

Year 10 Pathways Handbook



2024

Pillars of OLSH Education

The four pillars of OLSH education encapsulate how to live the OLSH Spirit for members of school communities:

We are Heart People who are Faith-filled. We believe in God's personal love for us. This gives us meaning and purpose in our lives and enables us to help others find meaning in their lives too.



We are Heart people who Reverence Relationships. We believe in the integrity of every human person. Our OLSH family is both local and international and we make an effort to build and support community.



We are Heart people who Pursue Excellence. We believe in Jesus' words, "I have come that you may have life and have it to the full" (John 10:10) We pursue excellence in everything we do.



We are Heart people who Touch the Hearts of Others. We believe in our call to be united with the mission of Jesus. Together we seek to build the Kingdom of truth and life, of holiness and grace, of justice, love and peace. Our tradition of service and outreach and our option for the poor are vital aspects of our OLSH identity.



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Introduction

Year 10 Course Selection Information

All Year 10 students will undertake the following subjects in Year 10:

- **Religious Education**
- **English**
- **Mathematics**
- **Science**
- **Physical Education and Health.**

A wide range of elective studies is offered for enrichment, specialisation, and creative purposes.

Students may:

- **Enrich their learning experiences by undertaking subjects not available in the core program**
- **Specialise in an aspect of a core subject that particularly interests them**
- **Develop their creativity in a range of visual and performing arts.**

Over the duration of Year 10 students need to choose 6 semester units from the elective program.

To provide students with access to the broad spectrum of Learning Areas in the Pathways Stage of the Victorian Curriculum, the following electives must be included in this program:

- **2 Units of Humanities**
- **1 Unit of Arts.**

OLSH VCE Acceleration Program

Please note the following requirements regarding a Year 10 student accelerating into a VET or VCE Subject.

- Students must demonstrate an **80% or above average** in their Issoudun year, with an average of 80% in their chosen subject area.
- It is important to note that participation in the VCE Unit 1 & 2 Program in 2024 does not automatically guarantee participation in Unit 3 & 4 in 2025.

The following subjects may be selected without receiving an invitation to participate in the acceleration program:

- All VET studies

The VET coordinator will work through individuals' program to check on the suitability of the course for the student.

Core Subjects

Religious Education

Religious Education

Religious Education is one of the core compulsory subjects undertaken at Year 10. Students explore several units over the course of the year. The program offered is in accord with the Melbourne Archdiocese Frameworks for the teaching of Religious Education.

Within the Religious Education curriculum at Year 10, students are educated in an appreciation of sacred scripture which is both scholarly and prayerful. One of the main aims is to foster a biblical literacy which enables students to move to a richer understanding of sacred scripture - one which helps students to avoid a fundamentalist approach.

Religious Education classes are also punctuated by periods of time which are set aside for regular prayer sessions in our College chapel. Time is also allocated for Feast Day preparation (including singing practices) and for special activities which mark key events such as Reconciliation Week. All these form part of our O.L.S.H. tradition.

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self-understanding.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Assessment is based on the 'Achievement Standards' (a continuum of learning in progression points) as outlined in the Melbourne Framework for Religious Education.

The achievement standards focus on the following three strands of learning:

- **Knowledge and understanding:** Students learn about the key practices and beliefs of the Catholic Christian Tradition past and present in ways that both connect to and challenge the cultural context.
- **Reasoning and Responding:** Students interpret, analyse and make meaning of their life, their world and their social context as well as their religious tradition. Students respond with openness, empathy, questioning, making judgements and prioritising beliefs and values.
- **Personal and communal engagement:** Students reflect on their own story, come to new insights about their beliefs, deepening their awareness of other world views. These insights give hope and a new direction about how they understand their place within a faith community, the community and the world at large.

The modules studied at Year 10 are:

Module 1 Who Do You Say That I Am?

This unit explores key Christian beliefs that are associated with Jesus' message and mission. Some time is spent on the historical and political context in which Jesus lived. The implications for those who choose to follow Jesus are also explored.

Module 2 The Gospel of Mark

This study examines the political context in which this gospel was written and how this has helped to shape its message. Students explore key themes in Mark's Gospel, the structure of the text, and ways to make meaning of the sacred text for our lives today.

Module 3 How Good Am I?

