



**2018**

**CURRICULUM  
HANDBOOK**

**YEAR 10**

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## PRINCIPAL'S MESSAGE

Dear Parents and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in the interconnected and globalised 21<sup>st</sup> century. For our world to survive and thrive they will be responsible citizens and global contributors ready to act for a just and caring society.

This is what the education of the young women and men of Emmanuel College is about, supported by a priority on a safe and secure environment and high expectations, and a Catholic ethos which allows for student growth in faith, strong values and a sense of service to others.

The college co-curricula program - including interschool sporting competition, DAV debating, drama ensemble, string ensemble, College band, College choir, subject clubs and the social justice group - makes an important contribution to student growth and development.

Students are encouraged to both develop their abilities in the areas of school life and studies in which they excel, as well as aiming for improvement in challenge areas.

A growth mindset, grit, learning from mistakes, collaboration and communication: not only are these the ingredients for success in learning at Emmanuel College, they are also the keys to success in the 21<sup>st</sup> century.

I look forward to working with parents and teachers over 2018 in supporting the growth and learning of the young people whom we serve.



**Christopher Stock**  
Principal

# CO-CURRICULA ACTIVITIES

## SPORTING ACTIVITIES

### ASSOCIATED CATHOLIC COLLEGES (ACC)- SPC

The Associated Catholic Colleges Sporting Competition comprises of 11 Catholic Boys' Colleges throughout Melbourne and Geelong. The association, formed in 1948, seeks to provide all students with the opportunity to represent their schools in selected sporting competitions.

Emmanuel College joined the ACC in 1978 and over that time has achieved many successes. In our membership of the Association, Emmanuel College hopes to foster and encourage participation and enjoyment of sporting competition.

Currently, there are 17 sports in which competition takes place either on a week to week basis or Carnival Day. Term 1 & 4: Cricket, Tennis, Volleyball. Term 2: Soccer, Football. Term 3: Table Tennis, Hockey, Basketball. Carnivals: Swimming, Athletics (Term 1) Cross Country (Term 3). The College is also involved in Rugby League, Badminton, Golf & Chess. ACC also organise Debating, Arts & Technology Expo's and Concert Performances. The motto of the Association "Excellence Honor and Fairness in Student Sport" clearly outlines the aims of the competition that member schools seek to uphold.

### SPORTING ASSOCIATION OF CATHOLIC CO-EDUCATIONAL SECONDARY SCHOOLS (SACCS) – NDC

Emmanuel College joined this association in 2008 and students from Notre Dame Campus compete in a range of sporting activities with other Catholic Co-educational Colleges in the West and North Western Suburbs.

Notre Dame Campus is involved in the SACCSS Major Sporting Carnivals including: Swimming, Athletics, Cross Country, Golf, Tennis, Futsal and Hockey. Premier League is the SACCSS weekly sports program. Each term a different year level 7-10 compete in 8 sports: Girls Netball, Boys and Girls Basketball, Soccer, Volleyball, Cricket (Term 1 & 4) and AFL (Term 2 & 3). Emmanuel College takes part in the Senior Sports Program; Year 11 & 12 students will be competing on Carnival days and weekly Netball, AFL and Soccer matches.

## PUBLIC SPEAKING

### DEBATING

The history of debating at Emmanuel College has spanned thirty years and has been a highly successful one.

Each year we enter the Debating Association of Victoria (D.A.V.) Schools Competition. We compete in the Williamstown Division, which is one of the most difficult divisions in Victoria thereby challenging the students to perform at State level standard. Students are able to compete for a place in a debating team from Year 8 onwards. Students are also encouraged to be part of the team as support research members giving students the opportunity to be involved and develop skills.

Many of our students, through the confidence gained in debating, compete in other public speaking competitions such as The Plain English Speaking Competition, Lions Youth of the Year and other local and state competitions. Public speaking is encouraged, nurtured and developed at Emmanuel College. It promotes intellectual thought and argument, gives confidence and skill in a most difficult area and is an essential part of education in the new century.

## MUSIC AND DRAMA AT EMMANUEL COLLEGE

In keeping with the College Philosophy of developing the whole person, Emmanuel College offers an extensive, dynamic and relevant program of classroom and elective music and drama.

### DRAMA

Drama at Emmanuel College is available to VCE level. The central purpose of drama in the classroom is to offer students the opportunity to work creatively and cooperatively, thereby learning to understand the world from different perspectives.

By developing the skills of listening, reacting, improvising and creating, students learn about themselves and others. They learn to be perceptive, observant, considerate and are encouraged to be imaginative and adventurous in their practical and creative work.

Performance is a focal point of drama at Emmanuel College and every opportunity is sought for students to share, present and display their work. Technology and media are integral to the drama program through the use of video, film and audio recording.

Students are also encouraged to apply their drama skills through involvement in the annual school performance(s). Students are encouraged to multi-skill in this area by learning techniques of theatre sound technology, stage lighting and stage management.

### MUSIC

Many studies have shown that students, who participate in music education throughout their schooling, function at a higher level across the curriculum.

At Emmanuel College music is available to VCE level. Students who also wish to formalise and extend their instrumental studies through A.M.E.B. examinations are encouraged to do so. Whilst this isn't a requirement, it is highly advised and private tuition for many instruments is available through the College.

Opportunities exist for students to take part in various music ensembles, bands and singing groups. The instrumental program is designed to supplement and enhance the music curriculum by developing individual performance skills.

Instrumental tuition is available on a user-pays basis from highly qualified teachers who visit the college weekly. Instruments that are available for students to learn are flute, alto and tenor saxophone, clarinet, trumpet, trombone, tuba, guitar, bass guitar, piano, singing, drums and percussion, violin, viola, cello and double bass.

## CHESS CLUB

If you have never played chess before...don't worry, there are plenty of people happy to teach you the rules of the game. If you are an experienced player you might like to join the College chess team in inter-school competitions. Emmanuel College competes in the ACC Senior and Junior Chess Tournaments and the SACCSS Chess competitions.

As well as these formal competitions, there will be a number of social chess evenings with other schools and all students, from beginner to expert, are welcome to come along. This year was the first year of our inter campus chess competition.

The chess club is a great way to get to know students from other year levels at Emmanuel College, to meet students from other schools and to represent your College in competition.

