ASSUMPTION COLLEGE
SEEK THE THINGS THAT ARE ABOVE

2015 YEAR 10 SUBJECT SELECTION BOOKLET
<table>
<thead>
<tr>
<th>Date</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 14 July 2014</td>
<td>Attend assembly for information about accelerated VCE Unit 1 &amp; 2 studies and VET studies</td>
</tr>
<tr>
<td>From 14 July 2014</td>
<td>For students considering accelerated VCE Unit 1&amp;2 and VET studies:</td>
</tr>
<tr>
<td></td>
<td>□ Download the Senior Certificates Handbook available online from the College website</td>
</tr>
<tr>
<td></td>
<td>□ Read Senior Certificates Handbook carefully</td>
</tr>
<tr>
<td></td>
<td>□ Discuss your plans with Parents/Guardians</td>
</tr>
<tr>
<td></td>
<td>□ Make a list of teachers with whom you need to discuss your subject selection plans</td>
</tr>
<tr>
<td></td>
<td>□ Discuss your plans with relevant teachers</td>
</tr>
<tr>
<td>From 14 July 2014</td>
<td>Download the Year 10 Subject Selection Booklet available online from the College website</td>
</tr>
<tr>
<td></td>
<td>□ Read the Year 10 Subject Selection Booklet carefully</td>
</tr>
<tr>
<td></td>
<td>□ Discuss your plans with Parents/Guardians</td>
</tr>
<tr>
<td></td>
<td>□ Make a list of teachers with whom you need to discuss your subject selection plans</td>
</tr>
<tr>
<td></td>
<td>□ Discuss your plans with relevant teachers</td>
</tr>
<tr>
<td>Tuesday 22 July 2014</td>
<td>For students considering accelerated VCE Unit 1&amp;2 and VET studies: Attend the VCE and VCAL Information Night with your Parents/Guardians</td>
</tr>
<tr>
<td>From Wednesday 23 July 2014</td>
<td>Collect VCE and/or VET acceleration application form if you are considering accelerated Unit 1&amp;2 or VET studies</td>
</tr>
<tr>
<td>Friday 1 August 2014</td>
<td>Final date to submit application forms for accelerated Unit 1&amp;2 and VET studies</td>
</tr>
<tr>
<td>Tuesday 19 August 2014</td>
<td>Attend Year 10 Subject Selection Assembly</td>
</tr>
<tr>
<td>Tuesday 19 August 2014</td>
<td>Attend the Year 10 Subject Selection Information Evening with your Parents/Guardians</td>
</tr>
<tr>
<td>From Wednesday 20 August 2014</td>
<td>Enter your subject preferences into the online Student Options Module</td>
</tr>
<tr>
<td></td>
<td>Print a copy of your subject preferences from the online Student Options Module</td>
</tr>
<tr>
<td></td>
<td>Parents/Guardians to sign the printed copy of your subject preferences</td>
</tr>
<tr>
<td></td>
<td>Submit the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
<tr>
<td>From Wednesday 20 August 2014</td>
<td>Submit second round VET application</td>
</tr>
<tr>
<td>Sunday 31 August 2014</td>
<td>Final date to enter your subject preferences into the online Student Options Module which closes at 11.59 pm</td>
</tr>
<tr>
<td></td>
<td>Final date to print a copy of your subject preferences from the online Student Options Module which closes at 11.59 pm</td>
</tr>
<tr>
<td></td>
<td>Final date for parents/guardians to sign the printed copy of your subject preferences</td>
</tr>
<tr>
<td>Monday 1 September 2014</td>
<td>Final date to return the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
<tr>
<td>Friday 5 September 2014</td>
<td>For students considering accelerated VET studies: Final date to submit second round VET application</td>
</tr>
</tbody>
</table>
### 2015 Year 10 Subject Selection Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 20 June 2014</td>
<td>Senior Certificates Handbook available online at the College website</td>
</tr>
<tr>
<td>Monday 14 July 2014</td>
<td>VCE &amp; VET Acceleration Options Assembly</td>
</tr>
<tr>
<td>Tuesday 22 July 2014</td>
<td>Year 11 2015 VCE and VCAL Information Night for parents and students</td>
</tr>
<tr>
<td></td>
<td>Learning Area Subject Presentations in Vocational Pathways</td>
</tr>
<tr>
<td>Wednesday 23 July 2014</td>
<td>VCE &amp; VET acceleration applications open for collection and submission</td>
</tr>
<tr>
<td>Friday 1 August 2014</td>
<td>Deadline for acceleration applications</td>
</tr>
<tr>
<td>Tuesday 19 August 2014</td>
<td>Year 10 Subject Selection Assembly</td>
</tr>
<tr>
<td>Tuesday 19 August 2014</td>
<td>Year 10 Subject Selection Parent Information Evening</td>
</tr>
<tr>
<td>Wednesday 20 August 2014</td>
<td>Student Options Module opens for data</td>
</tr>
<tr>
<td></td>
<td>Second round of VET Acceleration Applications Open</td>
</tr>
<tr>
<td>Thursday 21 August to</td>
<td>Students enter preferences online, print-out a copy to be signed off</td>
</tr>
<tr>
<td>Sunday 30 August 2014</td>
<td>by parents. Signed sheet returned to central collection box. Options</td>
</tr>
<tr>
<td></td>
<td>module closes at 11.59pm on Sunday August 30.</td>
</tr>
<tr>
<td>Monday 1 September 2014</td>
<td>Deadline for return of signed preferences.</td>
</tr>
<tr>
<td>Friday 5 September 2014</td>
<td>Second round of VET Acceleration Applications Close</td>
</tr>
</tbody>
</table>
### KEY CONTACTS

