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Year 9 and 10 Curriculum Introduction

Movement into Years 9 and 10, the 'Pathways Years', can be challenging for many students. We recognise young people who have, over nine years of schooling, developed personal learning styles, individual intelligences and an understanding of those subject areas for which they have innate skills and they enjoy. During the next two years, we seek to further enhance our students' natural skills and talents and support them in developing the skill areas that are required as they move up to the senior years.

Years 9 and 10 are years of enhancement and expansion – more than ever, decisions have to be made about personal learning. The elective program at Years 9 and 10 is extensive and seeks to cater to a wide range of educational pursuits. In addition, the maintenance of core subjects at these levels ensures a safety-net for those seeking to look beyond their time at MacKillop College to future opportunities and pathways.

During these years, students will be asked to explore their potential, to imagine themselves in the future and to start contemplating career trajectories through our extensive courses at Year 9 and 10 and our Careers Program. These initiatives support students in making logical and well-considered subject choices that will enable goals to be achieved, whilst maintaining sufficient flexibility to enable options to remain open if needed.

This Handbook is intended as a guide to the 'Pathways Years' to be kept as a reference. If at any time more information is required than is provided in this handbook, the Year Level Leaders of Years 9 and 10, the Homeroom teachers and Leadership of the College are ready to assist.

We believe that our program is comprehensive, well-targeted and represents our genuine belief in the value of our Year 9 and 10 students. We wish all students well in your new educational journey.

Our Vision Statement

Celebrating all life

Challenging all people

Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

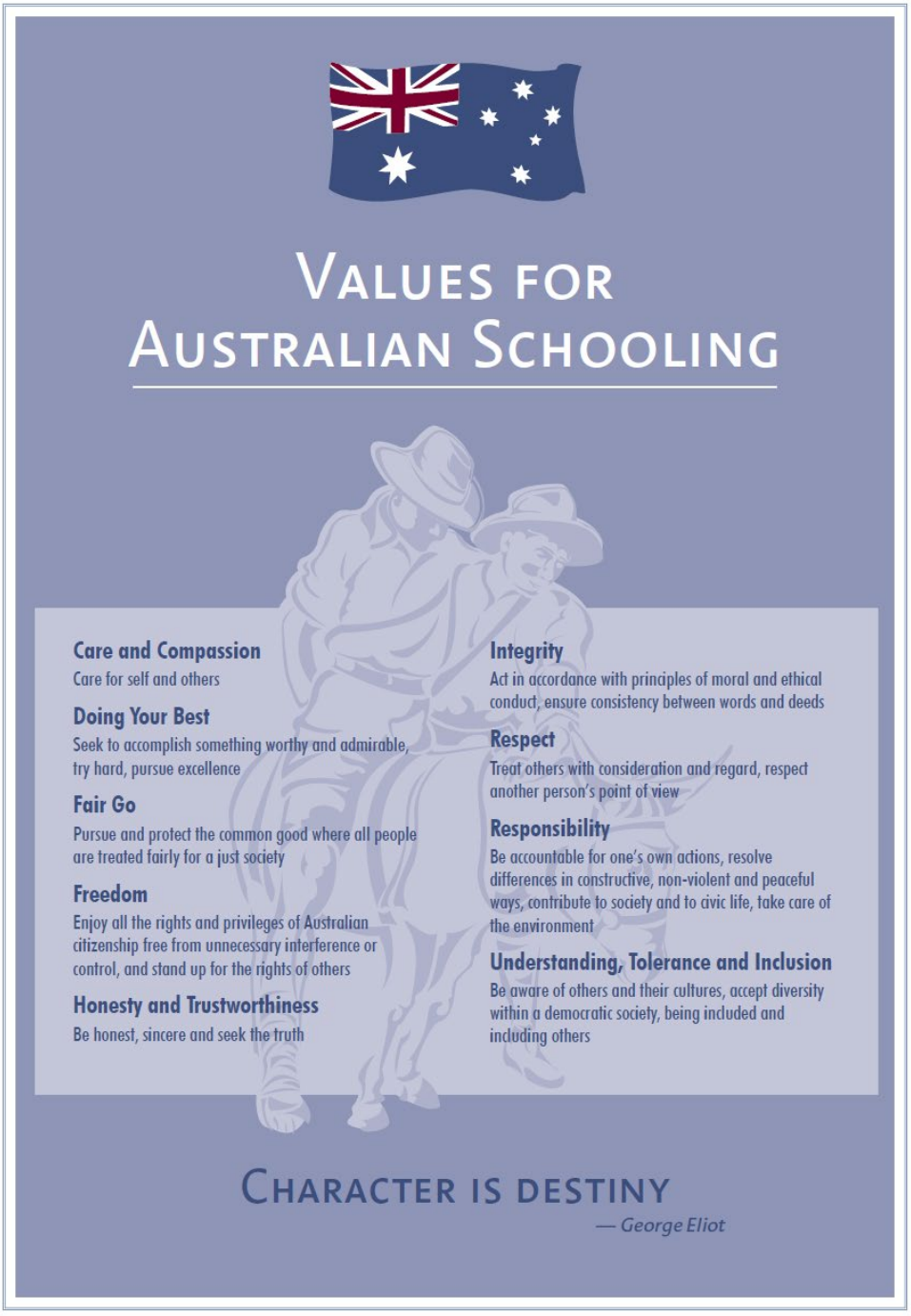
Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Statement of Democratic Principles

