (RTO 21230)

Code	Unit of Competency	Hrs
NAT10949001	Conduct routine oral communication for social purposes in a LOTE	70
NAT10949002	Conduct routine workplace oral communication in a LOTE	70
NAT10949003	Read and write routine documents for special purposes in a LOTE	70
NAT10949004	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 III IN APPLIED LANGUAGE (MANDARIN) 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.

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.

SCIENCE

LIFE SCIENCE

10SLS

Life Science provides students with the opportunity to build on their knowledge of biology and psychology, and further develop their science inquiry skills to prepare them for VCE Science.

In the Psychology unit, students focus on the nervous system and how it interacts with other body systems to provide a response to a stimulus. They learn about the central nervous system and research the causes and effects of spinal cord damage.

In the Biology unit, students explore the structure of DNA and the role genes have in the transmission of heritable characteristics from one generation to the next. They then build on this knowledge by exploring the effect of mutations that lead to natural selection and investigate evidence for the theory of evolution. Students learn about the different types of pathogens that cause disease, and the role that vaccines can play in developing herd immunity in a population.

This unit provides a foundation for VCE Biology 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.

PHYSICAL SCIENCE

10SPS

Physical Science provides students with the opportunity to build on their knowledge of chemistry and physics, and further develop their skills in science inquiry skills to prepare them for VCE science.

In the Chemistry unit, students continue to learn about different aspects of the organisation of the periodic table and model chemical reactions in terms of arrangement of atoms. They use symbols to write chemical formulas and balanced chemical equations. There is a focus on different types of chemical reactions and experimenting with the factors that affect the rate of chemical reactions.

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

This unit provides a foundation for VCE Physics and VCE Chemistry.

ASSESSMENT

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

TECHNOLOGY

MATER CHEF

10TMC

This unit allows students to prepare and present seasonal foods, with a focus on food handling and safety. It also investigates prominent figures in the Australian Hospitality industry, their inspiration and contribution, food trends, both local and international.

Students further develop their creative and practical skills.

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

ASSESSMENT

Assessment may include folio and practical classes, both individual and group work.

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.

It is recommended that students complete “On the Runway” to develop skills required for VCE Product Design and Technology – Textiles.

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

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.

GROUP B SUBJECT OFFERINGS

ARTS

ART OF IMPROVISATION

AAI

This unit focuses on the use of improvisation to develop characters and devise performances.

Students explore this through the genres of the soap opera, and Commedia Dell'arte, comedy and parody and the acting and design conventions associated with these performance styles, using these as stimulus to devise performances making social comment on an aspect of Australian life. Students participate in an incursion with a Commedia Dell'arte specialist and learn how to extend their expressive skills to develop characters. Students participate in an incursion with a Commedia Dell'arte specialist and learn how to extend their expressive skills to develop characters. They analyse and evaluate how actors use conventions of performance styles, and associated conventions, as well as expressive and performance skills are applied to express character(s) in a live or filmed professional performance. The unit is designed to assist students in developing the self-confidence to think on their feet and develop the necessary skill of playmaking and character development through improvisation.

This unit provides a foundation for VCE Drama.

ASSESSMENT

Assessment may include devised ensemble performances and evaluations, process and design folio, theatre performance evaluation.

DYNAMIC DANCE

ADD

In Dynamic Dance students will learn about a variety of dance styles such as Jazz, Contemporary, Ballroom, Hip Hop and Musical Theatre through theory and practical outcomes. Students also develop technique and choreographic skills through the creation of small group dance works and performing in a whole class dance performance. They will build knowledge surrounding the mixed mediums of Media and Performing Arts with an exploration of video music clips in the 20th and 21st Century. Students will also learn about safe dance practices, body maintenance and nutrition. Life skills such as confidence in communicating, collaboration through teamwork and development of creativity are also refined in this subject area.

No prior experience is needed however an enthusiasm for movement is recommended!

ASSESSMENT

This subject provides a foundation for **VCE Dance and VET Dance**.