**Postal Address:** P O Box 111, Kilmore Vic 3764  
**Telephone:** 03 5782 1422  
**Facsimile:** 03 5782 1902  
**Principal:** Mr Michael Kenny  
  michael.kenny@assumption.vic.edu.au  
**Deputy Principal:** Mr Maurice Di Muzio  
  maurice.dimuzio@assumption.vic.edu.au  
**Director of Staff:** Mrs Maureen Kurzman  
  maureen.kurzman@assumption.vic.edu.au  
**Director of Teaching and Learning:** Ms Tracey Kift  
  tracey.kift@assumption.vic.edu.au  
**Curriculum Coordinator:** Ms Cristina Vergara  
  cristina.vergara@assumption.vic.edu.au  
**Pathways Coordinator:** Mrs Jenny Pendlebury  
  jenny.pendlebury@assumption.vic.edu.au  
**VCE Coordinator:** Ms Rachel Williams  
  rachel.williams@assumption.vic.edu.au  
**VET & SBAT Coordinator:** Mrs Carol Fisher  
  carol.fisher@assumption.vic.edu.au  
**Timetabler & VASS Coordinator:** Mr Vincenzo Rovetto  
  vincenzo.rovetto@assumption.vic.edu.au  
**Senior Transition Coordinator:** Ms Ursula Linke  
  ursula.linke@assumption.vic.edu.au  

### LEARNING AREA COORDINATORS

<table>
<thead>
<tr>
<th>Area</th>
<th>Coordinator</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Senior)</td>
<td>Mr Tristan Davis</td>
<td><a href="mailto:tristan.davis@assumption.vic.edu.au">tristan.davis@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>LOTE</td>
<td>Mrs Jane Darrou</td>
<td><a href="mailto:jane.darrou@assumption.vic.edu.au">jane.darrou@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Mathematics (Senior)</td>
<td>Ms Laila Sarraf</td>
<td><a href="mailto:laila.sarraf@assumption.vic.edu.au">laila.sarraf@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Mr Matthew Johnson</td>
<td><a href="mailto:matthew.johnson@assumption.vic.edu.au">matthew.johnson@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Ms Anna Liggieri</td>
<td><a href="mailto:anna.liggieri@assumption.vic.edu.au">anna.liggieri@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Ms Elisa Litvin</td>
<td><a href="mailto:elisa.litvin@assumption.vic.edu.au">elisa.litvin@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Ms Jess Wogan</td>
<td><a href="mailto:jess.wogan@assumption.vic.edu.au">jess.wogan@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Technology</td>
<td>Mrs Robin Panousieris</td>
<td><a href="mailto:robin.panousieris@assumption.vic.edu.au">robin.panousieris@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Mr Jason Gilchrist</td>
<td><a href="mailto:jason.gilchrist@assumption.vic.edu.au">jason.gilchrist@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Drama &amp; Dance</td>
<td>Ms Judita Turco</td>
<td><a href="mailto:judita.turco@assumption.vic.edu.au">judita.turco@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Music</td>
<td>Ms Pauline Hong</td>
<td><a href="mailto:pauline.hong@assumption.vic.edu.au">pauline.hong@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>VCAL</td>
<td>Mrs Jenny Pendlebury</td>
<td><a href="mailto:jenny.pendlebury@assumption.vic.edu.au">jenny.pendlebury@assumption.vic.edu.au</a></td>
</tr>
</tbody>
</table>
In Year 10 you will study six units per semester, a total of 12 units across the year.

Some of these units are compulsory.

All students must **study two units (1 unit per semester)** of:

- Religious Education
- English
- Mathematics: Standard Maths or Real Life Maths

And one unit (1 semester) of:

- Humanities: History, Geography or Economics
- Science: Science for Life or Science Unplugged
- Physical Education: PE – Fitness & Training, PE – Team Performance or Health in Australia

In addition, students choose three additional optional units, with a minimum of **one unit from either the Visual Arts, Performing Arts or Technology options.**

**The additional optional units on offer in 2015 are:**

<table>
<thead>
<tr>
<th>The Arts (Visual)</th>
<th>The Arts (Performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art</td>
<td>• Art</td>
</tr>
<tr>
<td>• Visual Communication</td>
<td>• Visual Communication</td>
</tr>
<tr>
<td>• Media</td>
<td>• Media</td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
</tr>
<tr>
<td></td>
<td>• Music</td>
</tr>
<tr>
<td></td>
<td>• Dance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Humanities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Humanities – Economics</td>
</tr>
<tr>
<td>• Humanities – Geography</td>
</tr>
<tr>
<td>• Humanities – History</td>
</tr>
<tr>
<td>• Lawyers, Guns and Money</td>
</tr>
<tr>
<td>• The Thinking Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LOTE – VET Applied Languages French 1 or Italian 1</td>
</tr>
<tr>
<td>• LOTE – VET Applied Languages French 2 or Italian 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health &amp; Physical Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Saving Lives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Agriculture</td>
</tr>
<tr>
<td>• Science for VCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design, Creativity &amp; Technology (food)</td>
</tr>
<tr>
<td>• Design, Creativity &amp; Technology (product design)</td>
</tr>
<tr>
<td>• Design, Creativity &amp; Technology (textiles)</td>
</tr>
<tr>
<td>• Design, Creativity &amp; Technology (wood)</td>
</tr>
<tr>
<td>• Educational Software &amp; Programming</td>
</tr>
<tr>
<td>• ICT for Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PreCAL – preparation for VCAL</td>
</tr>
</tbody>
</table>

**NOTE:** Students will be allowed to do a maximum of two units from the PE learning area, unless undertaking VET Sport & Recreation.

For detailed information on VCE Acceleration Options, please refer to the Senior Subject Selection Booklet, available on SIMON, PAM and the College website.
Students who have applied to complete a VCE Unit 1 and 2 study or VET Study, if accepted, will usually complete this study in place of two of the optional units. LOTE also must be studied in both semesters and counts as two options.

Unit 1 and 2 Studies in Mathematics or Religious Education are an exception; these will replace the compulsory Mathematics or Religious Education units for successful applicants.

### YEAR 10 VOCATIONAL PATHWAYS CAREERS PROGRAM

All Year 10 students participate in the fortnightly Vocational Pathways program; a two period a cycle career development program which supports and helps Year 10s explore and understand their vocational preferences and identify their pathways for further education and work.

By the end of Year 10, it is expected that students will:

- Understand that career development is a lifelong process
- Be able to identify their own strengths and interests
- Be able to identify how these strengths/interests can be used in future career planning
- Complete an OHS general test
- Put together a Personal Portfolio
- Acquire an awareness of tertiary learning environments in Victoria
- Attend the Assumption College Career Expo
- Complete an online Interest Test
- Participate in Subject Selection Mentoring for the following senior years
- Know how to prepare a resume and an application letter
- Participate in the Mock Interview Program

### ACCELERATED VCE, VET AND SBAT OPTIONS

Year 10 students have the option to apply to include an acceleration VCE or VET Study or a School Based Apprenticeship in their program.