# OVERVIEW OF YEAR 10 -12

## SUBJECT OFFERINGS & CAMPUS LOCATIONS FOR 2018

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>Religious Education CEPD – Unit 1 of Religion and Society and a semester of school-based program</li> </ul>	<ul style="list-style-type: none"> <li>Religious Education R&amp;S Unit 2 &amp; Text and Traditions Unit 2 <b>OR</b> Religion and Society Units 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>Life &amp; Faith</li> </ul>
<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>English               <ul style="list-style-type: none"> <li>English Units 1 &amp; 2</li> <li>Literature Units 3 &amp; 4</li> <li>EAL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>English or Literature</li> <li>EAL</li> </ul>
<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	See below	See below
<ul style="list-style-type: none"> <li>Science</li> </ul>	See below	See below
<ul style="list-style-type: none"> <li>Humanities               <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Economics</li> </ul> </li> </ul>	See below	See below
ELECTIVES (students select three)	ELECTIVES (students select five)	ELECTIVES (students select four)
<ul style="list-style-type: none"> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> </ul>
<ul style="list-style-type: none"> <li>Business Management Unit 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> </ul>
<ul style="list-style-type: none"> <li>Introduction to Commerce</li> </ul>	<ul style="list-style-type: none"> <li>Business Management (Units 3 &amp; 4)</li> </ul>	<ul style="list-style-type: none"> <li>Business Management</li> </ul>
<ul style="list-style-type: none"> <li>CISCO (SPC) – Year 10, 1 year only</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> </ul>
<ul style="list-style-type: none"> <li>Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>Economics - may only be offered at one campus. Campus yet to be decided.</li> </ul>
<ul style="list-style-type: none"> <li>Drama – offered at NDC for students at both campuses</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> </ul>	<ul style="list-style-type: none"> <li>Food Studies (NDC)</li> </ul>
<ul style="list-style-type: none"> <li>Food Studies (NDC)</li> </ul>	<ul style="list-style-type: none"> <li>Food Studies (NDC)</li> </ul>	<ul style="list-style-type: none"> <li>Further Mathematics</li> </ul>
<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>General Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Human Development (NDC)</li> </ul>
<ul style="list-style-type: none"> <li>Music – offered at NDC for students at both campuses</li> </ul>	<ul style="list-style-type: none"> <li>Health and Human Development (NDC)</li> </ul>	<ul style="list-style-type: none"> <li>History – Revolutions</li> </ul>
<ul style="list-style-type: none"> <li>Languages - Italian</li> </ul>	<ul style="list-style-type: none"> <li>History - Twentieth Century</li> </ul>	<ul style="list-style-type: none"> <li>Languages - Italian</li> </ul>
<ul style="list-style-type: none"> <li>Languages - Japanese</li> </ul>	<ul style="list-style-type: none"> <li>Languages – Italian</li> </ul>	<ul style="list-style-type: none"> <li>Languages - Japanese</li> </ul>
<ul style="list-style-type: none"> <li>Literature Units 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>Languages - Japanese</li> </ul>	<ul style="list-style-type: none"> <li>Legal Studies</li> </ul>
<ul style="list-style-type: none"> <li>Mathematics - Advanced</li> </ul>	<ul style="list-style-type: none"> <li>Legal Studies</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical Methods</li> </ul>
<ul style="list-style-type: none"> <li>Product Design &amp; Technology – Wood (NDC)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical Methods</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>
<ul style="list-style-type: none"> <li>Systems Engineering &amp; Product Design (SPC)</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> </ul>
<ul style="list-style-type: none"> <li>Visual Communication Design</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> </ul>	<ul style="list-style-type: none"> <li>Product Design &amp; Technology</li> </ul>
	<ul style="list-style-type: none"> <li>Product Design &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>Psychology</li> </ul>
	<ul style="list-style-type: none"> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Religion and Society</li> </ul>
	<ul style="list-style-type: none"> <li>Specialist Mathematics (offered at SPC for students at both campuses)</li> </ul>	<ul style="list-style-type: none"> <li>Software Development</li> </ul>
	<ul style="list-style-type: none"> <li>Studio Arts</li> </ul>	<ul style="list-style-type: none"> <li>Specialist Mathematics – offered at SPC for students at both campuses.</li> </ul>
	<ul style="list-style-type: none"> <li>Systems Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Studio Art</li> </ul>
	<ul style="list-style-type: none"> <li>Theatre Studies</li> </ul>	<ul style="list-style-type: none"> <li>Systems Engineering (SPC)</li> </ul>
	<ul style="list-style-type: none"> <li>VET Certificate III in Sport &amp; Recreation</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Studies</li> </ul>
	<ul style="list-style-type: none"> <li>VET Certificate III in Music</li> </ul>	<ul style="list-style-type: none"> <li>VET Certificate III in Music (Cont'd from Yr 11)</li> </ul>
	<ul style="list-style-type: none"> <li>Visual Communication &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>VET Certificate III in Sport &amp; Recreation (cont'd from Year 11)</li> </ul>
	<ul style="list-style-type: none"> <li>Victorian Certificate of Applied Learning (VCAL). NDC Only</li> </ul>	<ul style="list-style-type: none"> <li>Visual Communication Design</li> </ul>
		<ul style="list-style-type: none"> <li>Victorian Certificate of Applied Learning (VCAL) – NDC Only</li> </ul>

# ***LEARNING EXPERIENCES PROVIDED IN YEAR 10***

## **PRE-DRIVER EDUCATION COURSE**

Young Drivers are still the largest group of drivers to be killed or injured on Victorian Roads. Pre-driver education is one of the most effective methods of developing the road safety of potential young drivers.

Students in Year 10 will be involved in a program focused on this area. Students will complete a half day theory session covering road laws, rights and responsibilities of a driver and driving technique. This is followed by practical driving.

## **WORK EXPERIENCE**

Students attend work experience in the last week of Term 2. All students are expected to participate. Students find their own placement. This is an excellent opportunity for students to experience the world of work within their chosen area of interest. The experience of working the field will add to the information student can use to make career choices.

## **CAREERS PROGRAM**

This program is a support to both the work experience program and the subject selection program. Students are involved in:

- Application writing
- Resume writing
- Dressing for the workplace
- Subject briefings
- Using the VTAC course search facility



## ***STUDYING VCE UNITS 1 AND 2/VET AT YEAR 10***

Emmanuel College offers the opportunity for Year 10 students to undertake a VCE Unit 1 and 2 studies and some VCE VET scored studies. These studies have been included in the Year 10 program in order to extend and challenge students academically and/or provide appropriate pathways.

### **Units 1 and 2**

The program is not designed to enable students to complete their VCE earlier than the current practice (at the conclusion of Year 12). Even though students undertake Unit 1 and 2 studies at Year 10, it is expected that students will complete full VCE packages at Year 11 and 12. The Unit 1 and 2 studies have been selected at Year 10 on the basis that they are appropriately structured as a one-year study. It cannot be assumed that these studies will be offered by the College at Units 3 and 4 the following year.

Approval to undertake both Units 1 & 2 and Units 3 & 4 in the following year will be based on academic achievement, ensuring the student is a suitable candidate to take on this accelerated course of learning. Students may only undertake one Unit 1/2 sequence (or VET equivalent) in Year 10.

Students wanting to undertake Business Management Units 1 & 2 or Literature Units 1 & 2 must obtain an 'Expression of Interest Form' from the Leader of Campus Organisation, Mr. Lunardelli (SPC) and Mr. Crimi (NDC) in order to be considered.

Students must attain 70% or better in all assessment tasks and exam in Semester 1 of Year 9.

Completion of a VCE Unit 1 & 2 sequence in Year 10 is not an automatic right to undertake Year 12 VCE Unit 3 & 4 in Year 11, only those students who display the capability and meet the criteria will be considered.

