Religious Education

The Role of the School in Young People's Education in Faith
Home, school and local church each have a distinctive role to play in young people's education in faith. While the home provides the fundamental spiritual and moral baseline for young people, their spiritual lives can be enhanced by participation in the life and worship of a local religious community and this can be built upon and enhanced by religious education at school.

The formal classroom religion curriculum, the liturgical and prayer life of the school, retreats and religious camps, pastoral care and the ethos of the school all contribute to young people's education in faith.

The formal classroom religion class is especially concerned with giving young people a knowledge and understanding of their own religious faith tradition. It also helps young people to learn how to think critically about religious and social issues.

The prayer life and the liturgical life of the school are to help students become familiar with Catholic religious practices and to help develop the religious and prayer dimensions of their own lives. The practice of prayer and liturgy is complemented by the study of these areas in the formal religion curriculum.

Prayer and Liturgy
The celebration of the liturgy of the Eucharist is a fundamental part of the religious life of the school. In addition to special celebrations of the Mass, which involve the whole school community, there are celebrations of liturgy at class and year levels. The development of young people's capacity to join in the liturgy meaningfully is enhanced by a liturgical education through the formal religion curriculum.

Religion teachers arrange a program of liturgies, involving class members in the planning and celebration of these prayer services.

Retreat Programme
The Retreat programme is an integral part of the Religious Education Programme and the College actively encourages all students to take part in them to further their personal and faith development. The retreat programme provides students with the opportunity to:

• Take time to reflect and find an experience of God in their lives - in their families, at school, with our friends, in their communities and within themselves.
• Build on the positive relationships between students and between teachers and students.
• Spend time exploring important issues in their lives.
• Develop a sense of community on Retreat whereby they can experience the special significance of celebration through liturgy.
• Take time to thoughtfully and prayerfully reflect on life and concerns they may have.
• Remove the demands of study and timetables to allow time-out for personal reflection.
• Observe the ways they can apply Retreat outcomes to everyday life.
• To link the relevance of their concerns to the insights given through Gospel stories and reiterated in the life and values proclaimed by Jesus.

Aims of the Religious Education Program
The aim of the formal Religious Education curriculum is to enable students to become well educated in their own religious tradition.
* To help students to clarify their own religious thinking and attitudes.
* Religious Education makes a valuable contribution to young people's growth toward moral autonomy and spiritual maturity.
* To help students develop a knowledge and understanding of religion which has been an integral part of the life of people throughout recorded history.
* To develop a familiarity with terms that will help students understand and express religious concepts.
Year 9 & 10 Religious Education

Course Content
The study of Religion at each year level is based on the Awakenings Religious Education Curriculum as issued by the Catholic Diocese of Ballarat. Awakenings is a developing program which has its core eight organising strands. Each of these strands is covered within Years Seven to Ten Religious Education course at MRC.

* God
* Jesus Christ
* Church
* Christian Prayer
* Religion and Society
* Scriptures
* Christian Life
* Sacraments

The Year 9 course will cover the following strands and units of work:
- Sacraments: Eucharist, the source of life.
- Scripture: Who is Jesus?
- Church: The Church in Australia. The Sisters of Mercy.
- Christian Prayer: Relationship with God through prayer and meditation

The Year 9 Retreat is run by Chris Doyle who comes to the College from NSW every year. His input is invaluable and students respond to his work in a very positive manner.

The Year 10 course will cover the following strands:
- God: Stewardship towards the environment
- Jesus Christ: Death and New Life.

The Year 10 students also take part in a Christian outreach program which enables them to move out of the classroom and experience the opportunity to work with others within the wider community. The students select from a wide range of placements available eg. Aged care facilities, adult learning centres, primary schools and day care facilities. Each student will spend an afternoon each week for approximately eight weeks working with the clients at these facilities. This work forms the basis for reflection, sharing and learning about the wider ministry of the church in the world.

Year 10 students are given the opportunity to experience a retreat, which allows them to discover more about themselves and the issues, which will become part of their life experience. For this reason, students are taken in separate gender groups for an overnight retreat.

Timetable Structure
Religious Education is a Core Subject at Year 9 and Year 10 and is timetabled for 5 periods a fortnight.