The dignity of the human person, a fundamental belief within the Catholic Tradition, underpins this unit of study. Students examine those things which are special features of our humanity including: relationships, conscience and decision making, values and practices in our modern world which may either help us to flourish or militate against us reaching our potential.

Module 4 What Is Religion?

The difference between spirituality and religion are explored in this unit. The purpose and impact of religion are considered. Religion is defined in terms of nine aspects which are examined within the context of several world religions including Catholicism, Judaism, and Islam.

Assessment

The formative and summative assessments in Religious Education focus on the ongoing and continuous growth in students' ability to engage in the deep dialogue between the Catholic tradition, the issues of the day, and students' self-understanding.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

English

English

In Year 10, students develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a range of texts to articulate complex ideas, demonstrating an understanding of grammar, vocabulary choices for impact, and the accurate use spelling and punctuation conventions.

Furthermore, students give oral presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions, and developing and expanding arguments.

Year 10 English leads in Years 11 and 12 to either / or both English and Literature.

Topics include:

- Reading and responding creatively and analytically to texts; writing and crafting texts, and the close analysis of selected textual excerpts.
- Analysing the use of argument and persuasive language in texts; and presenting, both orally and in writing, a point of view on issues covered in the Australian media.

Assessment

Analytical and creative text responses; crafted writing; a persuasive text that presents an argument or viewpoint; an analysis (both verbal and written) of the use of argument and persuasive language in text/s. Each semester ends with an examination.

Health and Physical Education

Health and Physical Education

In Year 10 students undertake three physical education and two health education classes a fortnight.

In Physical Education students are blocked on with multiple PE classes at once. This allows rotations of activities with student choice for their learning. In each of their chosen units they continue to apply specialised movement skills and complex movement strategies in different movement environments. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Units include:

- Rotation 1: Chosen CGSAV sport round robin: indoor cricket, soccer, or tennis
- Rotation 2: Fitness improvement via chosen platform including those with an instructor e.g., yoga, walking group, triathlon training
- Rotation 3: Self-defence course run by Women's Self-Defence Network which aims to empower the students with the knowledge and skills to stay safe.
- Rotation 4: Chosen CGSAV sport round robin: AFL, basketball, badminton
- Rotation 5: Disability in sport options including a wheelchair basketball incursion
- Rotation 6: Chosen CGSAV sport round robin: volleyball, netball, softball
- Rotation 7: Recreation and target games for lifelong physical activity including a lawn bowls excursion.

In Health Education, students refine and apply strategies for maintaining a positive outlook and mental health. Safety is explored where students access, synthesise and apply health information from credible sources to propose and justify responses in the home, community and on the roads. Students analyse contextual factors that influence their identify, relationships, decisions, and behaviours. They identify and analyse factors that contribute to respectful relationships.

Units include:

- Mental Health and Wellness, including a visit to Glen Eira Youth Services and St Kilda Football Club 'Danny Frawley Centre'.
- Safety:
 - Personal and community safety
 - Water safety
 - First aid & CPR information sessions.
 - Road safety: including a visit to Road to Zero headquarters at the Melbourne Museum
- Respectful Relationships

Assessment

Assessment throughout this course consists of formative and summative tasks. Various task types are provided to measure student achievement. These include research tasks, quizzes, data analysis, practical assessments, and self- reflections.

Science

Science

Students studying Science at Year 10 level will develop an understanding and appreciation of the role of science in our everyday living. It will be of assistance as they prepare for future pathways of study at VCE level and beyond VCE, to tertiary study and future careers.

Throughout Semester 1 students explore Physics and Chemistry based units. To develop their scientific knowledge, understanding and skills, students will give both qualitative and quantitative explanations of the relationships between distance, speed, mass, and force to predict and explain motion. Further, they will explain how different factors influence the rate of reactions.

Throughout Semester 2, students explore Biology and Earth Science based units. Students will explain the role of DNA and genes in cell division and genetic inheritance. Further, they will explore global systems and describe and analyse interactions and cycles within and between Earth's spheres. Throughout Semester 1 and Semester 2 students will develop the essential Science Inquiry Skills. These include questioning and predicting, planning and conducting, recording and processing, analysing and evaluating and communicating.

Topics include:

- Forces and Motion
- Chemical Reactions
- Genetics
- Global Systems

Assessment

Assessment throughout this course consists of formative and summative tasks. Various task types are provided to measure student achievement. These include structured tests, analysis of practical investigations, scientific posters, and research tasks.