The College deems this to be in the best interest of the student and the class as a whole.

## ***YEAR 10 VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VET)***

VET stands for Vocational Education and Training and encompasses a range of programs which incorporate secondary schooling and training for work. The College recognises that the VCE alone does not meet the needs of all students and therefore we are offering alternative pathways. Vocational programs give students practical work skills which are accepted and accredited by Industry.

At Emmanuel College students in Year 10 may only undertake a scored VCE VET subject which will be examined by the VCAA in the second year. Students should consult the Hobsons Bay VET Cluster booklet to determine what subjects are available.

Subjects appropriate for study offered by an external provider will require travel to another venue. Students will also miss some classes where a study period cannot be allocated against the timetabled class. For these reasons students are urged to carefully that about their capacity to manager a very different workload.

## VET STUDIES

The College offers a range of VET subjects to students. Some are delivered as part of the College program and are listed as subjects that may be studied in this handbook.

**CISCO is the only VET subject available in the Year 10 program and it is only offered at SPC.**

**Please note that most VET programs are a two-year commitment. If a student does not continue in the second year they will not be eligible for the award of the appropriate certificate and/or competencies.**

Additional courses are made available through the Hobson's Bay Vet Cluster or other providers. In order to undertake an external VET subject, students must submit a separate application. This is the equivalent of undertaking an accelerated Unit 1 and 2 VCE subject. Students in Year 10 may only undertake a VCE VET subject.

All students who wish to undertake external VET subjects must obtain a VET Handbook and submit a separate application form. These are available from the VCAL/VET Co-ordinator (Mr. Evans) or in Knowledge Banks on SIMON. In addition, students must register their interest with Mr. Crimi/Mr. Lunardelli.

Applications for VET subjects delivered by the Hobsons Bay VET Cluster or other providers will be confirmed by them and not all subjects offered may run if demand is low or the provider is unable to make this option available. The decisions regarding these options are not made by Emmanuel College.

All VET subjects incur a substantial additional cost and ranged from \$460 to \$1200. Students who withdraw from a course after the second week of Term 1 will be required to pay the full amount of the course fee for which they are enrolled. Some subjects attract an additional levy for the supply of additional materials or the cost of externally provided resources

**VET courses are usually a two-year commitment.**

**A complete listing of all VET courses available, their location and when they will run are in the Hobson Bay VET Cluster Handbook. This can be found on SIMON or PAM in Knowledge Banks, Curriculum Handbooks. The courses offered onsite at NDC are:**

**Certificate II in Electrotechnology Studies**

**Certificate II in Plumbing (Pre-Apprenticeship)**

**Certificate III in Early Childhood Education and Care**

# SUBJECT SELECTION FORM SUBMISSION

Subject Selection Forms must be signed by the student, parent/guardian prior to submission. The completed form is then submitted by the student to the Homeroom Teacher, by the date stipulated on the Subject Selection Form.

## Web Preferences Access Guide



Student:

---

House:

Student Code:

Year Level:

Home Group:

Roll Class:

---

The following steps outline how to enter your subject preferences online.

<b>1 Internet Access</b>	<p>You will need a computer with an internet connection and a printer.</p> <p>We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.</p>
<b>2 Login</b>	<p>Login to <a href="http://www.webpreferences.com.au">www.webpreferences.com.au</a> using:</p> <p style="text-align: center;">Student Access Code: Password:</p>
<b>3 Home Page</b>	<p>To view your subject information click "View Subject Details" at the top left of the screen.</p> <p>To select/change your preferences, click "Add New Preferences" at the top left of the screen.</p>
<b>4 Preference Selection</b>	<p>Select your subjects from the drop down lists, you have 30 minutes to do so.</p> <p>Once complete, click "Submit Selected Preferences".</p> <p>Note: You are not finished yet.</p>
<b>5 Preference Validation</b>	<p>If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt".</p> <p>Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.</p>
<b>6 Preference Receipt</b>	<p>You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".</p> <p>To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Logout". End of steps.</p>

## YEAR 10 SUBJECT SELECTION

All Year 10 students study core units, which are compulsory for the whole year level, along with electives that are chosen by the student and may be different for all students.

### CORE SUBJECTS:

- Religious Education
- English
- Mathematics
- Science
- Humanities

### ELECTIVES

As is the case with all subjects offered at Emmanuel College those that are actually taught will depend on the number of students enrolled and resources available to the College.

Students select three electives from:

- Art
- Drama offered at NDC for students at both campuses
- Music – offered at NDC for students at both campuses
- Digital Technologies
- Health & Physical Education
- Introduction to Commerce
- Languages
  - Italian
  - Japanese
- Mathematics - Advanced
- Technology - Design & Technology (NDC only)
- Technology – Systems & Design Technologies (SPC only)
- Technology – Food Technology (NDC only)
- Visual Communication Design
- VCE Business Management 1 & 2
- VCE Literature 1 & 2
- VET CISCO
- Scored VCE VET subjects offered by the VET Cluster are listed in the Hobsons Bay VET Cluster Booklet.

Some of the subjects offered in Year 10 are offered specifically at one campus only and if you select this subject you will be travelling by College provided bus to the other campus. We refer to these subjects as “Joint Provision Subjects” The decision regarding additional subjects that will also be offered as Joint Provision is determined after students have finalized their selections. Any subject that is offered in this way will be confirmed to students before the end of the term. This model allows us to continue to offer a broad choice for students.

#### Please note: **External VET Subjects- A reminder**

In order to undertake an external VET subject, students must submit a separate application. Students making this selection should be considering including a scored VCE/VET subject in their program. All students who wish to undertake external VET subjects must obtain a VET Handbook from the VCAL/VET Co-ordinator or download from Knowledge Banks on SIMON.

**RESERVE CHOICES**

When selecting electives students will be asked to nominate two reserve electives. These should be subjects that each student is prepared to undertake as much as those subjects in the top three. In the event that it is necessary reserve subjects will be allocated.

**REMINDERS****Students Applying for Units 1 and 2 in Year 10 or Units 3 and 4 in Year 11 or VCE VET Subjects**

- Please check that you have a 70- 100% average across their current subjects for the year.
- Students must see Mr. Lunardelli or Mr. Crimi for a separate form.
- If you have applied for Units 1 and 2 in Year 10 or Units 3 and 4 studies in Year 11 please check that you are happy with your choices in the event that you are unsuccessful.
- Students applying for a VET subject must register their interest with Mr. Crimi/Mr. Lunardelli **and** obtain the appropriate forms from SIMON.

**Subject Levies**

Some subjects attract an additional levy for consumables. The levies listed below are for 2017, costs for 2018 are yet to be determined.

Year 10 CISCO (SPC only)	\$190.00
Year 10 Health and Physical Education	\$150.00
Year 10 Systems and Design (SPC only)	\$190.00
Year 10 Product and Design Wood (NDC only)	\$190.00

**CHECKLIST FOR YEAR 10 SUBJECT SELECTION (2018)**

Year 10 students will go through this form with their homeroom teacher.

