



MERCY COLLEGE
2009 COURSE INFORMATION



Years 9 & 10



Year 9 & 10

The Mercy College Year 9 & 10 course information book is an important part of the course planning and subject selection process. The booklet is designed to inform students and parents of the requirements and expectations of studying Year 9 & 10 at Mercy College as well as providing an overview of the compulsory and individual program unit subjects that students study to complete their compulsory schooling.

Year 9 and 10 students at Mercy College undertake a course planning program to equip them to make informed decisions about the elective subjects they will study. The course planning program includes student and parent information sessions, a subject expo, course guidance and the formal subject selection process. A student's course plan should address their individual strengths and needs whilst ensuring access to a balanced range of learning experiences.

Students should choose subjects with an understanding of their learning strengths and likes as well as keeping in mind the broad learning areas of interest to them and potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, build on their strengths and enable them to pursue their goals and aspirations.

It is essential that students access a range of information and sources in order to make informed decisions about subject selections.

Key Dates:

	Date
Course Information Booklets Issued	August 8 th
Parent & Student Information Session and Subject Expo	August 12 th
Subject Selections Due In	August 27 th

Acknowledgement:

Students and parents sign below to acknowledge that they have read the Year 9 and 10 course information booklet and are aware of the key dates for information sessions and submission of subject selections.

Student: _____
(please print)

Signature: _____

**Parent /
Guardian:** _____
(please print)

Signature: _____

Year 9 Overview

Year 9 is an important and exciting secondary schooling year with a wide range of learning opportunities and challenges for students. Mercy College offers a comprehensive and balanced variety of subjects for students to undertake. The curriculum and pastoral care programs are complemented by the Footsteps program as well as co-curricular activities and whole school cultural, sporting and religious celebrations that each contribute to a rich education experience.



A learning program that exposes students to both a breadth and depth of ideas, concepts and strategies for contributing to society is valued and promoted in student course planning. Each of the Key Learning Areas (KLAs) offers subjects within the curriculum that are based on the Victorian Essential Learning Standards (VELS). Experiences within these subjects enable students to develop their knowledge and understanding of key concepts and skills for life and in preparation for further compulsory and post compulsory studies.

Students undertake a range of **compulsory subjects** as well as a choice of **individual program units** that are selected. **Compulsory subjects** are either for a **full year (2 semesters)** or **semester length (2 terms)**. **Individual program units** are **one semester length (two terms)**.

At Mercy College Year 9 students undertake **6 compulsory year long subjects** and **2 semester length compulsory subjects**. Students also select **6 individual program units** that are **one semester in length**, **3 of these subjects** are undertaken **each semester**.

Year 9 Program

YEAR 9 2009: In Year 9 students undertake **6 compulsory full year subjects** & **2 compulsory one semester length subjects**:

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Religious Education • English • Mathematics
or
Advanced Mathematics • Science • LOTE:
Italian or Indonesian • Physical Education |  <p><i>Compulsory
Full Year
Subjects</i></p> | <ul style="list-style-type: none"> • Geography • History |  <p><i>Compulsory
Single Semester
Subjects</i></p> |
|---|---|--|---|
- Students **choose 6 individual program units** (1 semester in length)
 - **Individual program unit selections** must include **at least one unit** from each of:
Block A – The Arts
and
Block B – Technology
 - **Individual program units** must in total **include 3 units from Blocks A & B combined**
 - **3 other** individual program units are **selected from either Block C, Block B or Block A**

Individual Program Units (IPU)

- Students **MUST** select **at least 1 subject from Blocks A & B** with a required minimum total of 3 subjects from these blocks.
- Students **MUST** select 3 other subjects – these may be selected from Blocks C, B or A.

Block A – The Arts	Block B - Technology	Block C – Humanities & Health/ PE/English
Dance	Design & Create	Recreation & Tourism
Drama	Design & Fashion	Tales of the Unexpected
Draw It, Paint It, Print It	Food for Entertaining	First Aid / Sports Injury
Fashion Trends	International Cuisine	Outdoor Education
Media	Information Technology Applications 1	Debating & Public Speaking
Music in Modern Societies	Multimedia – (IT) Digital Productions	
Music on the Stage and Screen		
Textile Art		
Visual Communication & Design: Architecture		
Visual Communication & Design: Creative Computer Graphics		

Year 9 Course Planning – Subject Selection

Students are required to map out an individual program unit plan, initial subject choices should reflect a well considered plan that provides a balanced course of study.

- The **subject selection process** requires **students** to be **pro-active** in **seeking** out **information** about subjects before they make final subject selection decisions.
- In addition to choosing **6 individual program units**, students **also** need to identify **4 reserve individual program units** that they wish to undertake should their first preferences be unavailable.
- Students may be requested to discuss their subject selections with a variety of College staff including their Pastoral Care teacher, Year Level Coordinator, Director of Students Junior, the Director of Learning Campus Administrator, or a member of the Leadership Team.
- Parents and students are required to sign the subject selection form.

Some subject choices may not be possible due to subjects not being offered, maximum class sizes, under or over subscription or timetable clashes. In this instance students need to be further guided on their course planning and make alternative subject selections.

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions they should consult their Pastoral Care teacher in the first instance.

SUBJECT SELECTION STAFF	
Year 8 Coordinator	Mrs Michelle McNamara
Pastoral Care Teacher	Current Pastoral Care Teacher
Director of Learning	Mrs Jenni Hickey
Director of Students Junior	Ms Stacey Bourke
Principal	Mrs Elizabeth Monahan

Subjects & Contract Teachers

The table below outlines the compulsory subjects and individual program units available for selection. The names of the Heads of Learning are listed for each subject. These staff should be contacted for further information relating to specifically listed subjects.

<i>Compulsory Subjects</i>		
SUBJECT	KLA	HEAD OF LEARNING COORDINATOR
Religious Education	Religious Education	Ms Priscilla Brown
English	English	Ms Rima Ibrahim
Mathematics	Mathematics	Mr Bruno Klepp
Science	Science	Ms Misal Belvedere
Italian	LOTE	Ms Maria Carinci
Indonesian	LOTE	Ms Maria Carinci
Physical Education	Health & PE	Ms Angie Richards
Geography	Humanities	Ms Helen Tudehope
History	Humanities	Ms Helen Tudehope

<i>Individual Program Units</i>	
BLOCK A:	THE ARTS
HOL COORDINATOR :	Ms Donella Collins
Subject	
Dance	
Drama	
Draw It, Paint It, Print It	
Fashion Trends	
Media	
Music in Modern Societies	
Music on the Stage and Screen	
Textile Art	
Visual Communication & Design: Architecture	
Visual Communication & Design: Creative Computer Graphics	
BLOCK B:	TECHNOLOGY
HOL COORDINATOR :	Mrs Allison Perin
Subject	
Design & Create	
Design & Fashion	
Food for Entertaining	
International Cuisine	
Information Technology Applications 1	
Multimedia – (IT) Digital Productions	
BLOCK C:	HUMANITIES HEALTH & PE ENGLISH
Subject	HOL COORDINATOR
Recreation & Tourism	Ms Helen Tudehope
Tales of the Unexpected	Ms Helen Tudehope
First Aid / Sports Injury	Ms Angie Richards
Outdoor Education	Ms Angie Richards
Debating & Public Speaking	Ms Rima Ibrahim

Footsteps Program

Overview

The Footsteps Program is an exciting experience and one that is unique to Mercy College as it was developed specifically for the students at this college and the needs of adolescent young women.