Electives

Arts

Drama: Performance to Production

In this unit students are introduced to different theatre practitioners and theatre styles including Epic Theatre, Poor Theatre and Theatre of Cruelty. They will develop skills in acting style and performance based different styles of theatre. This course presents students with an opportunity to test their limits through a diverse range of collaborative and individual tasks culminating in a class performance. This performance will draw inspiration from Indigenous concepts and themes. When possible, students will participate in the Drama Victoria Connections Festival resulting in students devising a fifteen-minute performance. Students will be given the opportunity to analyse their own drama work and that of their peers. The aim is to develop skills and knowledge and to offer students the opportunity to gain confidence in exploring performance contexts while building their understanding of a broader range of theatrical traditions and conventions.

Learning Outcomes

- Investigate, explore, make and present eclectic dramatic forms, ideas and conventions
- Discuss, describe, analyse, and evaluate performances.

Tasks

- Research and investigation
- Solo and ensemble performances
- Solo and ensemble folios.

Drama: Workshop for a Dramatic Performance

In this Drama unit students will develop skills in acting style and performance. This course allows students to challenge themselves with a variety of group and solo tasks and to individually contribute to the creation of a dramatic performance as part of an exciting Interschool Theatre Festival. In response to stimulus provided by the festival organisers, students will spend time workshoping and applying a variety of eclectic performance styles and conventions to create ensemble work culminating in a public performance day with other participating schools. Students take responsibility for technical, design and production elements and receive thoughtful critical feedback from industry professionals.

Students participate in *The Suitcase Series* run by Malthouse Theatre.

The aim is to develop skills and knowledge and to offer students the opportunity to gain confidence in exploring performance contexts while building their understanding of a broader range of theatrical traditions and conventions.

Learning Outcomes

- Investigate, explore, make and present non-naturalistic dramatic forms, ideas and conventions
- Discuss, describe, analyse and evaluate performance.

Tasks

- Research and investigation
- Solo and ensemble performances
- Solo and ensemble folios.

Both courses provide a pathway to VCE Drama.

Music: Music for Occasions

Music is part of our everyday life. Students will explore how music is used in various contexts such as movies, radio and music theatre and discover what makes it effective. Students will explore 21st century technology, music software and write music in one of these contexts.

Students will have the option of performing music in one of these contexts. Music literacy will also be developed.

Topics include:

- Mixing, Editing, Sampling, Remixing
- Composing
- Music Literacy & Analysis
- Music Performance

Assessment:

A Podcast including the students' composition, remix, discussion (analysis) and student performance will be included as part of the assessment.

Music: Music Performance

This subject delves into many aspects of music performance and is a pathway to VCE Music Performance. Students can participate as a soloist or part of a group. Students will develop skills as a performer. including stage presence and stage craft. They will explore the success of professional musicians.

Students will also look at masterworks and develop their music literacy.

Topics include:

- Masterworks
- Music Literacy
- Performance Technique
- Solo or Ensemble Performance

Assessment:

Students will perform as a soloist or part of an ensemble, discuss and compare a Masterwork and complete a music literacy test.

Both courses provide a pathway to VCE Music.

Visual Arts: Protest, Place and Perception

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson, or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience visual arts, students draw on artworks from a range of cultures, times, and locations. They reflect on the development of different traditional and contemporary styles of art works. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques, and technologies.

Topics include:

- Sculpture
- Screen printing
- Painting and mixed media.

Assessment:

- Folio of finished artworks
- Respond and Interpret.

This course provides a pathway to VCE Art Creative Practice /Art Making and Exhibiting.

Visual Arts: Self Symbols and Surroundings

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson, or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience visual arts, students draw on artworks from a range of cultures, times, and locations. They reflect on the development of different traditional and contemporary styles of art works.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques, and technologies.

Topics include:

- Oil Painting
- Mixed Media
- Self portrait
- Printmaking – reduction lino print

Assessment:

- Folio of finished artworks
- Respond and Interpret.

This course provides a pathway to VCE Art Creative Practice /Art Making and Exhibiting.

Visual Communication Design: Living and Leisure

There are no prerequisites for this course. If you haven't studied Vis Comm before, you are welcome to join this design course. Students can choose one or two semesters as each semester is different.