**Student Name:** \_\_\_\_\_

**Homeroom:** \_\_\_\_\_

	Yes	No	Comments
Student has a read the Curriculum Handbook to draft selections			
Have consulted Ms. Warne/Mr. DiMaggio, or resources for prerequisites where appropriate			
Application submitted to Mr. Lunardelli/Mr. Crimi for a Unit 1 and 2 Study			

**Eligibility requirements****VET**

	Y	N	Name of subject	Comments
Has the student selected a VET subject – Is it a scored VET				
Is the student aware of the additional cost				
Is the student aware of the additional requirements regarding catching up on any work missed?				

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Homeroom Teacher Signature

## RELIGIOUS EDUCATION

The Year 10 Religious Education Curriculum program is based on the Religious Education Curriculum Standards Framework – Coming to Know Worship and Love and the VCAA approved study of Religion and Society Unit 1. You will study key topic areas to increase your knowledge and understanding of Christian and specifically Catholic practices and beliefs, undertake activities to reflect on this knowledge and apply what you have learnt to yourself to nurture your own spirituality and assist you in your personal faith journey.

In Year 10 Religious Education each student will study the following units:

### Semester 1

Community Outreach Project  
 Marks Gospel  
 Personal & Moral Decision Making

### Semester 2

Unit 1 Religion & Society

Through participation in the Community Outreach Project you will look at the concept of paying it forward and how service is part of our Catholic calling to be of service to others. Through other aspects of the Religious Education program you will learn to interpret the message and meaning of the Gospel accounts of Jesus' life death and resurrection and further develop your understanding of moral decision making in the Roman Catholic Faith Tradition. You will also learn about the dynamic relationship between religion and society and how religions use the nine aspects of religion to help bring meaning and purpose to human life.

To achieve this learning, you will complete activities like:

- Reflect on the meaning of service and identify people who perform service in line with their Catholic faith and how their service is of benefit to others.
- Read and recognise different types of stories in the Gospel of Mark
- Analyse biblical texts
- Recognise Catholic Values and Principles of Social Justice
- Use a decision-making model to articulate correct actions in relation to different scenarios
- Complete a case study
- Identifying and analysing the nine aspects of religion
- Researching other religious traditions
- Exploring the connection between religion and the society in which religions exist.
- PowerPoint, Prezi, Ignite, Google maps and other multimedia formats may be used to research and present your findings.

In Semester One you will be exposed to exploring Catholic ethics and morality at a deeper level. You will be called on to be a person who understands service and can identify the positive impact of that being of service to others can foster in the community. You will also analyse the biblical teaching that call us to this way of life and come to understand on a deeper level how the bible has clear meaning and purpose in the world today.

In Semester Two you will be introduced to your first VCE unit of study. You will come to understand the expectations of study at VCE level and begin to engage in the language of this course in preparation for year 11 and 12. Through the areas of study in this course you will learn about the relationship between religion and society. This will help you to understand the influence each has on each other in and the impact this has on building society. Key concepts that underpin VCE Religious Education studies will begin to be developed and you will develop a more mature understanding of the nine aspects of religion and how they help believers of religious traditions to find meaning and express beliefs.

Your earlier learning in Religious Education will have set you up to be able to approach what you will learn in year 10. In the past, you have studied Catholic Social teaching and how it calls us to act in certain ways. In year 10 you will build on your understanding of those themes and apply them to your own life in a more mature

way. In Year 9 you were introduced to the 8 aspects of religion so this isn't totally new but in year 10 you will take this further to apply your understanding to the Catholic faith and other faith traditions. You will recognise similar practices of analysing biblical stories but will be expected to complete these tasks on a deeper level and apply your learning to yourself and moral decision making.

### **ASSESSMENT TASKS & ACTIVITIES:**

Your assessment in Year 10 Religious Education will take the form of individual and group tasks which will be outlined to you through the planning documents at the start of each unit. In second semester assessment will be conducted under test conditions in most cases where assessment is completed in the form of SAC's (School Assessed Course work) completed during class time. Tasks will include: Reports, profiles, Ignite talks, brochures, Analysis tasks and some oral presentations.

There will be an exam in Religious Education at the end of each semester.



## ENGLISH

English in Year 10 is a study of a range of texts such as novels, short stories, graphic novels, poetry, film and media texts. Through and alongside those texts students study topics such as Advertising and the Media, Shakespeare and his time, Language and Style and Justice and Prejudice.

The focus of English is on the fundamental skills of reading, writing, listening and speaking. Texts and topics are vehicles for developing skills and strategies that build abilities to read and write increasingly sophisticated texts and ideas. Through their engagement with these texts students develop a sense of themselves, their world and their place within it.

### ASSESSMENT TASKS & ACTIVITIES

- Developing an Advertising Campaign
- Creating a Shakespearean performance
- Courtroom drama and debate
- Writing essays and opinion pieces.

Exams consist of Essay Writing on set texts, Comparative Essay Writing and Argument Analysis Writing.

## HUMANITIES

Year 10 Humanities explores a range of different topics within the fields of History, Geography and Civics and Citizenship. Students investigate World War II across Europe and North Africa as well as its impacts on the Asia-Pacific region and upon the homefront, students research the impacts of migration on Australia and investigate a range of environmental challenges and management strategies as well as model key geographic skills.

In the process of investigating these topics, students will further develop their research, analytical, critical thinking and communication skills. They will also further develop their ability and drive to be a learner and increase their collaborative skills.

The topic and skills are more complex than those covered in the Year 9 content, however some elements and subject specific skills will be familiar to students.

### **ASSESSMENT TASKS & ACTIVITIES**

Assessment is varied across the diverse topics and assessment activities include; a wide range of benchmarks that monitor progress during the product, marks that reflect student ability to effectively collaborate as well as to successfully direct their own learning and culminating event activities. The culminating event or final product are the end of project tasks that are accompanied by some form of presentation.

Year 10 Humanities has end of semester examinations.

# MATHEMATICS

The course complies with the Victorian Curriculum organised by three content strands:

## **NUMBER AND ALGEBRA**

Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.

## **MEASUREMENT AND GEOMETRY**

Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. They use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions.

## **STATISTICS AND PROBABILITY**

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media. They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.

### **NOTE:**

It is a requirement to have either a scientific calculator or TI-nspire (CAS) calculator.