MAKE A MUSICAL

AMM

Students learn the characteristics and conventions of Musical Theatre. They work collaboratively to produce a live theatre performance of a scene or select scenes, from a musical, through a range of production roles, including student's choices of actor, director, choreographer, and design areas of costume, set, hair and makeup. They learn the process of taking a musical script from the page to the stage, using research to develop design ideas for production areas. They work collaboratively in applying their acting and design skills to produce a scene from a Musical. Students take on roles as performers, creative team, including director and choreographer and theatre technicians in this course, and develop the life skills of collaboration, responsibility and project management. Students analyse a recorded or live performance of a musical exploring how conventions and production areas are applied through symbol to enhance the meaning of the performance for the audience. The unit covers Performing Arts strands of Music, Dance and Drama, as well as opportunities for theatre design and technicians. It is designed to explore how ideas can be explored in performance through music, movement and production areas.

This unit provides a foundation for VCE Drama.

ASSESSMENT

Assessment may include research tasks, process and design folio, collaborative performances and evaluations, analysis and evaluation of a professional performance

TURN IT UP

ATU

In this unit, students gain practical knowledge and experience as contemporary musicians. They engage in practical music-making in groups and use software to create original music, employing a range of production techniques to grow as digital musicians. They also gain experience in creating mixes of existing music, exploring DJ skills. Students gain experience and knowledge in the safe use of PA equipment, setting up and using microphones and using of music technology.

This unit provides a foundation for VET Music studies.

ASSESSMENT

Assessment may include ensemble performances, composition, journals and workbooks.

ARTS (CONT.)

PHOTOGRAPHY

APH

In Photography students develop editing and camera handling skills. They are introduced to a range of composition techniques to assist with taking captivating photographs. Students also learn to use Photoshop to enhance images taken. They have the opportunity to follow the Production Design Process to create their own photographic series.

ASSESSMENT

Assessment may include creation of photographic series, photography editing, folios.

HEALTH & PHYSICAL EDUCATION

EXPLORE THE OUTDOORS

PEO

Explore the Outdoors investigates the importance of healthy environments and sustainability for our planet. An understanding of the types of environments and motivations and influences on outdoor experiences will be explored. Outdoor experiences may include mountain bike riding, water safety and snorkelling, hiking, and Level 1 First Aid.

This unit provides a foundation for VCE Outdoor Environmental Studies

ASSESSMENT

Assessment may include: a written report and diary

NINJA WARRIORS

PNW

Would you like to be crowned a Mater Christi Ninja Warrior? *Ninja Warriors* is an engaging theoretical and practical elective. Fitness components, fitness training, training methods, training principles and training programs are the topics that are investigated. Students are given the opportunity to participate in the local Ninja Warrior obstacle course and test their capabilities.

ASSESSMENT

Assessment may include: a training program and diary

TOTAL HEALTH AND WELLBEING

PTW

Total Health and Wellbeing is a health unit that explores topics such as the dimensions of health and wellbeing, lifestyle fitness, promotion of health and nutrition for good health. Incursions may include a visit from a dietician, Zumba, Pilates and/or Yoga teachers.

ASSESSMENT

Assessment may include: a promotional video and case study.

HUMANITIES

DOLLARS & SENSE

HDS

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 effect 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

HCC

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.

ISSUES AND INSIGHTS

HII

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.

INTERDISCIPLINARY UNITS

INDIGENOUS PERSPECTIVES

IIP

In this unit, students look at the history of Australia from Indigenous perspectives and develop an understanding of Indigenous culture and spirituality. The unit calls on the support and input of local First Nations people, allows students to explore our local Wurundjeri land, and to consider ways of moving towards Reconciliation.

ASSESSMENT

Assessment may include research project.

MIND MATTERS: PSYCHOLOGY AND ADOLESCENT MENTAL HEALTH

IMM

Students investigate how the brain develops from childhood to adulthood and the impacts this has on decision making. There is a particular focus on the way the adolescent brain changes. Students also look at how an understanding of psychology can have a positive impact on teen mental and physical health.

This unit provides a foundation for VCE Psychology.

ASSESSMENT

Assessment may include lab reports, research project, videoS

NO PLACE LIKE HOME

INH

Students investigate the issue of homelessness and develop their understanding of Social Justice issues by researching community organisations and connecting with local councils and homelessness advocacy organisations. Their research leads to their own design of an effective public housing home or village.

ASSESSMENT

Assessment may include research and design project.