Level of Achievement
There are two forms of assessment:

1. Outcomes
Based on the decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Rationale
In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. In accordance with VELS objectives, the Year Nine and Ten course requirements work towards the achievement of Level Six by the end of Year 10. All students are assisted in their learning by the use of varied and stimulating programs. English is concerned with a wide range of texts and media in print and electronic forms, including imaginative literature, popular fiction and nonfiction, personal writing, commercial and workplace texts, everyday communication, plays, film and other multimedia texts.
The English Domain has three dimensions:
• Reading
• Writing
• Listening and speaking

Course Content
Reading
At Level 6 students read, view, analyse and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss informative and argumentative texts, such as current affairs and news articles, features, editorials, documentaries and reviews. They identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts. They synthesise information from different texts to draw conclusions.

Listening and Speaking
At Level 6 students critically analyse the relationship between texts, contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations. They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

Writing
At Level 6 students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles or web pages. They plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.

Timetable Structure
English is a core subject at Year 9 & 10 and is allocated 9 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome.

2. Assessment Tasks
   Graded level of achievement ranging from outstanding to ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Rationale
Mathematics involves various practices that take place day to day in communities around the world. Aims for essential learning in mathematics include developing useful mathematical and numeracy skills for successful general employment and functioning in society, solving practical problems in mathematics, especially industry and work based problems. The students develop an understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as discipline – its big ideas, history, aesthetics and philosophy. As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions.

Strands
The proficiency strands Understanding, Fluency, Problem solving and Reasoning are an integral part of mathematics content across the three content strands.
* Number and Algebra
* Measurement and Geometry
* Statistics and Probability
The proficiencies reinforce the significance of working mathematically within the constant and describe how the content is explored and developed.

Course Content at Year 9
* Number Skills
* Pythagoras’Theorem
* Algebra
* Linear Equations
* Measurement
* Statistics
* Linear and Non-linear Graphs
* Trigonometry
* Probability

Course Content at Year 10
* Indices
* Linear algebra
* Co-ordinate Geometry
* Simultaneous Equations & Inequations
* Trigonometry
* Quadratic Expressions
* Quadratic Equations
* Functions
* Probability
* Statistics
* Measurement
* Financial Mathematics

Timetable Structure
Mathematics is a core subject at Year 9 & 10 and is allocated 9 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit of study.
   (S) – Satisfied the Outcome
   (N) – Not satisfied the outcome
2. Assessment Tasks
   These tasks assess a student’s level of achievement for each unit of study ranging from outstanding to ungraded.

For Satisfactory Completion
Students must achieve an “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
* VCE Mathematics
* VCAL Numeracy
Science

Rationale
A fundamental goal for science education at Mercy Regional College is to stimulate, respond and nourish curiosity, wonder and questioning. Science education at Mercy Regional College aims to develop students who are capable of engaging in informed debate about science and its applications. It provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. It enables all students to appreciate the significance of science for the long-term future of our society. The values of respect for the environment (living and non-living), opinions and ideas of others, honesty in collecting and presenting data and evidence. These values explore and encourage debate about the relationship between science, society and technology. Students are made aware of safe practices and are encouraged to act responsibly when conducting investigations. As students progress through their schooling they develop skills in the safe use of scientific apparatus, the safe handling of living and non-living organic materials and correct use and disposal of chemicals.

Course Content
The science course is structured in way that enables students to work towards achieving the AusVELS standards for Science. These standards are organised into three dimensions:
- Science understanding.
- Science as a human endeavour.
- Science inquiry skills.

Topics covered at Year 9 include:
- Homeostasis
- Electricity (measurement and devices)
- Chemical Energy
- Light and Sound
- Microbiology
- Ecosystems
- Forensics

Topics covered at Year 10 include:
- Chemistry in Society
- Chemical Reactions
- The Mysterious Universe
- Issues in Science (Ethics)
- Motion and Forces
- Genetics
- Natural Selection

Timetable Structure
Science is a core subject at Years 9 and 10. The period allocation at Year 9 is 8 periods per fortnightly cycle. The period allocation at Year 10 is 8 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment
1. Outcomes
Based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit
(S) – Satisfied the outcome
(N) – Not satisfied the outcome
2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded for Assignments, Practical Reports, Topic Tests and end of Semester Exam.