## **ASSESSMENT TASKS & ACTIVITIES**

- Class work
- Home work
- Pre and post topic tests
- Examinations (semester based)

## SCIENCE

In Year 10 Science, students will complete a Forensic Unit for Semester One. This will cover both chemistry and biology and include the following:

- explain the role of DNA and genes in cell division and genetic inheritance
- predict how future applications of science and technology may affect people's lives
- apply geological timescales to elaborate their explanations of both natural selection and evolution
- use atomic symbols and balanced chemical equations
- explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures
- compare the properties of a range of elements
- explain how different factors influence the rate of reactions

In Semester Two, students will complete three different topics; Car Safety, To Infinity and Beyond, and The Beautiful Mind. This will cover physics, psychology and astronomy and include the following:

- evaluate the evidence for scientific theories that explain the origin of the Universe and analyse how models and theories have developed over time
- explain the concept of energy conservation and model energy transfer
- describe and analyse interactions and cycles within and between Earth's spheres
- are able to use both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion
- able to draw the brain's structure, function and chemical processes related to behaviour and emotions

Throughout the entire year of Science, students will develop questions and hypotheses that can be investigated using a range of inquiry skills. They will analyse trends in data, explain relationships between variables and identify sources of uncertainty. They will also construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

### ASSESSMENT TASKS & ACTIVITIES

Tests

Practical Activities including designing their own experiment

Posters

Scientific Reports

Research Tasks

Individual and Group Work

At the end of the semester there will be an exam covering all of the material in that semester.

# YEAR 10 ELECTIVE SUBJECTS

## THE ARTS – ART

Students take part in activities that develop knowledge about art processes and techniques and have the opportunity to create artworks using a range of mediums.

Students take part in activities that develop knowledge about art appreciation, using analysis and evaluation to gain insight into the aesthetic, social, historical and cultural function of art. The course gives students a solid grounding and preparation for VCE Art subjects.

Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from annotating various famous art works. They will demonstrate the development of a personal style when appropriating these works to create their own.

Students will realize their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they will apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures.

Students will complete a comparative analysis, using appropriate art language, of the aims and products of artists from diverse cultures and styles, to explore variety in modes of visual expressions.

Students will also demonstrate awareness of how application of particular skills, techniques and processes contribute to the final visualisation of ideas in their completed art works through exploration in a visual diary or sketchbook and folio.

### ASSESSMENT TASKS & ACTIVITIES

Art Theory

Developmental Folio

Art Practical

Mid-year examination

End of year examination

## THE ARTS - DRAMA

Students will experience a wide range of dramatic genre and learn techniques of criticism and self-assessment. Students are assessed progressively, but the emphasis is on the creative.

### USING BRECHT

It examines how a narrative or theme may be presented with non-naturalistic techniques. Students are required to play build from given stimulus material with political intent. On completion of the unit the student should be able to adapt stimulus material into a drama work that responds to cultural, historical and/or social spheres. Apply play-making techniques such as Brainstorming, work shopping, scripting, rehearsing, hot seating and improvising to plan for an ensemble performance. Select and use expressive skills to communicate role/character. Manipulate Epic Theatre conventions to communicate intended purpose. Critically respond to how Epic Theatre conventions, expressive skills and dramatic elements contributed to their own work.

### PLAYBUILDING

This unit looks to play build a non-naturalistic theatrical piece built on a given starting point from the Monash Schools Festival. It will be the requirement of students to work together to organize all aspects of a production which will be put on at the Monash Festival. It is intended that the skill learnt in Unit 1 are carried through to this unit.

### ACTING TECHNIQUE

The purpose of this unit is to familiarise students with Realism and Naturalism acting techniques. On completion of the unit the student should be able to select and use expressive skills to communicate role/character. Interpret and analyse a short script for performance. Use a variety of character and scene making techniques in order to create sustain and develop conviction and belief for character. Manipulate naturalistic conventions to communicate intended purpose.

### SHORT FILM

The purpose of this unit is to introduce students to the techniques, process and medium of short film. On completion of the unit the student should be able to be familiar with the pre-production, production and post-production requirements of making a short film. Generate ideas and research that will form the substance of a 7-minute short film. Apply the techniques and conventions of film narrative with the purpose to deliver a specific message. Manipulate dramatic elements to heighten audience engagement. Manipulate production elements such as set, sound, light, props, costume, make-up and special FX to heighten audience engagement. Evaluate their role and contribution, and that of others, in making a short film.

### GREEK DRAMA

The main purpose of this unit is for students to explore the techniques, conventions and culture of Greek Drama and how the techniques may be used today. On completion of the unit the student should be able to generate ideas and research from a fable in order to make a modern day Greek Drama. Organise stagecraft elements of lighting, sound, costume, props and scenery into a coherent thematic theatrical performance. Apply play-making techniques such as brainstorming, work shopping, scripting, rehearsing, hot seating and improvising to plan for an ensemble performance. Select and use expressive skills to communicate role/character. Manipulate Greek Theatre conventions to communicate intended purpose. Critically respond to how conventions, expressive skills and dramatic elements contributed to their own work.

### **ASSESSMENT TASKS & ACTIVITIES**

Journals

Solo and Group Performances

Research Tasks

Semester examinations

## THE ARTS - MUSIC

*This course will be delivered at NDC for students at both campuses in 2017.*

Music studies in Year 10 are offered as an elective course. No specific instrumental skill is required as a prerequisite but students will be encouraged to undertake individual instrument tuition and to participate in at least one performance ensemble. The core music skills of performance, listening and composition will be developed through students' specific musical interests as well as in prescribed repertoire. Use of music software is part of the composition process.

### SEMESTER 1

#### Individual Performance Skills

- Students develop their own instrumental and vocal skills by preparing and presenting musical works in selected styles.
- Students demonstrate technical competence in playing a chosen instrument.
- Students prepare and interpret both conventional and unconventional notation and participate in a musical presentation.
- Students reflect on, and evaluate their own performance and that of others.

#### History of Music

- Students study the Cultural and Artistic ideas behind music history. This will include listening recognition, analysis and critical responses.
- Students will learn to recognise intervals, cadences, chords and rhythmic patterns including the transcription of rhythms and the aural identification of intervals and chords.
- Students demonstrate use of compositional devices in creating their own musical works and creating musical works through improvisation.

### SEMESTER 2

#### Group Performance Skills

- Students develop their own instrumental and vocal skills by preparing and presenting musical works in selected styles in a group context.
- Students demonstrate technical competence in playing a chosen instrument in a group context.
- Students prepare and interpret both conventional and unconventional notation and participate in a musical presentation in a group context.
- Students reflect on and evaluate their own performance and that of others.

#### Contemporary Music Styles

- Students study the Cultural and Artistic ideas behind rock music from Rock 'n' Roll to Techno. This will include listening recognition, analysis and critical responses.
- Students will learn to recognise intervals, cadences, chords and rhythmic patterns including the transcription of rhythms and the aural identification of intervals and chords within the context of Contemporary Music.
- Students demonstrate use of compositional devices in creating own musical works and creating musical works through improvisation.

### ASSESSMENT TASKS & ACTIVITIES

Performances

Music History Folios

Listening and Theory Tests

There will be an exam at the completion of each Semester.

## THE ARTS - VISUAL COMMUNICATION DESIGN

Students gain insight into the functions and effects of visual language by analysing and evaluating examples of visual communication material. They also take part in activities that help them acquire knowledge of the design process and develop competence in the use of design elements and principles, materials, methods, media and drawing systems. By using a variety of techniques and mediums, students have the opportunity of presenting visual solutions to set problems. The course gives students a solid grounding and is a preparation for VCE Visual Communication Design.