SHAPING THE WORLD: THE ARTS AND HISTORY

ISW

In this unit, students explore a range of historical periods through the music, art, literature and theatre of the time. Eras covered might include: The Renaissance, Romantic Period, World War 1, Swinging 60s but all eras could be considered. How did the societies in each period use the arts to express their ideas about subjects like human nature, philosophy, war, love, freedom, and beauty? Students will not be creating artworks, rather engaging in exploration and analysis.

ASSESSMENT

Assessment may include research project and folio

STEM MAD - MAKING A DIFFERENCE

ISM

Students develop a STEM based innovation to create a solution to a problem in the community. Students learn about different technologies and apply these to their STEM based solution.

ASSESSMENT

Assessment may include creation of STEM product.

STRAIGHT TO THE POOLROOM: CLASSIC AUSSIE FILMS

Students discover some of Australia's iconic, formative films and learn how to read and interpret film before making their own mini-masterpieces. This unit requires the reading of reviews and film criticism. Film studies may include, but are not limited to: *Muriel's wedding*, *Priscilla*, *Queen of the desert*, *Strictly Ballroom*, *The Sapphires*, *Malcolm*, *The Castle*, *Mad Max*, *Red Dog* and *One Night the Moon*.

This unit provides a foundation for VCE Media.

ASSESSMENT

Assessment may include film analysis, film criticism, filmmaking, podcasts

LANGUAGES OTHER THAN ENGLISH

FRENCH

10LFR SINGLE SEMESTER

This one semester unit enables students to fulfil the MYP requirements for language study. It builds on previous foundations and competencies and focuses on developing students' communication skills as they relate to authentic situations.

ASSESSMENT

Students are assessed in the following four key areas: speaking, reading and understanding, writing and listening. Student skills in these areas are developed through a study of practical topics such as 'exploring the world of fashion and shopping for clothes', 'shopping for food, cooking and working with recipes', 'dining at restaurants and cafes', 'making travel arrangements', and 'catching up with friends and celebrating'.

SCIENCE

SCIENCE INVESTIGATORS

SSI

Students undertake 3 mini research projects over the semester designed to enhance their scientific inquiry skills. Projects focus on water analysis (chemistry based), flight (physics based) and enzymes (biology based). Through these projects students apply fair test principles to self-designed experiments and explore the importance of repeatability and validity. Students are encouraged to critically evaluate methods, suggest and carry out improvements and identify next steps in their studies. Students present their findings concisely using scientific posters.

ASSESSMENT

Assessment may include practical reports, posters, tests.

FORENSIC SCIENCE

SFS

The Forensic Science unit uses skills and knowledge from the sciences of biology, chemistry and physics to solve a crime. Students will learn about different forensic techniques such as, fingerprint patterns, microscopes, DNA, blood types, blood splatters, chemical testing. Students will be presented with hypothetical case studies and will use the forensic techniques to go about solving the crime.

ASSESSMENT

Assessment may include a research case study, practical reports and tests

LIVING CLEANLY

SLC

Living Cleanly focuses on how we can live a more sustainable life. What is in the food that we eat? How are pollutants affecting our health? How can we be more sustainable with the fuels that we use for transport? How do we reduce the impact of plastics on the environment? What is the impact of infectious disease from a global perspective including endemics and pandemics? Students have the opportunity to explore an area that they are interested in for *Living Cleanly*.

ASSESSMENT

Assessment may include: Research assignment, topic tests, practical reports.

THIRD ROCK FROM THE SUN

STR

Third Rock from the Sun focuses on how the universe began through the lens of the evidence of the Big Bang Theory, including the formation of planets and stars. We zoom in on how the Earth formed and has changed over time, with a particular focus on how Australia has evolved.

ASSESSMENT

Assessment may include research assignments and topic tests.

TECHNOLOGY

BON APPETIT

TBA

Food is part of our lives every day - sharing with friends and family, celebrating and sustaining us all. Let's enjoy what we eat, understand where it has come from and why we need food every day. Students build on skills and knowledge from Year 8 Food Technology and become more familiar with current food trends while enjoying a variety of dishes they have prepared themselves and developing skills for their future.

This unit provides a foundation for VET Hospitality in VCE.