For information on the VCE and VET Studies available, as well as information on School Based Apprenticeships, please refer to the ACK Senior Certificates Handbook 2015.

Students should refer to the timeline on page 3 of this booklet to check opening and closing dates for applications to complete accelerated studies.
CHOOSING YEAR 10 OPTIONS

The choices you make for Year 10 are important ones. They can make your future studies easier by helping you develop key skills and knowledge in particular subject areas. However, very few options are prerequisites for further studies. This means that in most cases if you miss out on a particular Year 10 Option you are still able to take up that subject as a Year 11 student.

However, there are two Year 10 choices you make that will determine whether certain subjects are available to you in the future or not. These include:

**Mathematics**
Your mathematics choice determines which mathematics courses you can take in Year 11. You need to carefully read the advice given in this book and discuss your choice with your current Mathematics teacher.

**LOTE (VET Applied Languages: French or Italian)**
To study a language in Year 10 you must have studied that language in Year 9. You must choose to study your chosen language in Year 10 for both semesters if you wish to study that language in VCE. Studying a language in Year 12 gives students a bonus on their ATAR (Australian Tertiary Admission Rank).

**Allocating Year 10 Options**
There are often limited places available in Year 10 Options. Also, some Option classes are blocked against each other. For example, Year 10 French and Year 10 Media may run at the same time – in this case a student would be unable to take both Media and French. Due to blocking, class sizes, and availability of resources, students may not get their first choices. Reserve selections are therefore very important.
Learning Area Coordinator: Ms Jason Gilchrist

Achieving success in the VCE in Visual Arts subjects depends on developing skills and understanding of the areas of study. If you intend to take a VCE Art subject then it is highly recommended that you study that area during Year 10 to build the skills necessary for excellence in VCE art studies.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• none</td>
<td>• Art</td>
<td>• VCE Visual Communication &amp; Design</td>
</tr>
<tr>
<td></td>
<td>• Visual Communication</td>
<td>• VCE Studio Arts</td>
</tr>
<tr>
<td></td>
<td>• Media</td>
<td>• VCE Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• VET Media</td>
</tr>
</tbody>
</table>

Recommended Pathways into VCE arts studies:

ART
Students explore the techniques and styles of a variety of art forms, both traditional and contemporary. Students will develop ideas and concepts for artworks. They will develop and extend both their skills and individual style, extending on their strengths and developing a sequential folio. The students will undertake exploration in a range of media including oil painting, acrylic painting, drawing in various media, printmaking, sculpture, digital photography, computer aided design and other experimental media. Students will trial a range of these media and refine skills in their media preference.

The course will include studying aspects of art history, particularly Australian and European. In this section of the course students will learn processes and approaches to art analysis and comparison as well as learn basic essay writing skills.

Assessment Items:
- Visual Diary
- Folio
- Art Appreciation

VISUAL COMMUNICATION & DESIGN
Visual Communication and Design encompasses fields such as Graphic Design, Fashion, Architecture, Multimedia, Advertising and Marketing. Designers use text and images to communicate information to
specific audiences. They work with clients, developing and refining ideas to find visual solutions for them. The study involves the use of freehand drawing and instrumental drawing conventions, design elements and principles. It also involves the application of a design process in response to the needs set down by a brief. Design software and other methods of image generation are used to create examples of visual communication.

Students will be given opportunities to be involved in the typical fields of visual communication: Information design, Environmental design and Product Design and will utilise the drawing systems and conventions relevant to these design areas. Students will be introduced to how the Design Process is used when working in response to established communication needs. They will be encouraged to develop and extend their drawing and design skills through a variety of activities.

Assessment Items:
Design Folio
Instrumental Drawing
Examination

MEDIA
Year 10 Media provides students with opportunities to work with film media and photography. Students investigate media to explore personal style and influences. In film media, practical work will be undertaken in video (utilising digital editing technology). Theory components will focus mainly on film and television analysis. Through photography, students to investigate both darkroom and digital photography to explore personal style and influences. Practical work will be undertaken using darkroom techniques, developing and enlarging photographs as well as digital photography, a variety of computer software and digital editing technology. Theory components will focus on photographic media analysis. The concept of folio development and the role of media in society as a medium for expression of views and shaping of social standards are key advances on previous years of study in the discipline.

Assessment Items:
- Visual Diary
- Folio
- Media Appreciation
THE ARTS - PERFORMING

Learning Area Coordinator (Drama/Dance): Ms Judita Turco
Learning Area Coordinator (Music): Ms Pauline Hong

Achieving success in the VCE in Performing Arts subjects depends on developing skills and understanding of the areas of study. If you intend to take a VCE art subject then it is highly recommended that you study that area during Year 10 to build the skills necessary for excellence in VCE art studies.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>Drama</td>
<td>VCE Drama</td>
</tr>
<tr>
<td></td>
<td>Music: Write It! Record It!</td>
<td>VCE Music Performance</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>VCE Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VET Music Production</td>
</tr>
</tbody>
</table>

DANCE

Students explore the techniques and styles of Jazz, Musical Theatre, Street Dance, Hip-Hop, Ballet and Tap from the past and present. They will gain an understanding of how a variety of dance forms and styles can be utilised in their performance assessment.

Students will learn group dance routines which they will perform and be assessed in front of a live audience. They will also have an opportunity to work on their own short piece of performance which they can choreograph in small groups. Throughout the unit students will develop analytical and appreciation skills and learn how to effectively analyse live performance. Students will also begin to develop skills in preparing them for creating solo works and acts as an excellent preparation for VCE Dance.

Assessment Items:
• Performance Task
• Written Analysis
• Practical Performance Skills

DRAMA

Drama provides students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. It also provides a means of increasing self-confidence and social awareness. Students learn through participation and the co-operative nature of Drama develops students' abilities to share and communicate.
This course aims to introduce the student to various theatrical styles through time. Students begin with Physical Theatre then move to Butoh Drama. Each of these styles is explored extensively through research and practical exercises.

Drama offers Year 10 students an extensive journey through contrasting styles of theatre. Primarily practical, two major performances pieces are required as well as some written assignments. Students will also develop skills in preparing them for creating solo works and acts as an excellent preparation for VCE Drama.