Learn the foundations of environmental design (architecture, exterior and interior design), industrial design (product design) and communication design (graphics and illustration design).

Create your own designs whilst working to a brief. The brief explains what the client requires and sets the guidelines for the design task. A design studio environment is established where designers work using a variety of media (Copic markers, professional pencils, watercolour, pencils/paints, Adobe Illustrator/Photoshop and SketchUp for 3D printing).

Technical, digital and freehand drawing skills are developed. Past and contemporary design is explored and analysed to further develop ideas and creative responses.

Topics include:

- Industrial and Communication design: Skateboard (design is printed or painted onto a skateboard deck) or jewellery (3D printed, laser cut or hand-made, can create own crystals) or shoe design (re-design a shoe or use a shoe as mock-up of design. A flat sneaker type shoe will be provided.)
- Environmental design: Re-design a room of your house (Plan and planometric drawings).
- Communication design: Sell your house! Design a real estate brochure and include your redesigned room.

Assessment

- Skateboard deck with design/hand-made or 3D printed/laser cut jewellery/mock-up of shoe design
- Architectural drawings (Plan and planometric)
- Real Estate Brochure.

This course provides a pathway to VCE Visual Communication Design.

Visual Communication Design: Space and Place

There are no prerequisites for this course. If you haven't studied Vis Comm before, you are welcome to join this design course. Students can choose one or two semesters as each semester is different.

Develop skills in model making (Environmental design - architecture), furniture design (Industrial design) and graphic design (Communication design). Create your own designs whilst working to a brief. The brief explains what the client requires and sets the guidelines for the design task. A design studio environment is established where designers work using a variety of media (Balsa wood, textured papers, Copic markers, professional pencils, watercolour, Prismacolor pencils, acrylic paints, Adobe Illustrator/Photoshop and SketchUp and 3D printing).

Technical, digital, and freehand drawing skills are developed. Past and contemporary design is explored and analysed to further develop ideas and creative responses.

Topics include:

- Built structure model: use a shipping container as inspiration for designs for a holiday house, pop-up shop, tiny house etc. The model will be made from balsa wood and other materials. There is the opportunity to use the laser cutter for this model.
- Industrial design for shipping container - 3D print
- Graphic design: Design a feature exterior wall (Mural) of the shipping container (acrylic paint or digital). Mural is painted on rectangular canvas and then scaled to fit shipping container. Digital work is printed on adhesive paper and applied to wall of shipping container.

Assessment

- Balsa wood 3D model
- 3D printed print of furniture design
- Exterior wall design (acrylic paint or digital).

This course provides a pathway to VCE Visual Communication Design.

Health & Physical Education

Sports Science: Exercise Physiology

This semester course will allow students to explore the musculoskeletal system and the cardiorespiratory system and how they work together to allow movement for physical activity. Their biological responses will be investigated at rest and during physical activity. Students will examine the way in which energy for activity is produced by the three energy systems, the associated fuels used for activities and the interplay of the systems during physical activity.

Students will investigate the planning and implementation of training programs. This includes developing an understanding of the fitness components and through testing they plan for fitness improvement. They learn how fitness can be enhanced through the application of appropriate training principles and methods.

Topics include:

- Body Systems: Musculoskeletal system, Cardiorespiratory System, and responses to exercise
- Energy Systems contribution to physical activity
- Fitness Programs: fitness components & testing, training methods & principles.

Assessment

Includes written reports, practical laboratory reports, data analysis and structured questions

Sports Science: Enhancing Athletic Performance

This semester course will allow students to gain an understanding of the different areas within sport science that enhance sporting performance by maintaining athlete wellbeing. Students will learn about, and practice, some of the strategies that athletes use to prepare for, and recover from, competition. Students will also learn about the biomechanical principles that sport scientists and coaches use to ensure athletes perform skills to their optimal level.

This course will allow support students to develop the learning skills associated with action research and inquiry-based learning. Students will investigate people's participation in physical activity and undertake an inquiry into a contemporary sport issue.

Topics include:

- Athlete Wellbeing: sports nutrition and sports psychology and the role these play in enhancing and maintaining an athlete's physical and mental health and wellbeing.
- Biomechanics: application of biomechanical principles (force, levers, motion, and friction) to basic movement patterns and how biomechanics is used to analyse movement patterns.
- Contemporary Issues in Sport: undertake an action research task based on an issue of interest.