Footsteps is a program specifically designed for Year 9 students. This is generally the age that these students are emotionally, mentally and physically going through the transition from adolescence to adulthood. It is a special time, sometimes difficult, but a time that needs to be recognised and nurtured so that the students can develop into responsible adults.

Teenagers are confronted with so many issues - by the media, friends, families, school – that they are looking for answers, searching for their own identity, forming their own opinions and values and asking serious questions about their future aspirations. Often these questions at this time of personal development can lead to a lowering of their self-esteem and confidence, and can be a distraction from their schoolwork.

Society places many demands on adolescents. They are, at times, expected to have the understanding and behaviour of an adult, acting responsibly, yet many have not yet been given the opportunity to experience what it means to be responsible. So the Footsteps program has been designed to address these needs by spending one day every fortnight, giving guidance, direction and the opportunity to help the girls become responsible young women.

Footsteps Program Structure

There are three types of Footsteps days:

- Activities/Information days dealing with Teen issues like self-esteem and bullying, drug and alcohol awareness, and sexuality.
- Parent/Daughter days early in the year to give the chance for parents and daughters to explore and understand issues relating to their development together.
- Urban Adventures – towards the end of the year – utilizing and demonstrating many of the skills developed throughout the year.

STUDENT PROGRAM PLANNING CHART

Use the following chart to plan your year 9 course

Name:	PC Class:	PC Teacher:
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		<i>COMPULSORY SUBJECTS</i>							IPUC #1	IPUC #2	IPUC #3
Year 9	Semester 1	RE	English	Maths	Science	LOTE	PE	History or Geography			
	Semester 2	RE	English	Maths	Science	LOTE	PE	Geography or History			
									IPUC #4	IPUC #5	IPUC #6

** IPUC = Individual Program Unit Choice
NB: Students do not select in which semester they undertake IPUCs*

**ALL Students are required to select 4 additional subjects that they would study should their initial selections not be available:			Date
Additional Individual Program Unit Choice #1		Parent / Guardian	
Additional Individual Program Unit Choice #2		Pastoral Care Teacher	
Additional Individual Program Unit Choice #3	Individual Program Unit Choice (IPUC) Requirements		
Additional Individual Program Unit Choice #4	Block A	Block B	Block C

Subject	Page
Religious Education	1
English	1
Mathematics	2
Advanced Mathematics	2
Science	3
Indonesian	3
Italian	4
Physical Education	4
Geography	5
History	5
 Block A	
Dance	6
Drama	6
Draw It, Paint It, Print It	6
Fashion Trends	7
Media	7
Music in Modern Societies	7
Music on the Stage and Screen	8
Textile Art	8
Visual Communication & Design: Architecture	8
Visual Communication & Design: Creative Computer Graphics	9
 Block B	
Design & Create	10
Design & Fashion	10
Food for Entertaining	10
International Cuisine	11
Information Technology Applications 1	11
Multimedia – (IT) Digital Productions	11
 Block C	
Recreation & Tourism	12
Tales of the Unexpected	12
First Aid / Sports Injury	12
Outdoor Education	13
Debating & Public Speaking	13

Religious Education

The Year 9 Religious Education Program at Mercy College is based on *Coming to Know, Worship and Love*, the Religious Education Framework published by the Archdiocese of Melbourne. At Year 9 the focus of study aims to bring students to a better understanding of how they can accept responsibility in their lives and how they can seek guidance and understanding in the Catholic tradition. As well as the classroom curriculum, the students are involved in the preparation and celebration of liturgy.

The first semester examines the various genres and questions associated with the writing of the Bible. Themes of good and evil are explored and the Gospel symbols of hope are compared to those promoted by popular culture. Students also explore the social justice message of the biblical prophets and its impact on Christians today.

In the second semester, students study relationships and what it means to be a whole person. They are invited to engage in an exploration of their spirituality and deepen their personal relationship with God. They reflect on their own faith life and how they might be inspired by significant women in the Church's history, considering Mary as a model of faithfulness to Jesus' call. Students also look at the early history and development of the Catholic Church in Australia.

Learning Activities

- Small and large group discussions
- Written responses
- Research assignments and presentations
- Issues analysis
- Investigation
- Liturgy preparation

English

Students produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. They explore and interpret different perspectives on complex issues, analysing how different texts are likely to be interpreted by different groups. Students use writing to explore different perspectives on complex and challenging issues. Through an increasing use and control of complex linguistic structures and features, students develop their skills in conveying meaning and meeting the demands of purpose, context and audience. They critically examine the variety of ways in which spoken language influences audiences and, in their own presentations, experiment with a range of persuasive techniques. In spoken, written and multimodal texts students apply their skills to planning and developing formal arguments about complex issues, and use evidence systematically to justify points of view and develop logical conclusions.

Learning Activities

- Text Response Essays
- Research / Oral Presentations
- Point of View / Argumentative Essay
- Creative Writing
- Creative Response to Text
- Group Collaboration

Mathematics

The Year 9 Mathematics course aims to introduce new concepts and ideas and consolidate basic mathematical skills in Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. Throughout the course students use graphing calculators with Algebra capabilities (CAS) and various computer applications.

Semester 1

Students complete units of work on Pythagoras' Theorem, Algebra, Statistics and Indices. They work on problems involving solution of right angled triangles, interpreting and presenting data. They expand, factorise and solve basic algebraic expressions and apply index laws to simplify expressions.

Semester 2

Students complete units of work on Geometry, Linear Equations, Measurement, Trigonometry and Linear Graphs. They investigate properties of lines and polygons; calculate areas and volumes of various figures, use trigonometric ratios in right angled triangles, solve problems using linear patterns and draw graphs using the gradient and intercepts.

Learning Activities

- Problem solving tasks
- Projects
- Skills based exercises
- Tests and examinations

Advanced Mathematics

This course is designed for outstanding and highly motivated students who have performed well in Year 8 Mathematics, have shown advanced Mathematical ability and sound study skills, and who may wish to study VCE Mathematics in Year 10.

Pre-requisite: Students are recommended by their Year 8 Mathematics teacher. They will complete extra work in preparation in Year 8 and complete a test in Term 4. This course is the first year of a 2 year Advanced Mathematics program. Throughout the course students use graphing calculators with Algebra capabilities (CAS) and various computer applications.

Semester 1

In Semester 1 students follow the Year 9 Mathematics course but their skills are extended using problem solving techniques and other advanced methods. They also complete in the annual Australian Mathematics Competition.

Semester 2

Students consolidate, build and extend on all the knowledge and skills that they have mastered in Semester 1. Students complete units of work on Linear Graphs, Probability, Quadratics, Parabolas and Applications of Trigonometry. Students solve problems using linear patterns and draw graphs using the gradient and intercepts, examine experimental probabilities and theoretical calculations of simple events. They factorise quadratic expressions, solve quadratic equations, sketch parabolas and use trigonometric ratios in a variety of situations. All topics involve algebraic manipulation, solution of equations, graphs of functions and mathematical modeling of relationships.

Learning Activities

- Problem solving tasks
- Projects
- Skills based exercises
- Tests and examinations

Science

As students work towards the achievement of Level 6 standard in Science, they identify and classify the sources of wastes generated, and describe their management, within the community and in industry. They develop an understanding of consumer science and different materials.

Students explain change in terms of energy in a range of biological, chemical and physical contexts. For example, photosynthesis and respiration, energy flow in ecosystems and the cycling of matter.

They focus on the energy responsible for physical change in the areas of light and electricity.

They explain how the coordination and regulatory functions within plants and animals assist them to survive in their environments.