Assessment Items:
- Performance Task
- Written Analysis
- Practical Performance Skills

**MUSIC - WRITE IT! RECORD IT!**

The focus of this unit is to:
- develop skills in song writing, recording, performance.
- develop music language skills in analysis, theory and aural perception.
- understand music in a cultural and historical context.

Unit outline:
- Writing a song – developing lyrics, chord patterns, using sample loops, effective melodies, structure.
- Great Songwriters – A listening and analysis trip through the last 100 years of great songs.
- Recording – simple ideas about microphone placement and use of effects to make your recording sound great.
- Basic Theory – You will be using chords and rhythms to create your song. How do you write them down for others?
- Sibelius – How to use this software to help you compose your music and understand the basics of music theory.
- The Romantics – A brief look at the Romantic Movement in music history and some of the great composers like Chopin and Brahms etc.

To do this unit you must play an instrument or sing at a reasonable level. It is advisable to be continuing private tuition. Completing this unit along with instrumental/vocal tuition should prepare you for VCE Music.
THE HUMANITIES

Learning Area Coordinator (Drama/Dance): Ms Elisa Litvin

Pathways below are suggested options based on preferred Year 10 course taken this year. VCE Humanities do not have prerequisites.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must study one of:</td>
<td>• Humanities – Economics</td>
<td>• VCE Business Management</td>
</tr>
<tr>
<td>• Humanities – Economics</td>
<td>• Humanities – Geography</td>
<td>• VCE Accounting</td>
</tr>
<tr>
<td>• Humanities – Geography</td>
<td>• Humanities – History</td>
<td>• VCE Economics</td>
</tr>
<tr>
<td>OR</td>
<td>• Lawyers, Guns &amp; Money</td>
<td>• VCE Geography</td>
</tr>
<tr>
<td>• Humanities - History</td>
<td></td>
<td>• VCE History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• VCE Legal Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• VCE Australian &amp; Global Politics</td>
</tr>
</tbody>
</table>

Recommended Pathways into VCE Humanities

Year 10 Geography
- Year 10 Geography
  - VCE Geography
  - VCE Australian & Global Politics
  - VCE History
  - VCE Philosophy
  - VCE Legal Studies

Year 10 History
- Year 10 History
  - VCE History
  - VCE Philosophy
  - VCE Legal Studies

Year 10 Economics
- Year 10 Economics
  - VCE Accounting
  - VCE Economics
  - VCE Business Management
  - VCE Legal Studies
HUMANITIES - ECONOMICS
One of the central themes is work and its place in Australian Industry and society. The study recognises the vocational, economic and social aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects. A key feature of the study is the preparation of a resume and application letter for a job. For the purpose of this study, work may be in the context of paid or unpaid employment. Industry includes a broad range of business or social organizations.

Students become familiar with basic economic structures, factors and laws. They gain understanding of the market economy and its forces, the workforce and the notion of unemployment. Techniques and tactics of job-hunt is also integral part of this study.

This subject is designed for students to gain essential skills and competencies that employers are looking for in applicants in today's job market.

Students learn about the political and legal structures that impact upon all Australians. Consideration is given to our political history, the concepts of responsible government, the three levels of government and electoral education. Students also learn about the Australian Legal system and the processes that facilitate changes to the law and how these changes affect society.

HUMANITIES – GEOGRAPHY
The focus of Year 10 Geography is how people interact with their environments and how that interaction affects their wellbeing. The first unit, Environmental Change Management, looks at how different environments are managed and valued by people. The second unit, Geographies of Human Wellbeing, explores how human wellbeing is measured and the differences in wellbeing in different places in the world.

HUMANITIES - HISTORY
The course focus for this subject is 20th Century Australian history, with particular reference to: World War II, Rights and Freedoms, and Migration Experience. The aim is to have students analyse and understand these events from an Australian point of view, and to relate them to both Australia and the rest of the world.

Student learning is based on the collection of primary documents from various sources. Students are also set a major task in which they are given an opportunity to research and then demonstrate an understanding of one of the major topics studied.

In addition to the set tasks, students will be required to analyse political cartoons and other graphic material in order to demonstrate their historical understanding of 20th Century Australia.

YEAR 10 OPTIONS – THE HUMANITIES

LAWYERS, GUNS, & MONEY
This is a hybrid of Legal Studies & Business Management. The study is made up of two distinct units.

Business Management (money) examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in large-scale organisations.

Lawyers and Guns provide students with an analytical evaluation of the processes of law-making government structures and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities.
Learning Area Coordinator (English - Senior): Mr Tristan Davis

YEAR 10 SEMESTER 1 – ENGLISH

In Semester 1, all students complete a compulsory English unit which explores a range of texts and issues. This unit is designed to give students the background and knowledge to develop their analytical and writing skills. It also provides students with the necessary language skills to prepare them for their second semester English choice, as well as VCE English Units 1 and 2.

Students complete a variety of assessment tasks, including Text Response Essays, Persuasive Language Analysis, and Oral Presentations. Texts studied include William Shakespeare’s *Macbeth*, as well as media texts relating to contemporary news issues.

YEAR 10 SEMESTER 2 – ENGLISH OPTIONS

In Semester 2, students are able to select from four possible English units:

- English: Humanity and war;
- English: Justice & morality;
- English: Society and control; or
- English: Foundation

Students are encouraged to carefully consider the English choice, and to make a selection based upon their own interests.

The first three options are designed as preparation for VCE English. Each unit will assess students’ ability to analyse and respond creatively to a range of texts based upon a particular theme. Students in one of these three options will complete the same number and form of assessment tasks, irrespective of the unit selected. Assessments tasks consist of:

- Text Response Essay
- Extended Narrative Folio piece
- Persuasive Oral Presentation
- End of Semester Exam

The final option, English: Foundation, is designed as preparation for VCAL Literacy. The assessment in this elective will reflect the structure and demands of VCAL Literacy.

The differences in the Semester Two choices are outlined below.

*Note: Texts listed in this course outline are indicative only, and may be subject to change. For an up-to-date list of texts, please refer to the official college booklist.*

ENGLISH: HUMANITY AND WAR

Students explore a range of texts relating to the theme of Humanity and War. A variety of texts, such as *All Quiet on the Western Front*, inform students’ understanding of war, and assists them in developing an appreciation of the impact of such conflict upon both the individual and society as a whole. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.