For Satisfactory Completion
Students must achieve a ‘S’ in all outcomes to satisfactorily complete the semester

Future Opportunities
- V.C.E Biology, Chemistry, Physics, Agriculture and Psychology
Health & Physical Education

Rationale
In the Health component of this subject students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions.

The Physical Education component of this course aims to encourage understanding of the need for physical activity and the benefits of a physically active life. The course therefore exposes the students to a diverse range of outdoor and indoor sports. The knowledge, understanding and skills gained in these sports will assist the students in making informed choices about their future activity patterns. The same assessment procedures will apply from Year 7 to 10. The course is mainly of a practical nature, however assessment will be covered on all theoretical topics. These include Nutrition, Skills Acquisition, Fitness and Body Systems.

Course content at Year 9
Theory:
* What is health?
* Health dimensions
* Health across lifespan
  * Identity / Self esteem
* Sport, recreation and games
  * Sporting heroes
  * Women in sport
  * Sport and the media
Practical:
The students participate in a range of activities including the following:
  * Aerobics, Basketball, Handball, Lacrosse,
  * Athletics, Fitness Testing, Minor Games, Table Tennis, Speed Ball, Badminton, Tennis, Soccer, Swimming,

Course Content at Year 10
Theory:
* Mental health and surrounding issues
  * Risk taking behaviour and safety
* Healthy Eating and Exercise
* Training Programs
  * Anatomy and Physiology
Practical
The students participate in a range of activities including the following:
  * Swimming, Athletics, Fitness testing, Cross Country, Fitness; aerobics, circuit, Volleyball,
  * Tennis, Netball/Korfball, Football Codes, Cricket

Timetable Structure
Health & PE is a core subject at Year 9 and 10.
Health & PE are combined and given a 6 period allocation at Year 9.
Health & PE are combined and given a 6 period allocation at Year 10.

Level of Achievement
There are two forms of assessment:

1. Outcome
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
V.C.E. Physical Education
V.C.E Health & Human Development
History & Geography

**Rationale**
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students’ evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

**Course content at Year 9**

*History: The Making of the Modern World.*
The course provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power.

*Geography*
Students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere. They investigate the interaction of human activities with the natural environment.

**Course content at Year 10**

*History: The Modern World and Australia*
The course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development.

*Geography*
Students build on the knowledge acquired in Year 9 to develop skills which evaluate the factors contributing to the development of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Identifying strategies to address them and explore ways of managing them.

**Timetable Structure**
History & Geography is a core subjects at Year 9 and 10.
History & Geography are combined and given a 8 period allocation at Year 9.
History & Geography are combined and given a 7 period allocation at Year 10.

**Level of Achievement**
There are two forms of assessment:
1. Outcome
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

**Future Opportunities**
V.C.E. History
V.C.E Geography
V.C.E Legal studies
V.C.E Economics
Students at Year 10 have a wide choice of units from which to choose. Electives at Year 10 fall into two categories: Year 10 general electives and VCE/VET electives. Students will select one elective from the VCE/VET block which will be allocated nine periods per fortnight.

**HOW DO I CHOOSE WHICH SUBJECTS TO DO?**

You must choose subjects in which you are interested. If you don't think that you will like a subject then don't choose it! You have a wide choice of things to do so take care to select carefully.

Remember that the choices you make now will have an effect on which subjects you study every year from now on. For example; if you choose to drop Graphic Design at the completion of Year (9) it will be much more difficult to pick it at VCE level.

When choosing electives students are encouraged to select electives which will compliment there intended VCE studies. For Example, if you intend to study Graphic Design in 2015 as part of your year 11 studies then it is advisable to select the Graphic Design elective in 2014.

**Remember**

When choosing subjects only consider what you want to do. It doesn't matter what your friends are doing, they may not like all the same things that you do, so don't consider them when picking subjects. You must not consider subjects because of the teacher, as you do not know who will be teaching a subject next year.

**What subjects have special conditions?**

One elective block contains subjects with a VCE or VET sequence [Units 1 & 2] and we will endeavour to honour your choice. This is so students can build on their skills previously acquired. All other electives will be studied for a semester only therefore giving you a range of subject choice.