Learning Activities

- Mind mapping exercises
- Fact sheets
- Tests
- Extended experimental investigations

LOTE: Indonesian

This study includes speaking, listening, reading, viewing and writing. Students compare and contrast aspects of life in Indonesia with those in Australia and other countries, and identify similarities and differences. Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur.

Students interact to exchange information and opinions on topics related to the world of adolescence including food, leisure, study, environment, and issues of general interest to young people. Students consider the audience, purpose and appropriate language for a range of communication tasks including listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understandings and language awareness. They use a range of communicative tools and ICT applications in their own research and development of original language. Students communicate, referring to implicit and some explicit language modelling and in response to prompting. They extend their knowledge of language and cultural understanding and use this knowledge for self expression in oral and written communication.

Learning Activities

- Listening / Reading
- Speaking
- Group work
- Develop writing skills
- Research tasks
- Tests

LOTE: Italian

This study includes listening, speaking, reading, viewing and writing. Students produce, study and respond to spoken, written and visual texts for a wide range of audiences and purposes. They develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the Italian culture. They read and exchange information and opinions on topics such as leisure, family, feasts and celebrations. They examine aspects of life in Italy. They broaden their language awareness from the varied reading materials, they use language in a range of contexts both through written and oral to express their own personal meanings. They conduct research, and reorganise information to produce spoken and written responses in a range of forms. Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these skills with intercultural understanding and language awareness. They use a range of strategies for extending their language, expressing opinions and organising information with consideration of audience, purpose and appropriate language for each communication task.

Learning Activities

- Listening / Reading
- Speaking
- Group work
- Develop writing skills
- Research tasks
- Tests

Physical Education

This unit aims to encourage life-long participation in physical activity. Students continue to develop proficiency in a range of sport and fitness-related skills, attempting to identify and implement ways of improving their performance through the application of tactics and strategies.

Learning is achieved through participation in newly introduced games and activities as well as the adaptation of previously learnt skills in new contexts. Peer teaching scenarios will also enhance student understanding of skill development and the implementation of fair play and good sporting behaviours.

Learning Activities

- Participation in class activities
- Theoretical components
- Fitness assessment and development
- Peer teaching
- Team challenge

Geography

Geography is the study of physical and human environments for a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere. The interaction of human activities with the natural environment is investigated through a study of issues such as global warming and climate change, land degradation and desertification, air and water pollution. Students examine global patterns of development and investigate development topics.

Learning Activities

- Role Play
- Annotated visual display
- Mapping / Graphing
- Group work
- Tests
- Extended responses
- Data Interpretation / Analysis

History

Students investigate how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonisation of Australia, including the perspective of that settlement as invasion. Students learn about the struggles of the Aboriginal communities to resist foreign settlement. Students learn about significant issues and events in Australian history, for example, Federation and World War 1.

Learning Activities

- Research projects
- Analysis of representations
- Investigation of ideas
- Discussion and presentations
- Debates
- Essays
- Role plays

Dance

The Year 9 Dance unit develops a broader understanding of dance culture, focusing on the use of dance as a means of communication and on ethnic dance around the world. Students look at the historical and cultural significance of dance within a range of contexts. Students use specific dance skills to develop, plan, rehearse and present dance works for a variety of purposes and audiences (including for the end of semester performance). They develop coordination, flexibility, strength and endurance, while exploring the expressive nature of movement. Students are required to purchase a black dance costume in order to participate fully in Dance.

Learning Activities

- Participation in performances for different audiences
- Reflection and review of dance performance
- Design and development of a variety of dances
- Written task involving research and analysis

Drama : The Performance Process

Year 9 Drama is all about putting on a show! After learning about the Elements of Drama and Theatre Styles such as Greek Theatre, Commedia dell' arte and Pantomime, students will script, produce and perform a short ensemble performance based on a current theme.

Learning Activities

- Extended improvisation
- Ensemble performance
- Drama journal

Draw It, Paint It, Print It

This unit exposes students to a wide range of 2D studies. The students will develop an awareness of materials and techniques, principles of design and artistic terminology while extending their own personal style. The students will produce a folio of work that will include the following techniques: lino printing, monoprinting, charcoal, oil pastels, watercolour and acrylic. Students will explore a variety of themes, issues and ideas in their artworks and examine the work of artists who have worked in a similar style or medium.

Learning Activities

- Development of a folio
- Experimentation with artistic techniques
- Review and analyse art works
- Production of artistic representations

Fashion Trends

This unit focuses on fashion throughout history and highlights particular features or styles that have had an influence or impact on 20th century fashion design. Students will investigate how fashion has reflected society at any given time. They look at art styles and see how characteristics of these styles can be reflected in fashion. There will be an emphasis on the students' own design work. They will produce a folio of drawings showing their own ideas, using art period characteristics for inspiration and will be concentrating on the drawn form, through a range of media styles and techniques.

Learning Activities

- Investigate and analyse fashion trends
- Develop a drawing folio
- Produce 'finished drawings' for a period of fashion

Media

The media play a very powerful and influential role in our society. This unit aims to develop students' critical awareness of various forms of media and introduce them to some of the technical and creative skills required in this field. Throughout the semester students analyse and study the content and structure of photographs and feature films, in particular film genre. Students' will develop skills in photographic composition and basic image manipulation with a focus on how to communicate meaning to an audience.

Learning Activities

- Investigation of how the media influences society
- Analysis of media forms
- Composition and design of photographic images
- Image manipulation and creation

Music in Modern Societies

In this subject students study different aspects of modern music in Western and Non-western societies. Styles including Pop, Blues and African music are explored mainly through composition and performance. Students also learn how to use music notation software that allows them to create musical scores of their own compositions.

Learning Activities

- Analyse musical traditions
- Compose and perform musical items
- Notate and compose music using computer software

Music on the Stage and Screen

In this subject students explore some of the different music genres of the 20th Century that come to life on the stage and screen. Topics covered include the Broadway Musical, Music in Film and Bollywood Music. These styles of music are discovered through listening, performance and composition.

Learning Activities

- Analyse music traditions
- Compose and perform musical items
- Create film soundtracks
- Research investigation

Textile Art

This unit will focus on the development of designs and their practical implementation in the production of textile forms. Students will develop ideas through observational drawing, then refine and develop these in order to create original pieces of textile art. Students look at the techniques of artistic embroidery, leatherwork, weaving, jewellery, beading and combinations of these techniques. Students will also study the work of contemporary Australian textile artists and analyse their inspirations and the ideas shown in their work.

Learning Activities

- Investigate textile forms of art
- Develop artistic textile techniques
- Research and analyse Australian textile artists and their work

Visual Communication & Design: Architecture

In this unit students will design interior and exterior environments. They will draw a house plan and elevations, construct a 3D model and produce drawings appropriate to design briefs. To prepare these drawings they will research to generate ideas and develop solutions, and they will learn the correct use of drawing systems, architectural symbols and conventions. Students will develop skills in freehand, instrumental and computer-aided drawing and rendering. Students will investigate a range of architectural styles and will research and analyse the history of Australian architecture.

Learning Activities

- Develop knowledge and skills in drawing systems
- Apply freehand, instrumental drawing
- Investigate and analyse architectural styles

Visual Communication & Design: Creative Computer Graphics

In this unit students work to design briefs, research and generate ideas, produce manual drawings and use the computer to aid in the creation and/or the completion of briefs. Skills in drawing systems and conventions will be developed and a range of media explored. Content will include the designing of symbols, signage, posters, illustrations, packages and page layout.