ENGLISH: JUSTICE & MORALITY

Students explore a range of texts relating to the theme of Justice and Morality. A variety of texts such as *To Kill a Mocking Bird*, inform students understanding of how the concept of justice can be interpreted. This course will also examine how people's own morality has an impact on their understanding of how justice should work, and whether or not justice is always morally right. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.
ENGLISH: SOCIETY AND CONTROL
This unit provides the opportunity for challenging and in-depth text analysis, and as such is intended for high-achieving and highly motivated English students. Students read and respond to a range of complex texts, such as Nineteen-Eighty-Four, and The Lord of the Flies. Through their exploration of a variety of themes and issues, students explore the ways society can act to constrain individuality and freedom. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding. It is recommended that students intending to study Literature at VCE level select this option.

ENGLISH: FOUNDATION
A new offering in 2015, English: Foundation, as with the other English electives, is available in Semester 2 only.

The aim of English: Foundation is to further develop practical language skills that are essential for written and verbal communication. Students will focus on ways to develop their writing, speaking, and listening skills in a practical manner.

English: Foundation is designed for those students who are preparing to undertake a VCAL pathway in 2016. This course has been created to cater to students who are looking to complete a more career focused higher education pathway in Years 11 and 12, but still want to develop their essential English skills and abilities.

As with all the Semester 2 English options, there will be a range of assessment tasks that will need to be completed by English: Foundation students. All Semester 2 English options will complete the same number of assessment tasks, however, the focus of English: Foundation and the other English electives will be substantially different.

Assessment tasks may consist of, but not necessarily be limited to:

- Text based writing tasks
- Language development and analysis activities
- Written and aural based writing pieces
- Oral Presentations
- End of Semester Exam

Entry into English: Foundation will be subject to teacher approval. Please note that selecting English: Foundation in Semester 2 2015 will preclude students from entering VCE studies in 2016.
Learning Area Coordinator (LOTE): Ms Jane Darrou

YEAR 10 OPTIONS – LOTE

VET Certificate III in Applied Languages
French 1 and 2 or Italian 1 and 2

Students have the opportunity to undertake the VET Certificate III in Applied Languages in the language of their choosing. The course, irrespective of the language studied, comprises four units:
1. Conduct routine oral communication for social purposes in a LOTE
2. Conduct routine workplace oral communication in a LOTE
3. Read and write routine documents for social purposes in a LOTE
4. Read and write routine workplace texts in a LOTE

Please note that units 1 and 3 are taught concurrently, as are units 2 and 4, allowing the use of the same content to cover the different skills.

As with Certificate II, the emphasis is on oral communication, however students will also expand on their understanding and use of their chosen language within the world of teenage experience on topics drawn from areas of general interest. They will write paragraphs and begin to explore the more complex forms of grammar, vocabulary and syntax. They will also increase in their knowledge and understanding of French culture.

Over-all, students will further develop their reading, writing, speaking and listening skills in preparation for continued grammar/text-based study at the VCE level, should they choose to continue their language studies beyond Year 10.

Assessment Tasks:
- Class work
- Assessment tasks as required in fulfillment of VET Cert III in Applied Languages, which will include role-plays, and other oral assessments, reading and listening comprehension tasks, and written tasks, etc.

Required Pathway for ACK Language studies:

Year 10 French/Italian 1
AND
Year 10 French/Italian 2

VCE LOTE 1/2

VCE LOTE 3/4

The Assumption College Language Exchange Programs
Year 10 students who intend to continue their studies of their chosen language into Year 11 and beyond, are invited to apply to participate in either the Assumption College Kilmore – Externat Sainte-Marie Lyon French Exchange Program or the Assumption College-Bari Italy Italian Exchange Program. Successful applicants will be selected on their academic ability and their desire to continue with and improve their chosen language. As they will be representing the College, their capacity to live the College Code of Conduct will also be taken into consideration. The selected group will spend time visiting sights of historical and cultural importance before participating in an extended home-stay situation, living with family and attending school. During the school day students will attend classes and participate in a variety of cultural, sight-seeing and/or other learning activities. In the evening and on the weekends they will spend time with their host family, enjoying whatever activities the family may be doing at that time.
MATHEMATICS

Learning Area Coordinator (Mathematics - Senior): Ms Laila Sarraf

All students must choose one of the Mathematics options. ALL options in some way affect VCE and VCAL options available to students in Years 11 & 12.

Please read the following information carefully, and use it as a guide to making your selection. You must speak to your current Mathematics teacher and discuss the options and information with them. You should also find out if a particular Mathematics subject is a prerequisite for any tertiary courses you are interested in as this may impact on your choice of Mathematics.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must study one of:</td>
<td></td>
</tr>
<tr>
<td>Year 10 Real Life Mathematics OR</td>
<td>VCE General Mathematics (Standard) Units 1 &amp; 2</td>
</tr>
<tr>
<td>Year 10 Standard Mathematics OR</td>
<td>VCE General Mathematics (Advanced) Units 1 &amp; 2</td>
</tr>
<tr>
<td>Year 10A Advanced Mathematics OR</td>
<td>VCE Mathematical Methods (CAS) Units 1 &amp; 2</td>
</tr>
</tbody>
</table>

POSSIBLE MATHEMATICS PATHWAYS AT ACK FROM YEAR 10 TO YEAR 12:

- **Year 9 Maths**
  - Year 10 Real Life Maths
  - Year 10 Standard Maths
  - Year 10A Advanced Maths

- **VCE Numeracy**
  - Intermediate
  - Foundation Mathematics 1&2
  - General Maths (Standard) 1 & 2
  - General Maths (Advanced) 1 & 2 AND Maths Methods (CAS)
  - Maths Methods CAS 3&4
  - Specialist Maths 3 & 4 AND Maths Methods CAS 3&4

- **VCAL Numeracy**
  - Senior
  - Further Maths 3&4

- **VCAL Numeracy**
  - Student only
  - Year 10A Advanced Maths
  - General Maths (Advanced) 1 & 2
  - General Maths (Advanced) 1 & 2 AND Maths Methods (CAS)
  - Maths Methods CAS 3&4
  - Specialist Maths 3 & 4 AND Maths Methods CAS 3&4
YEAR 10 STANDARD MATHEMATICS:
A sound grasp of all Year 9 concepts is essential for this course. Choosing Standard Mathematics means that Mathematics will be available to students in both Years 11 and 12.