Assessment

Assessed through a variety of tasks and activities, including practical laboratory activities, quizzes, reports, presentations, and case study reflections.

This Sport Science course is highly recommended for those students considering studying VCE Physical Education in Year 11 and 12.

Humanities

Civics and Citizenship

You will develop an understanding of the key features and values of Australia's system of government when compared with a system of government in the Asian region.

You will learn about Australia's court system and its jurisdictions, as well as how courts apply and interpret the law, resolve disputes, and make law through judgments.

You will learn how human rights affect us in our daily lives, and how to acknowledge our responsibilities in recognising the need to balance those rights with the rights of others.

You will consider your capacity to actively influence change in society.

Topics include:

- Political ideologies
- Australia's constitution and system of government
- Increasing the participation of young voters
- The court hierarchy
- The doctrine of precedent
- Changes in the law – analysing contemporary cases
- Civil society
- Human rights issues.

Assessment

- Comparative Task (Government and Democracy)
- Investigation of a Law Reform and/or Influential Legal Case (Laws and Citizens)
- 2 Glossary Tests (Political Terminology and Legal Terminology)
- Semester Examination

This course provides a pathway to VCE Legal Studies, Australian & Global Politics, and other Humanities disciplines.

Economics and Business

This unit covers two modules, Economics and Business.

The economics module begins with the basic economic problem of the unlimited human desire for resources against the reality that the supply of such resources is limited. Students will examine some fundamental economic concepts and learn about the role of some of the key players in the Australian economy such as the Federal Government and the Reserve Bank. Students will critically analyse Australia's living standards and compare them with the living standards of other nations.

The business unit begins with unpacking the habits of successful entrepreneurs as well as the innovations that have transformed our economy such as Uber and the rise of social media. Students will learn about the issues of globalisation and digital disruption and be asked to consider how their own future will be influenced by them. Students will also develop some fundamental financial literacy and learn to balance a budget.

Topics include:

- The basic economic problem, opportunity costs and laws of supply and demand
- The role of key players in the Australian economy
- Budgetary and Monetary policy
- Key Indicators of economic performance
- Living Standards – financial and non-financial measures of these
- Entrepreneurs and Innovation
- Issues of globalisation and digital disruption
- Personal financial literacy - types of investments, balancing a budget.

Assessment

- Economic theory test
- Essay comparing living standards in an Asian country to Australia
- Media log of current affairs impacting the economy and business
- Oral presentation about Entrepreneurial Businesses and business operational issues
- Semester examination

Geography

In geography, students will study across three main topics.

Students study the processes that cause climate change but also examine how climate change is impacting upon some nations more than others and learn to ask questions around the social justice aspects of these impacts.

Students learn about various coastal landforms and ocean processes and participate in a fieldwork excursion to a coastal location where they identify ways in which these places are used and make assessments about how these places can be improved and how they may change into the future. Students also learn key geographic sketching and mapping skills.

Students learn to use and interpret a range of maps and data which inform them about human wellbeing around the world. Students learn to make links between different set of data and draw conclusions around the causes of human wellbeing issues and ways in which they can be addressed.

Topics include:

- Indigenous land management
- Climate change
- The impacts of climate change on Pacific Ocean nations
- Coastal landforms
- Fieldwork skills including geographic sketching
- Ways of measuring human wellbeing
- Interpreting data and maps
- Geographies of human wellbeing.

Assessment

Students will complete a range of individual and group assessment tasks, including but not limited to:

Group presentations, geographic research and field work, geographic data analysis and a semester exam.

History

This course covers Australian and world events from the Paris Peace Conference that concluded World War I until present day.

Students investigate the causes and course of World War II, including the European and Pacific theatres and how they drew Australia into the conflict. Also studied are radical political ideologies that gained momentum after World War I, and how they led to the Holocaust, which gave rise to the post-war civil rights movement in the United States and Australia. Students will compare the progress made by Australia and the United States towards full civil rights and equality for all people.

Topics include:

- Causes and Course of World War II:
 - Post war Europe
 - The Great Depression
 - 1930's Germany and the rise of the Nazi Party
 - The European Theater
 - The Pacific Theater
- Rights and Freedoms:
 - The African American civil rights movement
 - Indigenous Australian civil rights movement

Assessment

Students undertake a range of assessment tasks including unit tests, source analysis, historical inquiry research and a semester exam.