Learning Activities

- Follow design concepts
- Explore 'Photoshop' software
- Produce manual drawings and computer aided imagery
- Development of layout design

Design & Create

This unit aims to develop students' practical skills, creativity and flexibility in using a range of new materials to produce a selection of production pieces. Creative use of design and use of materials in the individual production of a fully jointed fur Teddy Bear, with the additional scope to construct individual clothing for the bear. Using knit fabrics students will learn stretch knit sewing skills and will design and construct a windcheater. Students develop a folio of creative production pieces. They become familiar with a range of garment construction techniques that can be used in the production of current fashion trends like machine appliqué, fabric-painting and fabric beading.

Learning Activities

- Design and development of a jointed fur teddy bear
- Machine skills
- Folio presentation
- Review and evaluation of products

Design & Fashion

This unit aims to introduce students to the skills and processes of design and construction in the area of Textiles, Clothing and Fashion. Using a basic skirt pattern, students are taught to adapt a basic shape to meet particular design needs. Students will also undertake fabric testing and develop skills in determining the suitability of fabric for set designs. A design folio is developed that allows students to explore the techniques used by designers to create and produce fashion items.

Learning Activities

- Fashion sketching
- Developing design options
- Analysing fashion
- Reviewing garment construction
- Producing garments

Food for Entertaining

Trouble-free entertaining involves developing skills and confidence in a variety of situations. This program is a practical course where students will be involved in a wide range of both individual and group activities with quickly prepared, attractive foods being produced. There will be foods for many types of occasions: finger food, lunches, brunches, dinner parties and celebrations for all ages. Practical skills will be developed through the use of different cooking methods, preparation techniques and a range of complex tools.

Learning Activities

- Prepare food for entertaining
- Develop and apply practical food preparation skills
- Apply practical food preparation skills
- Review food presentations
- Creative meal and menu planning

International Cuisine

Food and nutrition studies have a significant role to play in fostering respect for cultural differences and a truly multicultural Australia. This unit studies a number of different world cuisines, including festival food and regional cooking. Students gain a knowledge of different food preparation methods and increase their practical skills. Students will acquire a broader view of world cultures, increasing their ability to deal with a variety of hospitality and travel that they may encounter in the future. They will gain insight into the special features of geography, climate and culture that influence regional cooking and discover ways in which different cultures use the same foods across the world. This unit is for students who want to heighten their understanding of food and learn more adventurous methods of food preparation.

Learning Activities

- Explore cultural backgrounds to foods
- Investigate the significance of foods during festivals
- Investigate and prepare foods from a variety of cultures

Information Technology Applications 1

This course is designed to consolidate the skills developed in Year 7 and 8. Specific computer theory related to different computer components is explored. Students build on their prior knowledge of how to design and develop documents and web pages; utilise spreadsheets to apply formulae and perform calculations, they are also introduced to databases. Contemporary computer issues are identified and discussed.

Learning Activities

- Access and Excel folio
- Access / Excel problem solving task
- Word and FrontPage folio
- FrontPage website assignment

Multimedia (IT) – Digital Productions

Investigate the world of multimedia productions through the use of digital audio and video. Be immersed in investigating, designing, producing and evaluating styles of digital production through the use of information technology. A key focus of the unit is developing your group work, planning, production and self evaluation techniques. Manipulate and edit your own productions using software like PhotoStory, Audacity and Microsoft Movie Maker. Be the director, producer and audience for multimedia productions with a critical eye for detail and staging. A 'claymation' short film will be the finale to learning for this semester length unit.

Learning Activities

- Production folio
- 2D Animation
- Claymation short movie

Recreation & Tourism

Tourism is important to Australia and the world. It is the largest generator of jobs (10% of global employment). As some countries around the world are becoming wealthier more and more people are choosing to travel. What is there to see in Australia and Melbourne? You will be looking at tourism websites to evaluate how effective Australia is at promoting itself as a tourist destination. What are the effects of tourism? Is it all good? Are there any negatives to tourism? Is tourism sustainable? You may visit tourist sites and evaluate them as suitable tourist destinations. In this unit students study tourism on a local, national and global scale and use a range of geographical media including tables, graphs and maps.

Learning Activities

- Fieldwork experiences
- Group work
- Data analysis
- Extended responses
- Mapping / Graphing activities
- Reports
- Portfolio

Tales of the Unexpected

In this unit of work students examine historical sites in the Coburg area and use their findings to make their own statements about our diverse and surprising backgrounds. Pentridge Prison, Merri River, the Old Pioneer Cemetery, local Historical societies and Sydney Road architectural sites will be visited. Students may choose a variety of forms in which they present their assessment tasks. These might include dramatic role plays, story books, photo albums, PowerPoint presentations, video, artwork or written reports.

Learning Activities

- Explore local historical sites
- Analyse and evaluate historical sources
- Present conclusions about historical interpretations
- Dig deep into unexpected historical facts
- Research projects

First Aid / Sports Injury

This subject aims to develop and enhance students' theoretical and practical knowledge of First Aid and sports injuries, and includes investigation of both the skeletal and muscular systems. A variety of scenarios are presented, in which students are expected to draw upon their learning and experience to manage presented injuries in a logical manner using appropriate techniques.

Learning Activities

- Exploration of body systems
- Researching causes of injury and injury prevention strategies
- Application of first aid theory to practical scenarios

Outdoor Education

This unit aims to encourage life-long participation in physical activity. Students will engage in a variety of recreational and outdoor adventure pursuits, developing skills, knowledge and behaviours which enhance safe participation and encourage respectful consideration of the natural environment in which activities take place. Learning is achieved through participation in newly introduced activities as well as the adaptation of previously learnt skills in new contexts, including snorkelling, surfing, orienteering, base-camping, rock-climbing and bushwalking. Participation in all activities, some of which are physically challenging, is compulsory in this unit. A levy of approximately \$160 is applied to this subject to meet the costs of activities and equipment.

Learning Activities

- Participation in outdoor recreational activities
- Investigation of outdoor recreational pursuits
- Reflecting on and evaluating outdoor activities
- Learning and applying basic first aid
- Participation in outdoor education camps

Debating & Public Speaking

This subject aims to increase the confidence of the participants in any situation which involves speaking to a group. Students will learn how to express themselves orally in a structured and organized manner, paying close attention to the language features required to suit particular contexts, audience and purposes. Specific contexts studied will include debating and speeches in both formal and informal situations. Students will learn and practice how to incorporate visual aids, vary tone, volume and intonation for specific effect, use pace, pauses and body language, and involve the audience in the context of the speech.

Learning Activities

- Develop skills and strategies for presenting to an audience
- Orally present to audiences
- Analyse and review oral presentations

Year 10 Overview:

Year 10 is an important and exciting secondary schooling year with a wide range of learning opportunities and challenges for students. Mercy College offers a comprehensive and balanced variety of subjects for students to undertake. The curriculum and pastoral care programs are complemented by the Year 10 Pathfinders Program, co-curricular activities and whole school cultural, sporting and religious celebrations that each contribute to a rich education experience.

A learning program that exposes students to both a breadth and depth of ideas, concepts and strategies for contributing to society is valued and promoted in student course planning. Each of the Key Learning Areas (KLAs) offers subjects within the curriculum that are based on the Victorian Essential Learning Standards (VELS). Experiences within these subjects enable students to develop their knowledge and understanding of key concepts and skills for life and in preparation for post compulsory studies.

Students undertake a range of **compulsory subjects** as well as a selection of **individual program units**. **Compulsory subjects** are a **full year (2 semesters)** in length. **Individual program units** are **one semester length (two terms)**.