Students learn how:

- to use observation, experience and research to create visual communication and design;
- to structure visual communication by organising design elements and principles and by using a range of skills, techniques and processes;
- to organise, select and modify visual communication for particular occasions, taking into consideration factors such as audience and materials;
- to discuss, using appropriate language, the ways images and forms are organised to express ideas and feelings;
- visual communication and design functions in particular social and cultural contexts;
- to use technology in the preparation and reproduction of visual communication design.

### DRAWING FROM OBSERVATION

This unit focuses on freehand drawing from direct observation, including one and two-point perspective and paraline drawing. Emphasis is on the proportion of objects and the scale of objects in relationship to each other. Students use a range of media and variety of rendering techniques to indicate different surface materials and to describe form, shape, light, shade, shadow and texture.

### DESIGN ELEMENTS AND DESIGN PRINCIPLES

This unit focuses on the building blocks of design – design elements and design principles. It examines how they are used to create images and how they can be manipulated to convey messages and ideas to specific audiences. On completion of the unit, students should be able to recognise all the design elements and principles and use them to create images that satisfy a stated purpose.

### ANALYSING DESIGN

This unit focuses on the analysis and evaluation of examples of visual communication. It includes the audiences and purposes of the visual communication and the ways in which information is communicated. The use of material, methods, media, design elements and design principles is described and the application of design elements and principles evaluated.

### DRAWING METHODS

This unit focuses on technical and architectural drawing and the familiarisation of drawing conventions and standards. Manual and/or electronic methods are used to draw objects in isometric, planometric, and third angle orthogonal projections.

### THE DESIGN PROCESS

This unit focuses on the application of the design process to satisfy a stated visual communication need as outlined in a design brief. In a sketchbook, images and ideas are developed and refined through the use of design elements and principles, materials, media and drawing methods, including ICT and culminate in a final presentation.



**PROFESSIONAL PRACTICE**

This unit focuses on the roles and relationships involved in the design and production of visual communications in the context of professional practice. This includes the significance of the design brief, the steps in the design process, decisions about the use of design elements and principles and the choice of materials, methods and media.

**ASSESSMENT TASKS & ACTIVITIES**

Drawing from observation      Design Elements and Principles      Analysing design (written response)

Drawing Methods              The Design Process

Professional Practice (written/visual or oral presentation)

There will be examinations at the completion of each Semester

## DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on key concepts of 2D and 3D game development. Students will be introduced to industry standard software to manipulate data and apply problem-solving methodologies to creatively and actively design and manage digital projects for a specific purpose.

### SEMESTER ONE

#### GAME PROGRAMMING WITH VISUAL BASIC

The Game Programming with Visual Basic unit provides students with an easy introduction to programming and video game design topics using the Visual Basic language. This unit will focus around the designing, developing, testing and evaluation of programs written for the Microsoft Windows operating system. Students will use an event-driven programming environment that allows students with limited programming knowledge to develop programs for Windows devices. They will be exposed to a variety of tasks ranging in complexity to give all students the chance of success and to extend their knowledge in the programming area.

On completion of this unit students should be able to:

- Explain the role, usage and purpose of computer games and how they impact on society.
- Custom design Visual Basic programs for a specific information problem.
- Produce video games based on design.
- Test the video games for accuracy and usefulness.
- Evaluate whether the video games solve a given information problem.
- Plan and implement a solution to a specific problem, evaluate the quality of the information produced and demonstrate progress in learning programming software applications studied.
- Acquire knowledge and understanding of networked digital systems and to transform data into digital solutions through the application of computational, design and systems thinking.

### SEMESTER TWO

#### 3D GAME DEVELOPMENT USING UNITY

Take your game development skills to the next level with 3D Game Development using Unity 3D. This unit's main focus is to introduce students to the world of 3D game production that may be played on popular commercial platforms. Students will be required to follow the problem-solving methodology to create games with varying complexity. This will require the analysis, design, development and evaluation of gaming solutions. Students will be exposed to a high-level programming language that provides more granularity with gaming objects and interactions with the user. Students will be able to compile their games for use at home and share with friends.

On completion of this unit students will be able to:

- Apply the stages of game design, including writing design documents and storyboarding;
- Apply the problem-solving methodology to create games with varying complexity;
- Thoroughly test games, including debugging;
- Evaluate success of a game against a set of criteria
- Acquire knowledge and understanding of digital systems and to transform data into digital solutions through the application of computational, design and systems thinking.

Pathways include: Informatics, Programming, Computer Science, Information Technology, Game / Multimedia Industry, Software Engineering, System Analyst.

### ASSESSMENT TASKS & ACTIVITIES

Digital Portfolio

Simple & Advanced Games using Visual Basic

Different roles in the video game industry

Game Development using Unity 3D

Folio of Visual Basic applications tasks

Video Game design and Prototyping

Level design and Prototyping using Unity 3D

Semester Exams

## HEALTH AND PHYSICAL EDUCATION

The Year 10 Health and Physical Education Program develops a range of key concepts. Theory and practice are integrated in this elective which is approached through both the study of, and participation in, physical activity. The course provides students with knowledge, skills and behaviours to enable them to achieve a degree of independence in developing their physical, mental, social and emotional health.

The content may be seen as a foundation of knowledge that students can use for their own physical development and also serves as a means of students gaining an insight into the subject material that will be studied in greater depth in the VCE Physical Education units. Students develop an understanding on the importance that physical activity, sport and recreation need to play in the lives of all Australians and the promotion of physical activity. They investigate the Human Body and the various body systems that allow us to create movement and then analyse training and exercise.

Topics range from:

- Body systems (skeletal, muscular, circulatory, respiratory and energy systems).
- First aid and CPR.
- Sports injury management and sports taping.
- Aquatic education.
- Teamwork, participation and trends in physical activity.
- Game Sense, tactics, strategies and coaching.
- Fitness, weight training and enhancing performance.
- Challenge, risk and safety.
- Skill development.
- Various sporting practical activities.

### ASSESSMENT TASKS & ACTIVITIES

Students will be assessed using a variety of modes including tests, assignments, practical activities, presentations and semester exams.

## INTRODUCTION TO COMMERCE

The course gives students a basic introduction to a variety of areas studied in Commerce, such as Accounting, Taxation, Business Management, Economics, Australian Politics and Legal Studies that students may wish to pursue in their VCE studies. It also aims to assist students build on their financial literacy which will not only aid those students wanting to continue a stream of Commerce in future years, but will also assist all students become more informed citizens. Upon completion of this course students will be able to:

- Describe key economic factors that affect the economy: including the use of resources, supply & demand, price mechanism, inflation & unemployment.
- Analyse the roles and impact of governments, individuals and organizations as they interact to produce, market and consume goods and services.
- Explain and analyse different ways that an individual and business can successfully plan and manage finances through savings and investment, taxation and an understanding of financial literacy.
- Explain the key features of Australian government and the role played by citizens.
- Describe the purpose of laws and analyse the features of our legal system through criminal and civil law.
- Use skills in research, communication, teamwork and technology to problem- solve.