**Will all subjects run?**

This depends on students' choices. There may be some subjects, which very few students choose. If this is the case then these subjects may not run. On the other hand if many students choose a particular subject then it may run a number of times. In short – NO, not all subjects will run. Student interest will dictate which subjects run.

**When must I hand in my form?**

Forms must be submitted no later than Friday 9th August to the school office.

**Any Questions?**

If parents or students have any questions relating to the Year 10 electives program, please contact the Director of Learning and Teaching, Mr Chris Grant, or Mrs Leanne Carpenter the Head of Middle School Learning & Teaching at the College in person or phone (03)55932011.

**Semester Based Electives offered at Year 10 include the following:**

* Agriculture
* Art
* Advanced Computer Applications
* Athletic Peak Performance
* Drama
* Dance
* Media
* Art Photography
* Food Technology
* Graphics
* Journalism/Literature Short Stories
* Music
* Textiles
* Woodwork

Please Refer to the VCE Handbook for further information on the VCE Unit 1 and 2 subjects.

**VCE/VET Elective Block**

(these subjects are designed to be studied in sequence throughout the year and therefore students only select one of the subjects below):

* VCE History Units 1/2
* VCE Business Management Units 1/2
* VCE Psychology Units 1/2
* VCE Outdoor Education Units 1/2
* VCE Health and Human Development Units 1/2
* VCE General Maths Units 1/2
* VCE Dance Units 1/2
* VCE Physical Education Unit 1/2
* VET Hospitality Units 1/2
* VET Building & Construction Units 1/2
* VET Furniture Units 1/2

**Timetable Structure**

The VCE/VET Block is allocated 9 periods per fortnight.
Year 10 Art Electives

Art
Rationale
Students use a variety of starting points to work with the art elements and principles of visual communication. They generate and extend their ideas through research into the elements of art and a variety of art genres and styles. Students explore personal beliefs and opinions about social and cultural issues to develop subject matter for their work. They explore a range of art forms in relation to specific themes and continue to develop competence in a wide range of media and materials. The students will present and provide ongoing assessment of their own finished artworks, including how their work should be displayed.

Course Content
* Explore and develop a range of art forms to themes
* Use of Visual diaries to generate ideas
* Exploring a wide range of media and materials
* Assessment and evaluation of artworks
* Research the cultural and historical backgrounds of artists

Graphic Design
Rationale
Graphic communication develops skills in drawing, researching, understanding, organizing and selecting information, developing and refining ideas, and above all, thinking. Graphic communication attempts to clarify and transmit information to explore and develop ideas using a range of materials and media, applying design elements and principals. Students use a Graphic communication production process to respond to a range of briefs representative of different fields of practice such as information, environmental and product design. Students learn to define the communication need, purpose and audience of a given brief by exploring the client-designer relationship. Students develop their understanding of the conventions and standards of technical, architectural and orthogonal drawing. They use freehand, instrumental and computer drawings and explore the use of mixed media in their two-and three-dimensional drawings.

Course Content
* Design Process and response to work briefs
* Introduction to computers as a tool to manipulate images
* Two and Three Dimensional Drawing through exploration of one, two and three point perspective.
* Explore a range of media and graphic devices
* Develop individual approaches to graphic techniques
* Personal evaluations of design elements

Art Photography
Rationale
This subject is concerned solely with the production of photographs. Students learn how to operate cameras as well as the equipment used in the manipulation and printing of images. Students are introduced to themes and subject matter typically addressed by photographers. Included amongst these are portraiture, landscape, still life, documentary and ‘action’ photographs. Research topics cover the work and practices of a range of different photographers. Time is also spent looking at art elements and principles of design and utilising them in practical situations. Students will look at different presentation techniques for completed photographs as well as providing assessment of their own work.

Course Content
* Exploration of a range of media and materials associated with the creation of photographic artworks.
* Exploration of themes and topics common to photographic artworks.
* Use of photographic equipment and ICT in the creation of photographic artworks.
* Research and reporting on historical and cultural contexts of artists working in the field of photography.
* Use of visual diaries to generate and explore ideas.

* Application of art elements and principles of design in the planning and production of artworks.
* Assessment and evaluation of photographic artworks.