Please note: Standard Mathematics only prepares students to study VCE General Standard Mathematics in Year 11 and Further Mathematics in Year 12

Topics studied in Year 10 Standard Mathematics are: Rational and Irrational Numbers, Expanding and Factorising Algebraic Expressions, Linear Graphing, Measurement, Probability, Statistics, Quadratics and Trigonometry.

YEAR 10A ADVANCED MATHEMATICS:
A strong grasp of all Year 9 concepts is essential for this course. Topics studied in Year 10 Advanced Mathematics are the same as Standard Mathematics with additional units of: laws of logarithms; factor and remainder theorems; exponential functions; proofs involving Geometry; sine, cosine and area rules; the unit circle; and interpretation of data. 10A Advanced Mathematics is a preparatory Mathematics subjects for students interested in studying VCE General Mathematics (Advanced) or VCE Mathematical Methods Unit 1 & 2 in Year 11.

Enrolment in Year 10A Advanced Mathematics is via teacher recommendation. Students recommended will be those who have not completed extension Mathematics in Years 8 and 9 but who have demonstrated a consistently strong performance in Mathematics. 10A Mathematics will be offered in years where there are sufficient numbers of students recommended to comprise a class and this pathway will be available as an alternative to students moving from standard Year 9 classes directly into VCE General Mathematics (Advanced).

YEAR 10 REAL LIFE MATHEMATICS:
Real Life Mathematics is designed for those students who have a basic understanding of the concepts taught in Year 9 Mathematics. This course is designed for those students who are only intending to study FOUNDATION MATHEMATICS in Year 11.

Please note: Real Life Mathematics does not allow students to study any VCE Mathematics in Year 12.

This subject looks at the way Mathematics is used to represent, describe and explain aspects of everyday life. Topics include number, fractions, percentages and decimals. Examples of what may be covered in the course are: students learn to use money in the context of grocery shopping to calculate the better buy items and compare the cost for equal quantities. They may also look at how to use ratio and proportion to adjust recipes to cater for the correct number of people and avoid food wastage.

Depending on the student’s ability, students may complete some topics from the Year 10 Standard Mathematics course as part of the Real Life Maths course.
Learning Area Coordinator (Health & Physical Education): Mr Matthew Johnson

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE (Fitness &amp; Training)</td>
<td>Saving Lives</td>
<td>VCE Physical Education Units 1 &amp; 2</td>
</tr>
<tr>
<td>PE (Team Performance) or</td>
<td></td>
<td>VCE Health &amp; Human Development Units 1 &amp; 2</td>
</tr>
<tr>
<td>Health in Australia</td>
<td></td>
<td>VET Sport &amp; Recreation Units 1 &amp; 2</td>
</tr>
</tbody>
</table>

**COMPULSORY UNITS – HEALTH & PHYSICAL EDUCATION**

*NOTE: All students must select one of the compulsory units*

**PHYSICAL EDUCATION (FITNESS & TRAINING)**

This unit provides the opportunity for students to acquire the fundamental skills and knowledge required by a Fitness Leader or Instructor. The theory and practical aspects of the course go hand-in-hand with theoretical components being applied to the practical and vice-versa. This course is a great introduction to VCE Physical Education.

Students will gain an understanding of:

**Study 1**
- The reasons people choose / choose not to be involved in physical activity
- Performance Analysis
- Components of Fitness
- Fitness testing and standards
- The basic principles of training and fitness.
- The energy systems of the body.
- The different training methods

**Study 2**
- The benefits of fitness to society
- The importance of their own fitness level, how to develop it and how to test it via ‘The Australian Fitness Testing Awards’ program.
- The structure of a fitness and conditioning training program
- How to write a fitness and conditioning training program
- The current trends and issues in fitness.

**Assessment Tasks:**
- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

**OR**

**PHYSICAL EDUCATION (TEAM PERFORMANCE)**

The focus of this course is Individual and Team Performance where students develop an understanding on how to write a skills training program to improve a range of skills from their chosen sport. Biomechanics and Skill Acquisition in Sport is also explored. The practical activities are designed to complement the theory lessons, where students will participate in competitive sports and peer teaching. This course is a great introduction to VCE Physical Education.
Students will gain an understanding of:

**Study 1**
- The reasons people choose / choose not to be involved in physical activity
- Performance Analysis
- Components of Fitness
- Fitness testing and standards
- The basic principles of training and fitness.
- The energy systems of the body.
- The different training methods

**Study 2**
- High Performance
- Stages of learning and skill acquisition
- Biomechanical Principles
- The structure of a skills based training program
- How to write a skills based training program

**Assessment Tasks:**
- Practical Reports; Practical Assessment; Tests; Examinations; Assignment

**OR**

**HEALTH IN AUSTRALIA**
This course explores the nine National Health Priority Areas which include: Arthritis & Musculoskeletal Conditions, Asthma, Cancer Control, Cardiovascular Health, Diabetes Mellitus, Injury Prevention & Control, Mental Health, Dementia and Obesity. Students will develop an understanding what the conditions are, risk factors and prevention strategies. They will explore the impacts of drugs and alcohol on society. Practical classes are based on activities that promote lifelong physical activity which can help prevent many of these conditions. This course is a great introduction to VCE Health and Human Development.

**YEAR 10 OPTIONS – HEALTH & PHYSICAL EDUCATION**

**SAVING LIVES**
This course aims to develop a student’s knowledge, judgment, technique and physical ability to carry out basic first aid skills and safe water rescues. Practical swimming sessions will be conducted at the Kilmore Leisure Centre. These sessions will focus on a range of rescue techniques, swimming and life saving strokes, survival skills, accompanied rescues, spinal injuries, search and rescue and initiative tasks. A range of first aid skills will be covered, including the control of bleeding, fractures and shock. Students will be taught the key principles of resuscitation and be assessed on both CPR skills. The unit also comprises theoretical components requiring an understanding of self-preservation, recognising an emergency, priorities of a rescue and emergency care. Successful completion of this course will result in student's receiving the Level 2 First Aid (as recognised by National First Aid) and Bronze Medallion awards (as recognized by the Royal Life Saving Society).