Languages

Chinese

This course is designed for second language students who are continuing with their learning after Year 9 Chinese. The aim of this course is to develop and strengthen students' communication skills in Chinese. Specifically, students will extend their study of the Chinese language, develop their listening, speaking, reading, and writing skills, and gain interesting insights into Chinese culture.

When choosing this subject, you are committing to both Semester 1 and Semester 2 in 2024.

This course contributes to extend students' knowledge of Chinese language and culture.

Topics include:

- School Life - student's routine, classes, subjects, and education in China
- Means of Transport - common transport, place, and description of distance
- Leisure Life - common leisure activities and hobbies, including traditional Chinese leisure activities
- People Description - appearance, personality, comparison of similarity and difference
- Travelling - itinerary and flight timetables, travel plans and preparation
- Health - description physical symptoms.

Assessment

The students complete a range of tasks in both English and Chinese, (relating the macro language skills: listening, speaking, reading, and writing). For example:

- Dictation: new character/word and English meaning
- Listening: Extract, summarise and order main points of information
- Speaking: Initiate, maintain and close a conversation
- Reading: Comprehend ideas, events, roles, and themes of the written text
- Writing: Explore a range of text types and writing styles to produce a sustained piece of writing.

This course provides a pathway to VCE: Chinese Language, Culture and Society.

Italian

The Year 10 Italian course focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend their proficiency in the macro skills of listening, speaking, reading, writing, and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. A range of text types are explored, such as articles, email, blogs, webpages, letters, stories, songs, plays, news items, films, photographs, diagrams and maps.

The study of Italian is conducted over both Semester 1 and Semester 2 and equals two elective choices.

When choosing this subject, you are committing to both Semester 1 and Semester 2 in 2024.

Topics include:

- Film study 'La Vita è Bella' - Roberto Benigni or 'Cinema Paradiso' - Giuseppe Tornatore
- Historical Study - Twentieth Century Italy – WWII
- Art Periods - Renaissance and Baroque - Artists - Caravaggio and Gentileschi
- The fountains, churches, and famous squares of Italy
- Street art - art or vandalism? Napoli Paint Stories and Stazioni d'arte – Napoli
- The changing Italian family
- A Comparative Study - Novel 'Volevo i pantaloni' - Lara Cardella and Film 'Pane e Tulipani' - Silvio Soldini
- Education and the world of work.