Media
Rationale
The media is a growing, increasingly wide-ranging field. Journalism, public relations, advertising, communication studies, information management, broadcasting, TV and film are some of the many subjects that it includes. Communication in all its forms is becoming more sophisticated, and demanding a more educated workforce.

This unit introduces students to movie production by exploring different genres. Over the semester they will develop skills and techniques of basic media production related to filmmaking.

Course Content
* Explore movie genres
* Explore how characters are portrayed
* Explore media technologies
* Develop skills and techniques of media production such as editing techniques
* Learn how to develop a script and storyboard
* Explore how filmmakers convey values and issues.

Level of Achievement
There are two forms of assessment:
1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.
For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Ag Science (Welding)

Rationale
In this unit students study local agricultural and horticultural operations and the factors that influence them, including those of historical, environmental, social and economic nature. Our main aim at Mercy is to provide as wide an agricultural/horticultural experience as possible. This is achieved by taking excursions to existing enterprises and seeing them in operation. For much of the unit the students participate in a “short course” delivered by South West College of TAFE at Glenormiston, dealing with farm metalworking. The unit is counted as a credit towards the Certificate II in Agriculture.

Course Content
• Innovations and inventions in agriculture
• Farm safety
• Arc welding
• Oxy-acetylene
• MIG and TIG welding
• Soldering
• Plastic welding

Computer Applications

Rationale
Year 10 Computer Applications aims to provide students with an advanced level of skills, using a variety of computer software programs. It expands their problem solving skills, relevant to the software they use throughout the course. It helps the student more fully develop an understanding of how computers are used in a business environment and gives an insight into the programming languages that underpins the software used at Mercy.

Course Content
* Word processing - using Microsoft Word
* Spreadsheets - using Microsoft Excel
* Web Design - using Adobe Dreamweaver
* Databases - using Microsoft Access
* Computer programming - using Visual Basic, html.
* Computer graphics – using the Adobe Creative Suite and other programs for digital manipulation.

Woodwork

Rationale
The students design and construct a wood production piece that can be used as indoor furniture. The students discuss and follow safe work practices, and use design briefs to work through the technology process to continually review and improve their work. They identify social and environmental implications of using various materials, and evaluate the properties of wood in their construction. They discuss other materials, which compliment their wooden production to ensure its longevity.

Course Content
Students are required to designs and produce a hallway table using the design process. Students produce a 3D CAD model, implementing their own design concepts. The students then construct their hallway table in the workshop.
* Investigation of materials for suitability
* Design process and 3D CAD drafting
* Quality of Material Preparation
* Economics – cost of production
* Structural Details – joints and structural strength
* Presentation of final product.

Level of Achievement
There are two forms of assessment:
1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome
2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Textiles

Rationale

Year 10 Textiles students at Mercy Regional College learn more about a variety of materials and about the processes and equipment used to manipulate materials to produce garments and craft items. They devise a procedural plan in which they detail the materials to be used and the tools and processes to be adopted. Students construct garments and models to specified levels of accuracy and precision. They regularly check their progress and modify designs when required using a greater range of equipment and machines. Students continue to follow safe work practices and develop a thorough understanding of safety requirements both of the work area and of individual tools and pieces of equipment.

Course Content

* Follow commercial patterns to construct garments.
* Recognise and Test different fabrics and their suitability for leisure and sports wear.
* Investigate the different style of clothing and study and visit fashion outlets.
* Investigate different methods for creating fabric design by using fabric dye, embellishments such as buttons, lace, threads, and beads.

Food Technology

Rationale

Year Ten Food Technology is a more advanced study of food. Because the food sector is dynamic and creative, Food Technology aims to promote links between food enjoyment, food preparation and education towards wise food choices. We live in a multicultural society so the subject seeks to acknowledge the different cultures and foods that are part of Australia. This unit provides students with the opportunity to explore the influences on the development of Australia’s cuisine. The subject provides students with the opportunities to acquire skills and knowledge when selecting, preparing and consuming foods that contribute to a healthy lifestyle. Students are expected to organise appropriate ideas to fulfil the constraints of design folio pieces. Final choices of recipes are evaluated in line with the constraints.