ASSESSMENT

Assessment may include practical classes and project-based tasks applying the MYP Design Cycle

HELLO WORLD - AN INTRODUCTION TO COMPUTING AND PROGRAMMING

THW

During this unit, students explore and gain experience in the use of a range of electronic technology. Through the acquisition of programming and problem-solving skills, students deploy technological solutions for issues in the world around them. Students engage with robotics including mBots, Spheros, drones and Lego Mindstorms. Students also have scope to work with 3d printing technology and Computer Assisted Design software. Students have opportunities to work with the Raspberry Pi computing platform. Through using these computers, students gain skills in configuring a low-cost, low-energy personal computing solution using the Linux Operating System. Also, students explore embedded technology and creating IoT (Internet of Things) smart technology solutions. With the skills acquired in this course, students employ the MYP Design Cycle to identify an issue, ideate a solution, realise their concepts, and evaluate the effectiveness of their design. Students will finish this course with competencies in computer systems administration, robotics, coding, problem-solving and product design.

This unit provides a foundation for VCE Applied Computing.

ASSESSMENT

Assessment may include practical classes and project-based tasks applying the MYP Design Cycle

HIGH TEA

THT

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 a task.

TO DYE FOR

TDF

Students engage in a range of practical surface decoration activities (such as tie-dye, fabric painting, fabric printing, fabric transfer, eco-dyeing and printing, free machine embroidery, applique and bleach painting) to produce a collection of cotton fabric samples. They then design a tote bag or satchel that these samples will be incorporated into, expressing their own unique style and address their individual needs.

ASSESSMENT

Assessment may include folio, creation of final product.

SUMMARY OF CORE & ELECTIVE UNIT OFFERINGS

CORE SUBJECT CHOICES		
Domain	Subject Title	Subject Code
English	Mainstream English	10ENG
English	Foundation English	10ENF
Mathematics	Enhancement Mathematics	10MEH
Mathematics	General Mathematics	10MGM
Mathematics	Essential Mathematics	10MES
Religious Education	Religious Education Core	10RED
Religious Education	Youth Ministry	10RYM
GROUP A ELECTIVE CHOICES		
Arts	Creative Arts	10ACA
Arts	Drama Studies	10ADS
Arts	Music on My Mind	10AMU
Arts	Visual Communication Design	10AVC
English	Relationships & Romance	10ERR
Health & Physical Education	Exploring Personal Health	10PEP
Health & Physical Education	Sports Science	10PSS
Humanities	Checks & Balances	10HCB
Humanities	Teenagers & The Law	10HTL
LOTE	VET Certificate II in Applied Language – Mandarin	10VC2
LOTE	VET Certificate III in Applied Language - Mandarin	10VC3
LOTE	French VCE Pathway	10LFV
Science	Life Science	10SLS
Science	Physical Science	10SPS
Technology	Mater Chef	10TMC
Technology	On the Runway	10TOR
GROUP B ELECTIVE CHOICES		
Arts	Art of Improvisation	AAI
Arts	Dynamic Dance	ADD
Arts	Make a Musical	AMM
Arts	Turn it Up	ATU
Arts	Photography	APH
Health & Physical Education	Explore the Outdoors	PEO
Health & Physical Education	Ninja Warriors	PNW
Health & Physical Education	Total Health & Wellbeing	PTW
Humanities	Dollars & Sense	HDS
Humanities	Culture, Conflict & Change	HCC
Humanities	Issues & Insights	HII
Interdisciplinary Learning	Indigenous Perspectives	IIP
Interdisciplinary Learning	Mind Matters: Psychology & Adolescent Mental Health	IMM
Interdisciplinary Learning	No Place Like Home	INH
Interdisciplinary Learning	Shaping the World: Arts & History	ISW
Interdisciplinary Learning	Straight to the Poolroom: Classic Aussie Films	ISP
Interdisciplinary Learning	STEM Mad: Making a Difference	ISM
LOTE	French	10LFR Single Semester
Science	Science Investigators	SSI
Science	Forensic Science	SFS
Science	Living Cleanly	SLC
Science	Third Rock from the Sun	STR
Technology	Bon Appetit	TBA
Technology	Hello World: An Introduction to Computing and Programming	THW
Technology	High Tea	THT
Technology	To Dye For	TDF

YEAR 10 PLANNING FORM

PLANNING SHEET

Use the following table to plan your 2023 selections.