**Prerequisite**
Students who select this subject will need to have the potential to complete a continuous swim of 100m freestyle, 100m survival backstroke, 100m sidestroke and 100m breaststroke in less than 13 minutes.
Please note
- Students will need to take responsibility for updating their Bronze Medallion certificate and CPR qualification annually. First Aid will need to be updated every 3 years.
- Students must pass both the practical and theoretical components of the unit to gain both awards.
- Students must be able to attend and participate in more than 80% of practical classes at Kilmore Leisure Centre.

Assessment Tasks
Practical survival skills; Injury management; CPR; Assignments; Examination; First Aid Workbook.
Religious Education continues to be a compulsory and rigorous study at Year 10 and 11 at Assumption College. Unless approved to the accelerated Unit 1 & 2 Religion & Society or Unit 1 & 2 Texts and Traditions, Year 10 students complete an RE program based on the Melbourne Diocesan ‘To Know, Worship and Love’ curriculum.

**Year 10 To Know, Worship and Love program (Melbourne Archdiocese):**
This course follows on from Yr 7-9 Religious Education and in Year 10 includes the following topics over the year:

- **Church history:** early Christians; Monasticism; Eastern churches; the Reformation.
- **Social justice:** Justice in Scripture and in Catholic social teaching.
- **Gospel:** A study of the formation and background to the four Gospels with a special focus on Mark’s Gospel.
- **Eucharist:** The symbols and components of the Eucharist together with its meaning and nature and how it connects with everyday life.
- **Indigenous religion:** The spirituality and beliefs of some indigenous religions including the Australian Aborigines.
- **Moral Responsibility:** Stages in making moral decisions.
Learning Area Coordinator (Science): Ms Jess Wogan

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options (VCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science for Life or</td>
<td>Agriculture</td>
<td>Unit 1/2 Agriculture &amp; Horticulture</td>
</tr>
<tr>
<td>Science Unplugged</td>
<td>Science for VCE</td>
<td>Unit 1/2 Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1/2 Psychology</td>
</tr>
</tbody>
</table>

### Recommended Pathways into VCE Sciences

**PLEASE NOTE:** This diagram describes only some of the pathways into VCE Sciences recommended by the College. All VCE Unit ½ Sciences are available to all students in Year 11 upon the completion of ‘Science for Life’ in Year 10. However, the Science faculty suggests that ‘Science Unplugged’ is an excellent preparation for studying Unit 1/2 Chemistry or Physics, or Unit 3/4 Biology or Psychology as Year 11 students. It is recommended that you DO NOT select ‘Science Unplugged’ if a future pathway in Senior Science is not intended.

It is highly recommended that students intending to study Unit 1 & 2 Chemistry or Physics in Year 11 select Science for VCE as an optional study in Year 10.
NOTE: One of the following options must be selected.

SCIENCE FOR LIFE
This is the recommended option for those students who do not wish to further their Science pathway beyond Year 10. The subject covers each of the following areas:

Physics (Road Science) – During this topic students will engage in an interactive module where they will look at principles of speed and acceleration, carry out car accident simulations and perform many hands on practical activities.

Biology (Genetics & Evolution) – This unit covers genetics and inheritance where students are given the opportunity to extract DNA and carry out a DNA fingerprint. Students then look into the theory of evolution with a focus on where we came from and how we have evolved.

Chemistry (Chemistry Basics) – This topic focuses on the nature of chemicals and the interactions between different substances. Students will learn how to read and use the periodic table to explain chemical reactions.

Psychology (Introduction to Psychology) – During the Psychology unit students will have an introduction to Psychology as a Science. They will start to explore some interesting theory on thoughts, feelings and behaviour of organisms.

SCIENCE UNPLUGGED
This is the recommended option for those students who are considering completing any of the four VCE Sciences in the future. This unit will include student research where students will be given the opportunity to further develop their knowledge in an interest area. The subject covers each of the following areas:

Chemistry (Chemical Reactions) – This topic involves studying and describing chemical reactions. Other areas covered include factors affecting the rate of chemical reactions, writing chemical formula and balancing chemical equations. Students will conduct many experiments to compliment the theory.

Psychology (Introduction to Psychology) – During the Psychology unit students will have an introduction to Psychology as a Science. They will start to explore some interesting theory on thoughts, feelings and behaviour of organisms.

Biology (Genetics & Evolution) – In this unit students look at the role of DNA as the blueprint for controlling characteristics in organisms. Students extract DNA and separate it using gel electrophoresis. They also examine patterns of inheritance through generations of a family. Finally, students explore the theory of evolution, particularly how natural selection explains the diversity of living things.

Physics (Energy & Motion) – This is a practical based unit where students investigate how energy is transferred in interactions like car crashes and pendulums. Students also look at how we can measure speed, force, acceleration and make predictions about the movement of an object.
AGRICULTURE

In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students develop an understanding of how the biological and physical components of the environment and human resources influence the type of agribusinesses undertaken around the Kilmore area. They consider the importance of using scientific methodology when investigating agricultural and horticultural systems. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project. Students consider business opportunities and financial aspects, and growth and production of plants and animals. They use appropriate production skills, plan and use resources sustainably, and evaluate and report on the progress of the small business. Many successful projects in the past include: vegetable growing, tree propagation, fat-lambs, egg production, meat-goats and beef cattle.

SCIENCE FOR VCE (Chemistry and Physics Extension)

This course is designed to build on Chemistry and Physics concepts taught in Science Unplugged. It provides excellent preparation for studies in VCE Chemistry and Physics and is highly recommended for those students considering these subjects as part of their VCE.