Commerce builds on economic and civics taught in year 9 Humanities, but goes into far greater specifics with a focus on both workplace relevant content and present day market realities.

### ASSESSMENT TASKS & ACTIVITIES

Commerce uses a variety of forms of assessment across the diverse topics, these include the development of business plans, tests and assignments.

Commerce has end of semester examinations.

## LANGUAGES – ITALIAN

In Year 10 Italian aims to extend and develop knowledge you already have gained in conversation, comprehension, reading and listening skills and writing skills so as to make sure that you have a good understanding of the language. You will continue to develop an appreciation of language and culture. You will work on new grammar structures and use the PBL model in 1 or more units of work.

### SEMESTER ONE:

- World of Work
- The Environment

Some tasks include:

- Writing application letters
- Reading Job interviews
- Listening to conversation about environment
- Interviewing
- Grammar and vocabulary related activities

You may already be familiar with:

- Present tense verbs
- Perfect /imperfect tense verbs
- Describing words
- Some irregular verbs

### SEMESTER TWO

- Italian Cinema

Some tasks may include:

- Film analysis in Italian
- Film reviews of a film watched in class
- Writing in various text types
- Listening to film related audio and responding
- Reading film reviews

You already may be familiar with:

- Regular and irregular verbs
- Prepositions
- Gender agreements
- Nouns and adjectives

### ASSESSMENT TASKS & ACTIVITIES

- Script reading and responding
- Listening task
- Speaking about famous directors
- Writing and imaginary piece
- Semester Examinations

## LANGUAGES – JAPANESE

In Year 10 Japanese, the course aims to extend and develop the knowledge you already have gained in conversation, comprehension, reading and listening skills and writing skills so as to make sure that you have a good understanding of the language. You will continue to develop an appreciation of language and culture. You will work on new grammar structures and use the PBL model in 1 or more units of work.

### SEMESTER ONE

- Eating out
- Getting around, Directions
- Homestays

Some tasks include:

- ICT activities to support learning Japanese
- Various written and speaking skills
- Language Perfect as homework and class revision

You may already be familiar with:

- Japanese culture and Geography
- Katakana, Hiragana and some Kanji
- PBL process and use of Echo and Language Perfect

### SEMESTER TWO

- Sport
- Part time work
- Japanese Comics

Some tasks may include:

- ICT activities
- Investigation work
- Comparing lifestyles
- Documentaries

You already may be familiar with:

- PBL and ECHO
- Language Perfect
- Kanji

### ASSESSMENT TASKS & ACTIVITIES

Assessment Activities: The following skills will be part of the Benchmarks assessed in Semester 1 and 2

- Listening –Audio recordings
- Writing-various genres
- Reading –Various text types from Obento and other sources

Speaking – Questions and answers/interviews.

End of Semester Examinations.

## MATHEMATICS - ADVANCED

### ENTRY

This course aims to assist students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems.

The course is intended to provide suitable prerequisite knowledge for the VCE Math Methods/Specialist Maths Pathway in Years 11 and reflects the more demanding mathematical concepts presented during this program. Students will also require a significant adjustment to the work-habits and study routines that are more usually associated with senior students.

Students need to seriously consider their suitability for this program and seek advice from Careers Coordinators and their Maths Teacher.

The course complies with the Victorian Curriculum at year 10A level, and also provides students with the opportunity to be extended further.

### NUMBER AND ALGEBRA

Students could extend work in number and algebra to investigate the structure and properties of number systems, with further analysis of order relations and inequalities. They could extend the study of trigonometry to include an introduction to circular functions and equations, or extend the study of indices and exponential functions to logarithms, including an introduction to logarithmic functions.

### MEASUREMENT AND GEOMETRY

Students could extend work in measurement and geometry to proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles, or solving three dimensional problems involving surface area and volume of cones and spheres and composite shapes.

### STATISTICS AND PROBABILITY

Students could extend work in statistics and probability to explore the concepts of conditionality, dependence and independence in depth, or consider how various measures of location and spread can be used to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, with respect to measurement error.

### NOTE:

It is a requirement to have a TI-nspire (CAS) calculator.

### ASSESSMENT TASKS & ACTIVITIES

Class work

Home work

Pre and post topic tests

Examinations (semester based)

## TECHNOLOGY - SYSTEMS & DESIGN TECHNOLOGIES (SPC)

The course attempt to introduce students to the Product design and Systems engineering processes. Both subjects include a theoretical component whilst providing students with an opportunity to work with different materials/ components in order to construct a functional product or system. Each subject is undertaken for a semester.

Topics covered for the Systems Engineering component include:

- Safety
- Introduction to the Systems Engineering Process
- New, emerging & future technology analysis.
- Introduction to CAD drawings 3D models for 3D printing and laser cutting.
- Soldering
- Simple machines & mechanical systems analysis.
- Constructing an electronics kit.

In order to satisfy the set requirements of the course you will need to

- Develop proficiency in soldering accurately & safely
- Use a range of electronic components to develop a working project

Topics for the Design Technology component include:

- Safety
- Introduction to a range of wood joining techniques
- Introduction to a range of power tools & the use of the laser cutter
- Introduction to CAD drawings 3D models for 3D printing and laser cutting.
- Introduction to the Product Design Process
- Introduction to CAD drawing tools
- Construction of a wood based production piece.

To satisfy the set requirements of the course you will

- Need to satisfactorily complete a number of online Ongoard safety modules
- Construct a wide range of wood joining techniques
- Develop a design folio based upon a given scenario
- Construct a functional and creative production piece
- Demonstrate safe use of tools, machines and equipment

You will learn about:

- Fault finding
- How to read a schematic diagram
- The steps involved in fault finding
- How to use tools safely & appropriately
- How to develop constraints and considerations within a design brief.
- Basic Calculations
- How to identify electronic components
- How to construct a simple circuit
- The steps involved in following product design process in order to satisfy a design problem
- Using evaluation criteria to analyse the functionality of a system/product.
- Energy transformations

The subject builds upon your knowledge of the Product design process as introduced in Yr. 9 Design and Technology and Robotics. However, entry into the subject does not assume any prior knowledge.

### ASSESSMENT TASKS & ACTIVITIES

Students are assessed on their Design folio, research tasks and Production activities.

Students sit a final examination at the end of each semester.



## TECHNOLOGY - DESIGN AND TECHNOLOGY (NDC)

The course attempt to build upon the students understanding of the Product design process. The subject includes a theoretical component whilst providing students with an opportunity to work with different types of timber/wood in order to construct a functional product.