At Mercy College year 10 students undertake **6 compulsory year long subjects**. Students also select **4 individual program units** (electives) that are **one semester** in length, 2 subjects are undertaken each semester. When a LOTE is selected this subject (Italian or Indonesian) counts for two IPU selections.

Year 10 Program:

YEAR 10 2009: In Year 10 students undertake **6 compulsory full year subjects**.

- Religious Education
 - English
 - Mathematics
or
General Mathematics
or
Advanced Mathematics
 - Our World and It's Issues
 - Physical Education
 - Science
- Compulsory
Full Year
Subjects*

- Students **choose 4 individual program units** (1 semester in length)
- It is **strongly advised** that **students select a range of individual program units** from a variety of Key Learning Area blocks.

Individual Program Units (IPU):

Students select **4 individual program units** from those listed below.

All students are **advised to select a balanced and broad range of subjects** in order to maximize the variety and scope in their individual learning program. *Students are encouraged to consider subjects from each of the IPU blocks when selecting subjects.*

Block A – The Arts	Block B - Technology	Block C – Humanities & Others
Dance	Design Fashion and Technology	Accounting for Small Business
Drama	Digital Multimedia	American History in Film
Draw It, Paint It, Print It	Food for Life	* Indonesian
Photography	Hospitality & Catering	* Italian
Media	Information Technology Applications 2	Literature
Music A	Textiles Design and Technology	Outdoor Education
Music B		Psychology
Visual Communication & Design		Youth, Women & Rebellion in the 60's & 70's
		Body Wise
		Bay Watch

* LOTE subjects count as two selections

Year 10 Course Planning – Subject Selection:

Students are required to map out an individual program of units for their Year 10 studies. Initial subject choices should reflect a well considered plan that provides a balanced course of study.

- The **subject selection process** requires **students** to be **pro-active** in **seeking out information** about subjects before they make final subject selection decisions.
- In addition to choosing **4 individual program units**, students **also** need to identify **3 reserve individual program units** that they wish to undertake should their first preferences be unavailable.
- Students may be requested to discuss their subject selections with a variety of College staff including their Pastoral Care teacher, Year Level Coordinator, Director of Students Senior, the Deputy Principal Curriculum, Campus Administrator, or a member of the Leadership Team.
- Parents and students are required to sign the subject selection form.

Some subject choices may not be possible due to subjects not being offered, maximum class sizes, under or over subscription or timetable clashes, in this instance students need to be further guided on their course planning and make alternative subject selections.

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions they should consult their Pastoral Care teacher in the first instance.

SUBJECT SELECTION STAFF	
Year 9 Coordinator	Ms Jennifer Bartold
Pastoral Care Teacher	Current Pastoral Care Teacher
Director of Learning	Mrs Jenni Hickey
Director of Students – Senior	Mrs Jackie Webb
Principal	Mrs Elizabeth Monahan

Subjects & Contact Teachers:

The information that follows outlines the compulsory subjects and individual program units available for selection. The names of the HOL Coordinator and a current specialist teacher are listed for each subject. These staff should be contacted for further information relating to specifically listed subjects.

COMPULSORY SUBJECTS		
SUBJECT	KLA	HEAD OF LEARNING COORDINATOR
Religious Education	Religious Education	Ms Priscilla Brown
English	English	Ms Rima Ibrahim
Mathematics	Mathematics	Mr Bruno Klepp
Our World and It's Issues	Humanities	Ms Helen Tudehope
Physical Education	Health & PE	Ms Angie Richards
Science	Science	Ms Misal Belvedere

Subjects & Contact Teachers: Individual Program Units

BLOCK A: THE ARTS	
HOL COORDINATOR :	Ms Donella Collins
Subject	
	Dance
	Drama
	Draw It, Paint It, Print It
	Photography
	Media
	Music A
	Music B
	Visual Communication & Design

BLOCK B: TECHNOLOGY	
HOL COORDINATOR :	Mrs Allison Perin
Subject	
	Design, Fashion & Technology
	Digital Multimedia
	Food for Life
	Hospitality & Catering
	Information Technology Applications 2
	Textiles, Design and Technology

BLOCK C: HUMANITIES & OTHERS	
HOL COORDINATOR :	Various
Subject	HOL Coordinator
Accounting for Small Business	Ms Helen Tudehope
American History in Film	Ms Helen Tudehope
Indonesian	Ms Maria Carinci
Italian	Ms Maria Carinci
Literature	Ms Rima Ibrahim
Outdoor Education	Ms Angie Richards
Psychology	Ms Misal Belvedere
Youth, Women & Rebellion in the 60's & 70's	Ms Helen Tudehope
Body Wise	Ms Angie Richards
Bay Watch	Ms Helen Tudehope

Year 10 Pathfinders Program:

The Year 10 Pathfinders Program is an exciting opportunity for students to extend upon the standard classroom curriculum. The broad range of activities offered to students are structured so as to allow students to further develop life skills that help them prepare for the future and their awareness of others.

The program is presented both within and outside the school setting. Students engage with our local school community both formally and informally via visits to Anzac Lodge and Northern Gardens Aged Care, and via interactions with students from St Joseph's College.

Students contribute to the welfare of residents at the Aged Care facilities through their regular visits. The familiarity that is established with the needs of elderly residents is an essential component of students' understanding of the skills and commitment required to build and sustain healthy relationships. The facility staff and residents recognise the importance and value of the interaction between youth and senior citizens by adapting their regular schedule to maximize the visits of the students of Mercy College.

The career dimension of the program focuses students' attention on their personal future directions and alerts them to the options available in post compulsory schooling, university, TAFE and full, part time and casual work. Students are introduced to a range of important considerations and factors crucial to career planning. By exploring their personal qualities, characteristics, areas of interest and passion, experience in the local community; as well as academic strengths, students discover the importance of some of the factors that will influence their life long learning pathways. These discoveries are essential grounding for the important processes of course guidance and subject selection undertaken in semester two.

As energetic and independent young women self awareness and defense plays an important role. By engaging actively in a self defense program with professional external instructors the students acquire skills that equip them for life. They learn to be prepared, alert and proactive in ensuring their own personal safety. The lively instruction and complementary theoretical knowledge explored in this dimension of the program ensures students are conscious of themselves and others in safe behaviour and appropriate responses to threatening actions.

The Year 10 Ball is both an opportunity to develop interpersonal skills as well as a social event in a formal and supervised setting. Ball practices are a chance to interact with the students from St Joseph's College in a structured and learning centred environment that is non-threatening and fun. The Ball provides students with the chance to celebrate an important milestone as members of the Mercy College community.

The diversity of experiences provided in the Year 10 Pathfinders Program is underpinned by a belief that learning takes place in many and varied contexts. Supported by the Year 10 Pastoral Care team students are able to challenge themselves whilst exploring decision making that leads to personal growth and development. Being active, involved, alert and considerate of the needs of others are fundamental to the program. It aims also to complement the Year 10 curriculum as a whole and support full participation in College life.