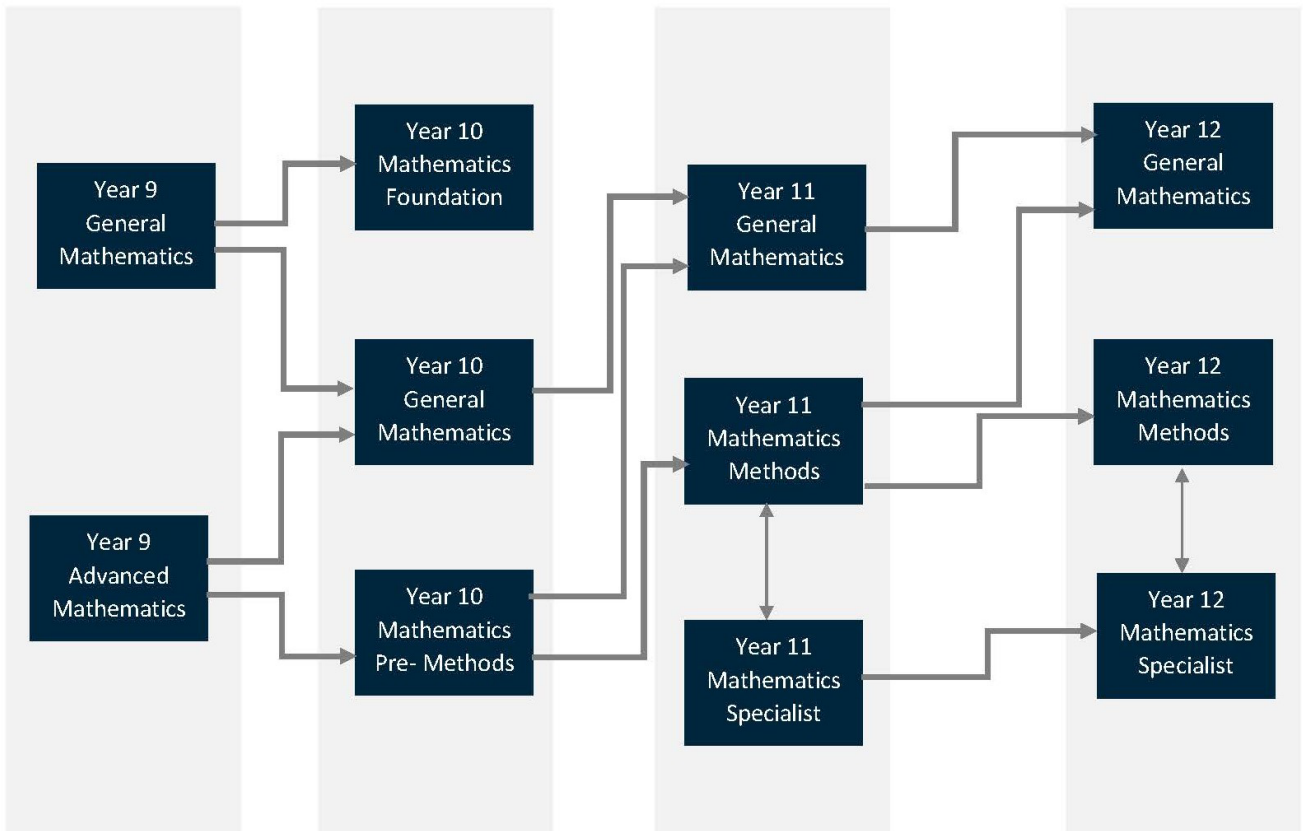
Assessment

- Listening and reading comprehension tasks responding in English and Italian
- Viewing of audio- visual texts and responding in English and Italian
- Writing in Italian in response to spoken, written or visual texts presented in Italian
- Presenting information, concepts, and ideas in writing in Italian on the selected topic and for a specific audience and purpose
- Participation in a range of spoken exchanges in Italian: role-play, speech, conversation, and dramatised reading.

This course of study provides a pathway to VCE Italian.

Mathematics

Mathematics pathways



Note

- Year 10 Foundation Mathematics is by invitation only.
- Students selecting Year 11 Specialist Maths must also select Year 11 Maths Methods.
- Students selecting Year 12 Specialist Maths must also select Year 12 Maths Methods.

Year 10 Foundation Maths

This course is designed for students who have considerable difficulty with mathematics and wish to conclude their study of the subject at the end of Year 10. These students may wish to follow a VCE Vocational Major pathway or a scored VCE but with no mathematics component.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Topics include:

- Budgeting
- Household shopping
- Measurement
- Statistics: Carbon footprint
- Statistics: interpreting data – types of data and their presentations
- Decoration of a bedroom
- Travelling – planning a holiday
- Buying a car

Assessment

Tasks will require demonstration of mathematical skills with explanations and use of technology, this will be comprised of a variety of skills tests, assignments, investigations, and projects.

Year 10 Mathematics - General Mathematics

Students currently studying 9 Mathematics are encouraged to choose this mathematics course.

This course leads to VCE General Mathematics.

Students continue to expand their mathematical knowledge and application of CAS technology, in a variety of familiar and unfamiliar contexts. Content will include algebraic manipulations, with expanding, factorising, and graphing a variety of relations including linear and simultaneous equations. Measurement includes solving problems with surface area and volume in two and three dimensions. Statistics – univariate and bivariate data is developed with boxplots, scatterplots and measures of centre and spread.

Topics include:

- Linear relations; algebra & graphs
- Statistics
- Trigonometry
- Measurement
- Simultaneous equations
- Financial Mathematics

Assessment

Assessment will be a mixture of topics tests and tasks. Use of CAS calculators will form part of all assessments.

Year 10 Mathematics – Pre-Methods

Students currently studying 9 Advanced Mathematics are encouraged to choose this mathematics course.

This course leads to VCE Mathematical Methods and the option of studying VCE Specialist Mathematics.