Topics for the Design Technology component include:

- Safety
- Introduction to the following phases of the Product Design Process:
  1. Investigating & Defining
  2. Design & Development (Conceptualisation)
  3. Planning & Production
  4. Evaluation
- Introduction to a range of wood joining techniques
- Introduction to a range of power tools and equipment
- Introduction to CAD drawing tools including the possible use of a laser cutter
- Introduction to material properties & characteristics
- Construction of a wood based production piece

To satisfy the set requirements of the course you will:

- Need to satisfactorily complete a number of online Ongoard safety modules
- Construct a wide range of wood joining techniques
- Develop a design folio based upon a given scenario
- Conduct a series of material tests
- Construct a functional and creative production piece
- Evaluate your performance during the product design process

You will learn about:

- The steps involved in following the Product Design process in order to address a design problem
- How to use tools safely and appropriately
- How to develop constraints and considerations within a design brief; including the methods involved in investigating and defining the problem; developing ideas; choosing the final solution including the development of working drawings.
- Using evaluation criteria to analyse the functionality of a product.

The subject builds upon your knowledge of the Product design process as introduced in Yr. 9 Design and Technology. However, entry into the subject does not assume any prior knowledge.

### ASSESSMENT TASKS & ACTIVITIES

Students are assessed on their Design folio, research tasks and Production activities.

Students sit a final examination at the end of each semester.

## TECHNOLOGY - FOOD STUDIES (NDC)

Food Studies focuses on students working safely, hygienically with a range of tools and equipment, including some which are complex. Students also use a range of materials/ingredients, components and processes to produce a variety of interesting and delicious food products. Students will continue to focus on the design process with a strong emphasis on the design and evaluation of products. Students will work safely and maintain a clean working environment.

Topics covered include:

- Safety and hygiene in the kitchen
- Steps in the design process:
- Fruit in the diet
- Vegetables in the diet
- Types of Meat
- Sweet treats
- Christmas baking
- Indigenous food

You will learn about:

- The impact of food on your health.
- The importance of the design process.
- The implications of having a poor diet.
- How to operate in a kitchen environment.
- The indigenous diet.
- How to tailor a recipe to meet the design brief.

The subject builds upon your knowledge of the design process as introduced in Yr. 9 Food Studies. However, entry into the subject does not assume any prior knowledge.

### ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on a range of Benchmarks and classroom production activities. Students complete a final exam at the end of each semester.

## VCE BUSINESS MANAGEMENT

VCE Business Management examines the ways businesses manage resources to achieve objectives. It looks at how businesses manage a variety of different resources to achieve different objectives such as profit. You will develop knowledge and skills that will enable you to participate effectively as a socially responsible member of the business community, and as an informed citizen, consumer and investor.

### UNITS 1 & 2

In Unit 1 students look at how the idea for a business might come about and how that idea might be turned into a real, money-making enterprise. The starting point would be looking at the reasons why people might go into business in the first place and how they might go about taking a vague idea and developing it into a successful business concept.

Unit 2 looks at things in the wider world that might have an impact on the setting up and running of a business. These things would include a range from very broad factors such as technological issues, societal trends, global issues through to your own business customers, suppliers and competitors.

You would look at how the external factors affect the planning and running of your business. You would also study the costs and benefits of socially responsible management practices - such as environmental considerations - on the running of your business.

### UNITS 3 & 4

In Unit 3 students will examine the different types of businesses and their respective objectives (for example sole traders, companies and social enterprises). They consider corporate culture, management styles, management skills and the relationship between each of these. Students will investigate strategies to manage both staff and business operations to meet objectives.

In Unit 4 students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Throughout the course students will develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Business Management Units 3 and 4 has a large reading and revision component, and an emphasis on current business issues (particularly the impact of technology, globalisation and corporate social responsibility). Students must be interested in current affairs, and will have access to material that is relevant, contemporary and interesting.

While Units 3 and 4 Business Management builds upon the skills and knowledge of Units 1 and 2, completion of Units 1 and 2 Business is not required.

### ASSESSMENT TASKS & ACTIVITIES

Each topic is assessed through School Assessed Coursework and these include tests and major research assignments. School set exam at the end of each unit.

Each area of study is assessed through School Assessed Coursework using case study analyses and structured questions. Units 3 and 4 Business Management has a VCAA Examination at the conclusion of Unit 4.

## VCE LITERATURE

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students study how texts have evolved and adapted, how they influence and respond to one another, and how the changing times and places in which they were produced and are read affect the values we perceive in those texts. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

Read a variety of novels, plays, poems, and films that have been highly influential in shaping Literature and what we value in learning about human experience. Students will study concepts about how the reader plays a part in making the meaning in a text and how texts can be viewed through the lenses of literary theories such as Marxism, Feminism, Post-colonialism or Humanism.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

What have I done in the past that might be like this? Poetry, classic novels, plays and films, Shakespeare.

### ASSESSMENT TASKS & ACTIVITIES

Creative Responses to texts, Views and Values Analyses of texts, Interpretations of Literary Theory Presentations, Passage Analysis of a text, Textual Adaptation Essays.

The VCE Examination is 2hrs with 15 mins reading time. It comprises two tasks each worth an equal amount. Task A is a written response to a statement about a set text. Task B is a written response to passages from one selected text.

## VET - CISCO

### (Incorporating selected units from Certificate IV in Integrated Technologies)

Emmanuel College is pleased to be able to offer the opportunity to undertake a study in the exciting Cisco Education Program. Emmanuel College is now a Cisco Networking Academy.

#### PROGRAM DETAILS

The VCE VET Cisco program provides participants with the knowledge and the skills to prepare for a career in networking and to meet the current and future industry requirements to effectively work within an IT environment across a range of industry sectors.

The VCE VET Cisco Program aims to provide

- Training and practical skills to manage and optimise network systems ranging from small or home office to more complex enterprises.
- The knowledge and skills required to undertake the examinations from the internally recognised Cisco qualifications, including the Cisco CCENT and CCNA Routing and Switching certification examinations.
- Enhanced employment opportunities and pathways to further education and training in the Information and Communications technology field. It also provides advanced problem solving and analytical skills appropriate for studies in Engineering, Mathematics or Science.

#### PROGRAM STRUCTURE

##### Year 10

Build a simple network and establish end to end connectivity.  
Configure and troubleshoot network switches and routers.  
Install and configure a home or small office networks.

##### **CREDIT IN THE VCE**

Students undertaking the Cisco Program are eligible one VCE VET unit, for each year, on their VCE Statement of Results. These units are at Units 3 and 4 level. This increment applies to Year 1.

##### **STUDY SCORE AND AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)**

There is no study score available for this program. The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.

The contribution of the VCE VET Cisco program to the ATAR is as follows:

- any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence;
- students who successfully complete a Units 3 and 4 sequence will receive one ATAR increment;

##### **ATAR INCREMENTS**

An increment is calculated as 10 per cent of the average of the scaled scores of the student's primary four VCE studies. The increment is awarded by VTAC.

For further information on the calculation of the ATAR, refer to the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

The program is delivered in four semester units (a total of 380 hours) via the internet, with the teacher having a mentoring role to assist the progress of each student.

This program is offered through a partnership agreement with and under the quality assurance processes of Cisco Networking Academies (USA). The program is designed to give participants practical skills in designing, configuring and installing computer internetworks using equipment such as routers, switches, hubs and hosts. Program delivery is activity-based and includes computer-based learning, short lectures, hands-on exercises and case studies. The focus is very much on practical outcomes.