STUDENT PROGRAM PLANNING CHART
Use the following chart to plan your year 10 course

Name:	PC Class:	PC Teacher:
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		<i>COMPULSORY SUBJECTS</i>						IPUC #1	IPUC #2
Year 10	Semester 1	RE	English	Maths	Our World and It's Issues	Science	PE		
	Semester 2	RE	English	Maths	Our World and It's Issues	Science	PE		
								IPUC #3	IPUC #4

* IPUC = Individual Program Unit Choice

NB: Students do not select in which semester they undertake IPUCs

**ALL Students are required to select 4 additional subjects that they would study should their initial selections not be available:			Date
Additional Individual Program Unit Choice #1		Parent / Guardian	
Additional Individual Program Unit Choice #2		Pastoral Care Teacher	
Additional Individual Program Unit Choice #3			

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Block A	
Dance	20
Drama	20
Draw It, Paint It, Print It	20
Photography	21
Media	21
Music A	21
Music B	22
Visual Communication & Design	22
Block B	
Design Fashion & Technology	23
Digital Multimedia	23
Food for Life	23
Hospitality & Catering	24
Information Technology Applications 2	24
Textiles Design and Technology	24
Block C	
Accounting for Small Business	25
American History in Film	25
Body Wise	25
Bay Watch	26
Indonesian	26
Italian	27
Literature	27
Outdoor Education	27
Psychology	28
Youth, Women & Rebellion in the 60s & 70s	28

Religious Education

The Year 10 Religious Education Program at Mercy College is based on *Coming to Know, Worship and Love*, the Religious Education Framework published by the Archdiocese of Melbourne. At Year 10 the focus of study aims to bring students to a better understanding of religious diversity prior to focusing on the Christian teachings and the Catholic tradition. As well as the classroom curriculum, the students are involved in the preparation and celebration of liturgy.

The first semester commences with an overview of the universal religions. This is followed by the study of the resurrection of Jesus and its meaning for salvation. Students also study the changing Church, with a specific focus on the Second Vatican Council.

In the second semester, students are invited to reflect on the nature of human sexuality, explore Christian teachings about the human person and learn to apply a decision making model to daily moral issues. Students then explore justice issues within a Christian framework and recommend personal courses of action which promote justice.

Learning Activities

- Small and large group discussions
- Written responses
- Research assignments and presentations
- Issues analysis
- Investigations
- Liturgy preparation
- Examinations

English

Students produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. They explore and interpret different perspectives on complex issues, analysing how different texts are likely to be interpreted by different groups. Students use writing to explore different perspectives on complex and challenging issues. Through an increasing use and control of complex linguistic structures and features, students develop their skills in conveying meaning and meeting the demands of purpose, context and audience. They critically examine the variety of ways in which spoken language influences audiences and, in their own presentations, experiment with a range of persuasive techniques. In spoken, written and multimodal texts students apply their skills to planning and developing formal arguments about complex issues, and use evidence systematically to justify points of view and develop logical conclusions.

Learning Activities

- Research / oral presentations
- Text response essays
- Point of view / argumentative essay
- Creative writing: poetry, narrative
- Creative response to text: performances
- Group collaboration
- Analysis of language
- Examination

Mathematics

The content covers Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. It develops students' understanding of mathematics through problem-solving exercises, projects, assignments, skills-based exercises and classroom activities. Students are required to complete regular homework, including exercises, problem solving and projects. Throughout the course students use CAS calculators and various computer applications.

Semester 1

Students complete units of work on Algebra, Equations, Trigonometry, Probability, Simultaneous Equations and Linear Functions. They work on trigonometric ratios in right angled triangles, solve linear and non-linear equations, examine experimental probabilities and theoretical calculations of simple events and explore the graphical representation of linear equations.

Semester 2

Students complete units of work on Circle Geometry, Algebra, Surds, Exponential Relationships, Quadratics and Parabolas. All topics involve the use of algebraic expressions, manipulations of algebraic terms, solution of equations, graphs of functions and mathematical modelling of relationships.

Learning Activities

- Problem solving tasks
- Projects
- Skills based exercises
- Tests and examinations

General Mathematics

This course is designed for students who wish to consolidate earlier work and strengthen basic skills. Students in the course are usually recommended by their Year 9 Mathematics teacher during Term 3. This course focuses on practical applications of mathematics as it relates to the real world.

Students complete units of work on Trigonometry, Measurement, Financial Mathematics, Probability, Algebra, Number Theory, Geometrical Modelling and Scales and Ratios. It will develop students' understanding of mathematics through problem-solving exercises, projects, assignments, skills-based exercises and classroom activities. Students are required to complete regular homework, including exercises, problem solving and projects. Throughout the course students use graphics calculators and various computer applications. During Term 3 students will be given the opportunity to carefully consider the appropriateness of continuing onto General Mathematics Unit 1 & 2 in Year 11.

Learning Activities

- Problem solving tasks
- Projects
- Skills based exercises
- Tests and examinations

Advanced Mathematics

This course is the second year of the Advanced Mathematics program and is for students who have completed Year 9 Advanced Mathematics. Students will complete the Year 10 course and then complete the VCE General Mathematics Units 1 & 2.

Areas of Study

- Statistics and probability
- Arithmetic
- Functions and graphs
- Algebra
- Geometry and Trigonometry

Semester 1

Students complete units of work on Linear Modelling, Trigonometric Ratios and applications, Sequences and Series, Variation and Coordinate Geometry.

Semester 2

Students use the skills developed in Semester 1 to complete units of work on Sketching and Interpreting Graphs, Geometry, Bivariate Data, Vectors and Non Linear Equations.

Outcomes

On completion of these units students should be able to:

1. Define and explain the key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigate techniques or approaches.

Learning Activities

- Problem solving tasks
- Projects
- Skills based exercises
- Tests
- Examination

Our World and It's Issues

This humanities study explores elements of History, Geography, Politics, Civics, Citizenship, Legal Studies and Economics. Students explore issues relating to Australian and other societies predominantly using an inquiry approach. Students explore ideas that challenge them to consider their rights and responsibilities in local, regional and international communities.

Learning Activities

- Extended investigation based scenarios
- Essays
- Research activities
- Debates and discussions
- Group activities
- Analysis of representations
- Simulations
- Examination

Physical Education

This subject aims to encourage life-long participation in physical activity on a variety of dimensions. Students investigate the different components of fitness in relation to physical activity and their relevance to overall health and well-being. They also explore the concept of community-based sport to enhance understanding of the roles and responsibilities linked to these organisations.

Learning is achieved through participating in, analysing and evaluating the effectiveness of health, fitness and recreation-based activities and fulfilling roles specifically associated with involvement in sporting activities in the wider community.

Learning Activities

- Activity reflection worksheets
- Research assignments / activities
- Fitness assessment and development
- Participation in fitness and sport based activities
- Peer teaching / coaching
- Examination

Science

In Year 10, students complete one unit each of Physics, Chemistry and Biology in terms 1 to 3. During term 4 students complete two further units, Microbiology and Forensic Science.

As students work towards the achievement of Level 6 standards in Science, students explain the behaviour and properties of materials in terms of their constituent particles and the forces holding them together in the Chemistry unit. They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They use the periodic table to write electronic configurations for a range of elements representative of the major groups and periods in the period table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation, precipitation and combustion.

Students demonstrate the link between natural selection and evolution in the Biology unit. They explain the role of DNA and genes in cell division and generic inheritance. They explain how the action of micro-organisms can be both beneficial and detrimental to society. Students apply concepts of geological time to elaborate their explanations of both natural selection and evolution, and the origin and evolution of the Universe.

They give both qualitative and quantitative explanations of the relationships between force, mass and movement in the Physics unit. This involves concepts of energy and force as a way of explaining physical phenomena. Students describe the science base of science-related occupations in their local community.