In this subject, students further develop their knowledge of different chemical reactions through practical experiments and report writing and build on their ability to balance chemical equations. Students also gain an understanding of the differences between metallic and non-metallic elements and how this effects how they combine to form compounds. Nuclear radioactivity is examined and students learn to describe and graph motion in more detail. Newton’s Laws will also be investigated. Students will learn how to interpret and draw conclusions from results obtained.
**LEARNING AREA COORDINATOR (TECHNOLOGY):** Ms Robin Panousieris

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Year 10 Options</th>
<th>Accelerated Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Design, Creativity and Technology (Food)</td>
<td>VCE Food &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology (Product Design)</td>
<td>VCE Information Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology (Textiles)</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology (Wood)</td>
<td>VET Information Technology</td>
</tr>
<tr>
<td></td>
<td>Educational Software &amp; Programming</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>ICT for Business</td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 10 OPTIONS – TECHNOLOGY**

**DESIGN, CREATIVITY AND TECHNOLOGY (FOOD)**

Using the Design, Create and Evaluate criteria, students will apply their knowledge of food and nutrition to look beyond their immediate environment and study the symbolism of foods as applied to cultural celebrations in Australia. Using modern foods and developing classic cooking techniques, students will be instilled with the spirit of culinary distinction. This will equip them with the skills to take on their first Master Chef challenge. Learn what’s popular in places such as Italy, Greece, Spain, Japan and France. Current Food trends are explored and students will gain understanding of environmental, ethical and sustainable values around selecting foods.

**Units Covered:**
- Food Safety
- Properties of Food
- Planning and Preparation of Food
- Multi-cultural influence in Australia

The completion of a well presented folio that relates to the various aspects of study is a critical part of the course. This includes a number of different investigative tasks and evaluations. The products made are evaluated which includes the appearance and taste. This subject is a great pathway into year 11 VCE Food and Technology and if students are undertaking VET Hospitality it is a complementary subject to this study and you may consider doing both at the same time.

**DESIGN, CREATIVITY AND TECHNOLOGY (PRODUCT DESIGN)**

Students take up a design challenge and successfully work through it using their investigating, designing, producing and evaluating skills. The final result will be a storage unit with a difference, as essential and the results are fun and often unexpected because this product pushes the students design ideas beyond conservative to some creative concepts that inspire others as well. The use of a range of materials such as wood, metal, plastic and glass are considered for use in the products. Students research design ideas; materials and sustainability. The safe use of a range of tools and equipment is covered as students become more independent and skilled.

The completion of a well presented folio that relates to the final products includes a number of different drawing methods. The product made is evaluated for functionality, quality and appearance. Many aspects of the course prepare students for Year 11 Product Design and Technology (Wood).
DESIGN, CREATIVITY AND TECHNOLOGY (TEXTILES)
The focus is on both traditional and contemporary textiles’ techniques and the opportunity to explore and experiment with many of these. Students have the opportunity to make an exciting variety of products. Students work through investigating, designing, producing and evaluating, using textiles to explore and develop a range of techniques. Research is done related to design ideas; materials; construction and finishing processes. The safe use of a range of specialised tools and equipment is also a major focus as students become more independent and skilled.

The completion of a Design Brief that relates to a final product is a part of the course. This includes a number of different drawing methods. The products made are evaluated for functionality, quality and appearance. Many aspects of the course prepare students for Year 11 Product Design and Technology (Textiles). If students are undertaking VET Applied Fashion Design and Technology, it is a complementary subject to this study and it may be beneficial to consider doing both at the same time.

DESIGN, CREATIVITY AND TECHNOLOGY (WOOD)
Students work through investigating, designing, producing and evaluating to make a small piece of furniture out of wood. Students are encouraged to design and make a product that they have designed. They do research related to design ideas; materials; and the environmental impact of using different types of timbers. The safe use of a range of tools and equipment is covered as students become more independent and skilled.

The completion of a well presented folio that relates to the final product is a critical part of the course. This includes a number of different drawing methods. The products made are evaluated for functionality, quality and appearance. Many aspects of the course prepare students for Year 11 Product Design and Technology (Wood). If students are undertaking VET Building and Construction it is a complementary subject to this study and you may consider doing both at the same time.

EDUCATIONAL SOFTWARE AND PROGRAMMING
In small groups or individually, students develop software in the guise of an educational adventure game related to themes and topics they are studying in other classes. Students will be using ‘GameMaker’ software or similar.

Aspects covered will include:
- A design brief
- Project management skills
- Creating / incorporating still and moving images into a software platform
- Some programming skills including algorithm development
- Debugging and testing the software product

Assessment will be based on the design, the components of the software package, and the final software product.

ICT FOR BUSINESS
For students who want to: run their own business; become more “tech savvy”; create e-commerce websites like Ebay or are thinking about becoming an apprentice. This subject is designed to help you find out more about how technology can assist in your everyday life. It ranges from the day to day use of computer software to skills in running your own business.

Computer terminology and awareness; basic web design; multimedia and desktop publishing are at the core of the subject, hence several software applications will be used including industry standard Adobe Dreamweaver and Microsoft Excel.

Students will undertake a real-world project to create a website for a specific purpose and work to a timeline. The focus is on community information, communication technologies and using ICT commonly found in a small business or community organisation eg. A football or netball club. Students investigate small business networks and understand the configuration required for that type of computing system.

There will be a mixture of group work and individual projects.
Learning Area Coordinator (VCAL): Mrs Jenny Pendlebury

The Pre-CAL unit is offered as a one semester unit at Year 10 level. It is designed to appeal to those students who perhaps have an interest in going into training at a TAFE institute, starting an apprenticeship or traineeship, or going into employment after completing school. The Pre-CAL unit is based on ‘applied learning', or ‘hands-on learning'. If a student chooses to do Pre-CAL they are not obligated to go on to do the VCAL; it is simply another option for them to consider in helping with their decisions about possible pathways.

The purpose of this unit is to prepare students for participation in a VCAL program by exposing them to a variety of experiences and activities like those that are currently a part of the VCAL units. This is a ‘taster' program designed to give the students an insight into what they can expect if they choose to go on with a VCAL program, as well as having them involved in very ‘hands on’ activities and experiences. The outcomes are achieved through the students’ participation in and planning of a health or community service goal or activity.

The focus of the unit is on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through the participation in experiences of a practical nature. Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Students complete the learning outcomes of the Personal Development Skills –Foundation level – Unit 2 as part of their Pre-CAL. This may contribute to the achievement of their VCAL certificate the following year, with recognised prior learning being acknowledged.

Pre-CAL is a great choice of subject for those students who enjoy ‘hands on’, practical experiences, or wish to go on to work in a trade or industry in the future.

To the best of our knowledge, information provided in this handbook is correct at the time of printing. Given that course content and career pre-requisites are subject to change, the College takes no responsibility for incorrect information. Students should check information with Curriculum Coordinator, Pathways Coordinator and/or Director of Teaching & Learning.