Students continue to expand their mathematical knowledge and application of the CAS calculator, in a variety of familiar and unfamiliar contexts. Content will include algebraic manipulations, with expanding, factorising and graphing a variety of functions including, linear, quadratic and exponential equations. Measurement and Geometry will increase students understanding and application of volume and surface area with prisms, cones and spheres, including the use of Pythagoras' Theorem and Trigonometric ratios.

Topics include:

- Linear relations, equation & graphs
- Surds & Indices
- Geometry & Trigonometry
- Measurement
- Quadratics expressions, equations & graphs
- Probability & Statistics

Assessment

Assessment will be a mixture of topics tests and tasks. Use of CAS calculators will form part of some assessments. There is also a focus on assessment tasks with no notes and no technology.

Technologies

Food for Special Occasions

This course investigates the foods that are important for celebrations and other occasions. Students will explore and prepare a range of sweet and savoury dishes for special occasions. This could include cake decorating, pastry making, chocolate-based recipes and menu planning. Students use the design process of investigating, designing, preparing and evaluating to create foods suitable for various occasions both formal and informal. Students will also be introduced to important VCE Food Studies concepts, including the functional properties of ingredients and various cooking techniques.

Topics include:

- Cooking methods and terminology
- Functional properties of ingredients
- Catering for special occasions.

Assessment

Material test report

Design process - Themed design task

Practical assessments

Written test

This unit provides a pathway to VCE Food Studies.

Food for Life

The enjoyment of cooking comes from sharing food with family and friends. Students discover the guiding principles of good nutrition for healthy living. They investigate the functions of nutrients and recipe modification to address various diet related diseases. Students also explore and participate in meal planning using the design process of investigating, designing, preparing and evaluating. Students will also be introduced to important VCE Food Studies concepts incorporating the Food models in relation to making healthy food choices. They will explore and develop a sound understanding of the design process involved in creating foods suitable for people with specific needs.

Topics include:

- Nutrition & Nutrients
- Diet related diseases
- Design process

Assessment

Written research

Design process - Nutrient design task

Practical assessments

Written test

This course provides a pathway to VCE Food Studies.

Digital Technologies

In Digital Technologies, students delve into the world of networked digital systems, storage, the transfer of data, and the complexities of security and data privacy. They will consider how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students will analyse real-world problems as well as design, explore, develop, and evaluate a range of digital solutions, such as websites and coded solutions. They will also interrogate data sets, produce static or dynamic visualisations, and investigate data security techniques, and develop skills in a coding language.

Topics include:

- Digital Systems and Networks
- Data and Coding

Assessment

- Written tests
- Portfolio
- Coded solutions

Product Design & Technology – Runway Style – Eveningwear

Product Design and Technology introduces students to design and textiles skills, including individual modification of a commercial pattern, application of design elements and principles and garment embellishment.

Students will design and produce a fashion item of their choice. They will have the opportunity to be creative, independent learners and develop skills and confidence in the use of a range of equipment. Students will learn to use the creative process to design and produce a garment. Students will show design ideas and production planning in a folio. They will generate a design brief, research and design options to produce stylish garments. They will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile products.

Students will work on advanced skill development in construction and finishing techniques. They will investigate the properties of woven and knitted fabrics and sustainable/ethical manufacturing practices to assist their understanding and selection of appropriate fabrics.

Topics include:

- Advanced construction techniques
- Fibres, fabrics and Ethical fashion
- The Product design process

Assessment

Design Folio
Production of garment of choice
Written research report

This course provides a pathway to VCE VET Certificate II in Apparel, Fashion and Textiles.

Product Design & Technology – Design a Garment for a Designer

Product Design and Technology introduces students to design and textiles skills, including individual modification of a commercial pattern, application of design elements and principles and garment embellishment. Development of creative textile skills are enhanced through using machine embroidery techniques, lace, printmaking, and hand embellishment methods.

Students will investigate the work of fashion designers. They will have the opportunity to generate a design brief; research, design and produce stylish garments fit for the catwalk. Design and textiles skills can also include application of design elements and principles. Students will extend on their skills in construction and finishing techniques includes. Students will design garments and investigate the properties of a range fabrics and sustainable/ethical manufacturing practices to assist their understanding and selection of appropriate fabrics.

Topics include:

- Fashion Designer research
- Textile embellishment techniques
- The Product design process

Assessment

Design Folio
Production of garment of choice
Written research report

This course provides a pathway to VCE VET Certificate II in Apparel, Fashion and Textiles.