Learning Activities

- Student designed experimental investigations
- Analysis of media articles
- Problem solving activities
- Tests
- Visual Tools
- Examinations

Dance

In Year 10 Dance students focus on creating their own dance performance and on Contemporary Dance, both where it has come from and what the future holds. Students create their own works and design the use of theatre components (eg. lighting, costumes and advertising) for a studio performance. Students examine the history of contemporary dance and the trends which have developed over the last 120 years in contemporary dance (eg. expressive intentions, lighting, material, choreographic design, collaboration with other artists and alternative performance spaces). Students collaborate in using what they have learnt to create a class dance work for the end of semester performance. Students are required to purchase a black dance costume in order to participate fully in Dance.

Learning Activities

- Creating dance works in groups
- Contributing to a production team for a studio performance
- Reflect on the History of Contemporary dance
- View videos and analyse production components
- Technique exercises
- Participate in dance performances (including the end of semester Music and Dance Performance)
- Examination

Drama: All the World's a Stage

Year 10 Drama is about exploring different theatre styles and acting techniques from around the world. Students experiment with different styles and ultimately write, direct and perform a play made up of different styles. Students merge styles to create their own unique brand of modern theatre.

Learning Activities

- Drama journal
- Ensemble performance
- Experimentation with theatre styles
- Drama examination

Draw It, Paint It, Print It

Students are encouraged to further explore form and composition in the production of 2D artworks, while developing their own personal style. Students will produce a folio of work that will include the following techniques: monoprinting, silk-screening, acrylic, chalk pastels, ink, coloured pencils and mixed media. Students will enhance their understanding of art by learning to describe, analyse and evaluate with relevant art terminology, particular artists and art styles, as well as study the social, cultural and historical context in which the artworks were made.

Learning Activities

- Technique / skill development tasks
- Creation of a folio
- Interpret, analyse and evaluate artworks
- Examination

Photography

This is an introduction into black and white photography. Students will learn to use 35mm SLR cameras. They will process negatives and create black and white prints. The emphasis is on the artistic rather than the scientific. Students will learn to take photographs with the emphasis on the elements and principles of design, light and compositional structure. Students will be looking at various photographic techniques including portraiture, still-life and creative scenes. They will learn to analyse and interpret photographs and keep a visual diary of new techniques learnt.

Learning Activities

- Use the darkroom
- Develop photographs
- Use technical equipment
- Maintain a visual diary
- Evaluate and analyse photographs
- Examination

Media

On a daily basis we are exposed to many different forms of the mass media which influence our lives. This unit offers students an opportunity to examine some of these forms of media and become more critically aware of their impact upon the public. Throughout this unit the study and analysis of feature films will allow students to develop a clear understanding of the conventions of filmmaking and how these engage audiences. Students will also produce their own short video production, establishing a wide range of technical skills through the use of digital video cameras and computer editing equipment.

Learning Activities

- Analyse and evaluate media representations
- Develop knowledge of film making conventions
- Identify media techniques to influence audiences
- Design and create a short film
- Examination

Music A

Music A and Music B are designed as a one year long subject that prepares students for VCE Music Solo Performance. Students wishing to study music for one semester only are advised to select Music A. In Music A students develop music analytical and performance skills through the study of musical genres from various periods in Western music history. They also extend their knowledge into the Non-western world and discover the music of other cultures and further develop their aural and theory skills.

Learning Activities

- Participation in practical performance
- Written assignments
- Critical response, listening and analysis of different genres
- Compositional work
- Completion of theory / aural exercises
- Examination

Music B

Music B is a continuation of Music A and continues to develop students' music analytical and performance skills by continuing their study of musical genres from Western music history. Again, their knowledge is extended beyond the Western world and students further develop their aural and theory skills.

Learning Activities

- Participation in practical performance
- Written assignments
- Critical response, listening and analysis of different genres
- Compositional work
- Completion of theory / aural exercises
- Examination

Visual Communication & Design

This unit aims to develop freehand drawing and rendering skills, plus the development of computer skills using the Photoshop software. A variety of design elements and principles will be studied and applied to both manual, instrumental and computer aided drawing. Students work to design briefs, research and generate ideas, produce freehand drawings and use the computer for development of ideas and/or final pieces. Students look at existing examples of visual communication and using appropriate terminology, describe, analyse and assess these works. Content will include a visual diary of many different drawings and experimentation of techniques such as fashion drawing, architectural drawing, design exercises, CD design and computer designed work.

Learning Activities

- Visual diary
- Develop various design skills
- Explore computer aided design (CAD) software
- Use manual and instrumental drawing techniques
- Analysis of existing visual communications
- Examination

Design, Fashion & Technology

This study focuses on the development of a variety of garment construction skills. Students will investigate fibre properties and their impact on decision making in designing for others. Students will take on the role as a fashion designer and develop design options that meet client's needs. They will develop a design brief based on client's needs, research and develop a range of options that will meet the requirements set out in the original brief. Students will choose one option and construct this design to the specifications outlined in the design brief. Upon completion, students will evaluate their production work based on set evaluation criteria.

Learning Activities

- Skill development in machine embroidery, beading, appliqué, lace applications and millinery
- Analysing trends in fashion
- Fabric uses and role in design
- Design briefs – fashion sketching and development of design options
- Annotation of designs and other methods of communicating design ideas
- Design a garment and construct it to meet design specifications

Digital Multimedia

By taking part in this unit students will be exposed to the different techniques and 'best' practice involved in the creation of on-screen information products. A great deal of emphasis will be placed on aspects of design that produce effective and efficient solutions to information problems. Students will use web authoring and multimedia software to create solutions to real life problems and all solution designs will be documented in a production folio. This unit will also endeavour to enhance the individuals' skills in the areas of editing videos, images and sound.

Learning Activities

- Production folio
- Professional website
- Animation production
- Information kiosk production

Food for Life

Students explore the concept of growth and development across the lifespan. A major focus is the nutritional requirements to optimise health and development throughout the lifespan. Students will examine the role of both protective and risk nutrients in enhancing health. They will apply the theoretical principles covered in the practical components of the subject. A variety of food preparation and presentation techniques will be covered that are relevant to each stage of the lifespan and a range of foods and recipes will be prepared and evaluated. Students will research deficiency diseases and illnesses relevant at different stages of the lifespan and develop an understanding of how to prevent diet-related diseases will be investigated.

Learning Activities

- Examine and evaluate nutrients
- Prepare a variety of meals for different audiences
- Plan and design meals for different stages of the life cycle
- Research issues relating to nutrition

Hospitality & Catering

This unit focuses on expanding and enhancing students' skills in food preparation. It provides the students with an opportunity to learn the art of entertaining and the etiquette associated with food and beverage service. It provides students with an overview of the hospitality industry, one of Australia's fastest growing areas of employment. Applying knowledge and understanding to practical activities is an essential element of this course. The students' learning is culminated by the practical experience of planning, preparing and serving a two course luncheon for an invited guest.

Learning Activities

- Personal presentation and food hygiene, focusing on elements of food poisoning and food spoilage
- Create Menus – a practical exploration of the courses of a meal
- Cake decoration skills and food presentation techniques
- Food service – students go to NMIT where they are given a tour of the facility and eat in the 5-star training restaurant
- Teamwork – working in a Kitchen Brigade

Information Technology Applications 2

This subject extends on the skills and applications taught in Year 9 Information Technology Applications 1. (Although it is not a prerequisite for this subject) The more advanced features of Microsoft Word, Access and Excel will be covered, such as linking tables, embedding objects, mail merge, macros etc. Image manipulation and the creation of animated images will also be covered. Students will also use Microsoft FrontPage to create effective websites with more advanced features, such as frames, forms and animated graphics.