Course Content

* Investigate different preparations and cookery methods
* Select and safely work with a range of tools and equipment
* Skill practice in observation, measuring accurately, following instructions, analysis, interpretation and assessment of products
* Plan and create food orders
* Develop innovative ideas to suit design briefs

Level of Achievement

There are two forms of assessment:

1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion

Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Performing Arts Electives

Drama
Rationale
Students in Year Ten Drama further develop ideas for drama from a variety of sources and create roles and characters in response to and in collaboration with others. They extend upon their knowledge of stagecraft through workshop activities and individual tasks. Students structure drama by organizing the elements and applying appropriate skills, techniques and processes.

Course Content
* Generate and develop ideas for Drama from a variety of sources
* Create roles and characters in response to and in collaboration with others
* Explore dramatic forms such as mime, improvisation, role-play and dance drama to convey meaning
* Investigate a variety of historical dramatic styles

Dance
Rationale
In this unit, students partake in regular practice of dance skills to gain proficiency in a broad range of technical skills and to gain physical fitness. They undertake a perspectives study of dance from the 17th Century to now and view selected works in relation to this study. Students explore concepts in choreography and use this knowledge to develop their own choreographic skills in small and whole group composition tasks.

Course Content
* The Elements of Movement (Time/Space/Energy)
* The Qualities of Movement (S.S.P.V.C) to gain understanding of the variations in the Force and Flow of movement
* The concepts of Body Actions (G.L.E.F.T)
* Spatial Organisation (Direction/Level/Dimension/Focus)
* Group Structures (Unison/Contrast/Canon)

Music
Rationale
Music provides the opportunity for the students to listen, analyse and respond critically and creatively to music from a range of geographical, social and cultural contexts. Students use a range of practices, including those associated with listening, analysis, and creativity, to develop their understanding of ways which music can be designed, created and performed.

This unit focuses on a broad survey of music form different styles, traditions, times and places. Students will analyse a range of works, including music form non-western style or tradition. They will learn about the characteristics of elements of music and consider ways that music creators use elements of music and compositional devices to make works.

Course Content
* Response to Music
* Investigate the elements of Music
* Creative Responses

Level of Achievement
There are two forms of assessment:
1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 10 Electives

Athletic Peak performance
Rationale
This unit is related to nutrition and is geared towards the athlete; nutrition for athletic performance. In the unit the students study all the nutritional areas (eg fats, protein, hydration, energy systems etc.....)

Course Content
* All the nutritional areas (eg fats, protein, hydration, energy systems etc.....).
* Students will focus on training and energy systems, looking at elite athletes and elite performance.

Journalism
Rationale
What is journalism really about? Learn the art of researching, interviewing, writing stories and taking media photos. Explore the media sphere in both a local, national and international context and investigate media affairs. Visit reporting aspects in a multi-media world and create your own media websites, vlogs, blogs and other dimensions of this exciting profession. See real-life media rooms spring into action. Be a newspaper editor one day, a TV presenter the next...this unit will leave you with a feeling of exhilaration and a sense of achievement.

Course Content
* Students will be able to write in media style for newspaper, radio, television and on-line.
* Students will understand the principles of setting up photo shots suitable for media texts.
* Students will create, edit and finalise a 'current affairs' TV story.
* Students will edit work to a standard suitable for publication.
* Students will gain a basic understanding of the media in a local, national and international context.
* Students will experience 'life in the day of a media professional' through an excursion to media outlets.

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Literature / Short Stories
Rationale
Students investigate all aspects of the creation of childrens stories. They write and produce a creative story for young children.

Course Content
* Gain an understanding of print text appropriate for young children.
* Gain an understanding of how to construct a picture book for young children.
* Gain an understanding of how to engage with young children.
* Gain an understanding of how to relate Socially and Emotionally with young children.

VCE Unit 1 and 2 Subjects
Please refer the VCE handbook for the VCE Unit 1 and 2 subjects on offer:

* VCE History Units 1/2
* VCE Business Management Units 1/2
* VCE Psychology Units 1/2
* VCE Outdoor Education Units 1/2
* VCE Health and Human Development Units 1/2
* VCE General Maths Units 1/2
* VCE Dance Units 1/2
* VCE Physical Education Unit 1/2
* VET Hospitality Units 1/2
* VET Building & Construction Units 1/2
* VET Furniture Units 1/2
Learning to Care, Caring to Learn