Your choices need to be entered on-line by **Friday 12 August 2022**

Please write your subject choices in the boxes below, including a reserve where indicated. If you are wanting to apply to accelerate into a Year 11 VCE Study, please write your preferred Accelerated VCE Units 1-2 Study.			
Curriculum Requirements	Subject Title	Subject Code	
English			
Mathematics			
Religious Education			
Group A Electives - Choose four units following the guidelines to left of each column			
LOTE (Certificate II Mandarin / French VCE Pathway) or Free Choice	1.		
LOTE (Certificate III Mandarin / French VCE Pathway) or Free Choice	2.		
Free Choice or VCE Accelerated Study Unit 1	3.		
Free Choice or VCE Accelerated Study Unit 2	4.		
Group B Electives - Choose five units following the guidelines to left of each column			
LOTE (Single semester French) or Free Choice (if selected LOTE as a Group A elective)	1.		
Interdisciplinary Unit	2.		
Free choice	3.		
Free choice	4.		
Free choice	5.		
Checklist for Curriculum requirements			
Have you chosen at least one unit from any of the Group A or Group B electives within each of the following Domain areas?			
Humanities		Review your subject selections above and place a tick next to the Domain areas listed to indicate that you have chosen at least one unit from each of them.	
Interdisciplinary Unit			
LOTE – Chinese or French			
Science			

SAMPLE FORMS

ACCELERATION APPLICATION FORM UNITS 1 & 2



UNITS 1 & 2 ACCELERATION APPLICATION FORM

2023

Please return your completed form with your Subject Preference Receipt

Student Surname: _____

Student Given Name: _____

Home Group: _____

I wish to apply for the following VCE Unit(s) 1 & 2: _____

Criteria for Acceleration:

- High attendance record that meets VCE requirements.
- Strong academic results (overall grade of 5-7 in related MYP subjects)
- Highly motivated, strong organisational skills and sound work habits
- Submits this Application form, including supporting statement
- Appropriate level of literacy skills
- Accept commitment to accelerate – that is, to maximise their options beyond Year 12 by studying **six** Unit 3-4 sequences over the two years of VCE.

Please indicate below your reasons for applying and demonstrate how you have met the above criteria during Years 7-10.

I acknowledge that by submitting this application, I am making a commitment to accelerate and complete a minimum of 24 units over the two years of VCE to maximise my VCE educational outcomes as outlined in the Mater Christi VCE Acceleration Policy.

Student Signature: _____

Parent/ Carer Signature: _____

Signature: _____

Date: _____

Please note: Students must continue to meet the above criteria to continue with their chosen Accelerated subject.

Current Subject Teacher	Recommendation:
	<input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion

Date:	
Teacher Code:	
Teacher's Signature:	

Home Group Mentor	Recommendation:
	<input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion

Date:	
Teacher Code:	
Teacher's Signature:	

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



**YEAR 10 RELIGIOUS EDUCATION
YOUTH MINISTRY APPLICATION FORM**

2022

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 2023: _____
Homeroom Group: _____

PART 2 – Qualifying Questions (Student to complete)

How do you understand the role of young people in the Catholic Church?

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

What gifts and talents could you use in assisting with (answer all):

Retreat Days

Liturgies



YEAR 10 RELIGIOUS EDUCATION YOUTH MINISTRY APPLICATION FORM

2022

Primary School Sacramental Days

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 Retreat 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 2023.

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 Teacher and Home Group Mentor to complete)

Religious Education Teacher	Recommendation:
	<input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion

Date:	
Teacher Code:	
Teacher's Signature:	

Home Group Mentor	Recommendation:
	<input type="checkbox"/> Endorsed <input type="checkbox"/> Requires further discussion

Date:	
Teacher Code:	
Teacher's Signature:	

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



Submit this form with your Subject Preference receipt to Student Services by Friday 12 August 2022

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: _____

Address: _____

Home Phone: _____

Year Level in 2022: _____ VCE VCE-M VCE-MM

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 2023 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](#))