Learning Activities

- Publications folio
- Website problem solving task

Textile Design & Technology

This unit aims to provide students with the opportunity to further their skill development and to explore new techniques and materials to create their own designs. Within given guidelines students will work individually and will have the opportunities to explore a number of processes in more detail. Students may choose to create their own fabric through felting, silk dyeing, tie dyeing, wool or leather appliqué, knitting, beading and machine appliqué to create a more elaborate fabric which can be used as part of the design process. The focus will be on creating very individualised production pieces using the fabric they have designed and created. Students will focus on the work of other Textile Designers for inspiration and will be required to use their research and skill development to create a design folio and a functional product.

Learning Activities

- Evaluate and analyse textiles garments
- Use the design process to develop ideas
- Create individual and unique textiles designs as functional products
- Research and report on textiles designers that inspire
- Design and construct a fashion garment
- Examination

Accounting for Small Business

This unit provides students with the opportunity to be introduced to the concepts, processes and procedures associated with financial record keeping for a small business. The unit will involve both manual and information and communications technology (ICT) recording and reporting of cash and credit transactions using double entry accounting. Students will also become aware of why the profit made by a business is not always the best indicator of success. Wherever possible comparisons between personal and business financial management and recording procedures will be made.

Learning Activities

- Explore what financial record keeping means for small business
- Use ICT to apply financial theory to small business scenarios
- Compare reasons for different financial management strategies
- Completion of practical exercise
- Terminology quizzes
- Test: Double Entry Accounting
- Case Study: Financial Record-Keeping
- Discussion and debate on the role of businesses in society
- Examination

American History in Film

This subject uses film to examine the rise of the United States of America as a world leader. Students will examine the foundations of European society in America and the extent to which the values of the constitution have been upheld. Films such as *Gone With the Wind*, *Modern Times*, *Mississippi Burning*, *Born on the Fourth of July* and *Erin Brokovich* will be used to examine slavery and the Civil War, the rise of America as a super power, black civil rights and America's domination of global culture via the film industry. A range of written, analytical and oral skills will be developed.

Learning Activities

- View, analyse and review film representations of history
- Discuss ways of representing history in film
- Present conclusions and interpretations
- Extended responses
- Group work
- Examination

Body Wise

This subject aims to introduce students to how the human body functions in terms of physical activity. Learning is achieved through investigation of the musculoskeletal and cardio-respiratory systems and their responses to physical activity, and by participating in, analysing and evaluating activities that use these systems of the body. Training methods that improve the efficiency of these systems and their relationship to the energy systems will also be investigated.

Learning Activities

- Practical laboratory activities
- Theoretical investigations
- Applications of theory to practical scenarios
- Practical activities
- Examination

Bay Watch

Bays and coasts are very popular places to visit, and by the year 2030, it is estimated that 21 million Australians are likely to live near the coast. Port Phillip Bay and Westernport Bay form Melbourne's coastline. What occurs in this natural system directly affects us. In this subject we examine different coastlines and look at the processes which have shaped them. Fieldwork will be conducted to see beaches, groynes, sea walls, beach renourishment and the human impact on the coast, particularly at Philip Island. Port Phillip Bay dredging will also be examined.

Learning Activities

- Group work
- Research based activities
- Fieldwork
- Extended responses
- Internet based activities
- Examination

Indonesian

Year 10 Indonesian aims to provide an enriching experience of the Indonesian language and culture. The text forms the basis for the study of language and topics and provides material for written and oral responses. Activities promote authentic communication in Indonesian through reading, writing, speaking and listening. Students develop their writing skills in areas such as journal, letter and descriptive writing. Their listening and speaking skills are developed through role plays and dialogues. Students' understanding of the culture of Indonesia is enhanced through the study of daily life, the environment, tourism, religion and the Arts.

Learning Activities

- Explore Indonesian culture
- Listen and respond to dialogues
- Speaking in meaningful situations
- Participate in role plays
- Develop writing skills
- Tests
- Examination

Italian

The Year 10 Italian course aims to provide an interesting and enriching experience of the Italian language and culture. Students continue to build on their language skills in the areas of listening and speaking, reading and writing, so that they can communicate effectively in speech and writing. Their text forms the basis for study of language and topics and provides material for written and oral responses. Students listen to dialogues and read passages which they summarize, explain and refer to in order to express opinions. They develop different writing styles including journal and letter writing, descriptive and creative writing. Culture is an important component of the students' study. They are exposed to different elements of Italian culture from an historical and social perspective; these include the environment, the history of Venice and other Italian cities, the Renaissance, Italian lifestyles, travel and tourism.

Learning Activities

- Explore Italian culture
- Listen and respond to dialogues
- Speaking in meaningful situations / reading
- Participate in role plays
- Develop writing skills
- Tests
- Examination

Literature

Literature, an artistic expression of the human quest for meaning, is a means by which a culture is transmitted to each new generation. Through this unit the student is introduced to a literary heritage; develops an appreciation of the beauty, power and versatility of the English language; explores the treatment of values and moral issues in texts; develops the skills of oral and written critical evaluation of literature; explores a range of texts in three literary modes of prose, poetry and drama; and has the opportunity to model her own writing on examples of good literature.

Learning Activities

- Read diverse texts
- Analyse the audience and purpose of texts
- Respond orally to texts
- Develop different writing styles
- Examination

Outdoor Education

This unit aims to encourage life-long participation in physical activity. Students will engage in a variety of recreational and outdoor adventure pursuits, developing skills, knowledge and behaviours which enhance safe participation, and encourage respectful consideration of the natural environment in which activities take place. Learning is achieved through participation in newly introduced activities as well as the adaptation of previously learnt skills in new contexts, including cross-country skiing, base-camping and overnight bushwalking. Participation in all activities, some of which are physically challenging, is compulsory in this unit. A levy of approximately \$160 is applied to this subject to meet the costs of activities and equipment.

Learning Activities

- Participation in outdoor recreational activities
- Investigation of outdoor recreational pursuits
- Reflection on and evaluation of outdoor activities
- Learning and applying basic first aid
- Participation in outdoor education camps
- Examination

Psychology

This unit introduces students to four specialist areas of psychology: psychology as a science, sport psychology, clinical psychology and forensic psychology. As well as developing key knowledge, students develop skills such as the ability to: 1. use scientific processes to investigate hypotheses; 2. apply theories and concepts to case studies and to everyday life; 3. present information about a chosen mental illness using appropriate resources, technology and subject specific language; and 4. monitor their progress by setting goals and negotiating appropriate courses of action to achieve set tasks.

Learning Activities

- Investigation on the 'Stroop Effect'
- Recognising intrinsic and extrinsic motivation
- Goal setting exercise
- Progressive muscle relaxation exercise
- Application of sport psychology concepts to a famous sports person
- Practicing skills required by psychologists in a mock 'clinical interview'
- Analysis of case studies of people with mental illnesses
- Conducting research on a selected mental illness
- Categorising types of stalkers
- Examination

Youth, Women & Rebellion in the 60's & 70's

This unit will investigate the social changes which occurred in Australia in the 60's and 70's. Students will be encouraged to generate their own topics for research projects. Oral and visual evidence will be emphasised as students discover changes which shaped the lives of women, young people and indigenous Australians. Women's Liberation, protest movements, votes for 18 year olds, rock and roll, folk music, hippies and communal living as well as the political crisis of 1975 will be central to this unit.

Learning Activities

- Group work
- Debates and discussions
- Research projects
- Analysis of representations
- Extended investigations
- Examination