MacKillop College is committed to the principles of a liberal democracy:

- We believe in an accountable, democratically elected government
- We respect and observe the rule of law and believe that no person is above the law
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes
- We believe not only in the freedom of religion, but also the need to practise tolerance and understanding of others' beliefs
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom
- We believe in the values of openness and tolerance, and value and respect all members of the College community regardless of background.



Year 9 and 10 Curriculum Outline

All students in Year 9 and 10 study subjects from the following Learning Areas:

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- Humanities
- Languages
- The Arts
- Design and Technologies
- Digital Technologies

The school timetable is based on a two-week cycle and is structured into three 100-minute lessons.

At Year 9, students continue to study the language chosen in Year 7. Throughout the year part of the curriculum requires students to attend student-lead whole school assemblies which can occur at any part of the 10-day cycle.

The following tables list the learning units and specific requirements in each Learning Area at each year level.

Year 9 Learning Units

Learning Area	Learning Area Unit Choices	Requirements
English	• English • English Enhanced **(Select Entry)**	• Core – one semester (Main Campus) • Integrated – one semester (St Mary's Campus)
Mathematics	• Mathematics • Mathematics Enhanced **(Select Entry)**	Whole year - all students
Health & Physical Education	• Health and Physical Education	Whole year - all students
Languages	• Italian • Japanese • French	Students continue to study the language chosen at Year 7
Religious Education	• Religious Education	Integrated (St Mary's Campus)
Science	• Systems Interactions and Interrelationships	(Main Campus)
Humanities	• History: Making of the Modern World • Geography	Choose a maximum of one learning unit (Main Campus)
The Arts	• Music Performance • Music: Audio Production for Gaming and Music • Art: You as the Artist • VC&D: Become a Visual Designer • Drama: Musical Theatre	Choose a maximum of one learning unit (Main Campus)
Technologies (Design and Digital)	• Design and Technologies: Creative Products • Design and Technologies: Foods from Near and Far • Design and Technologies: Textiles • Design and Technologies: STEAM Design Engineering • Digital Technology: Game Changers	Choose a maximum of one learning unit (Main Campus)
Integrated Studies	• Integrated Studies • Goulburn River (Outdoor Education) • Lady Northcote (Outdoor Education)	Integrated (St Mary's Campus)

Year 9 and 10 Curriculum Outline

Year 10 Main Curriculum Learning Units

Learning Area		Learning Area Unit Choices	Requirements
Core	Careers	• Pathways to Success	One Semester
	English	• English • Enhanced English **(Select Entry)**	Whole year
	Mathematics	• Mathematics – Foundation • Mathematics – General • Mathematics – Methods **(Select Entry)**	Whole year
	Religious Education	• Religious Education	Choose one
	Science	• Everyday Science • Science (Pre VCE – Life) • Science (Pre VCE – Physical)	One Semester
Elective	English	• Based on the Book	Choose five learning units (One semester per unit)
	Mathematics	• MathBusters	
	Health & Physical Education	• The Body in Motion (Pre VCE) • Fitness for Life • Health and Human Development (Pre VCE) • Leading and Coaching in Sport • Sport and People • Sea to Summit (Outdoor Education) • Ski to Sea (Outdoor Education)	
	Languages	• French [Semester 1] • French (Pre VCE) [Semester 2] • Italian [Semester 1] • Italian (Pre VCE) [Semester 2] • Japanese [Semester 1] • Japanese (Pre VCE) [Semester 2]	
	Science	• Emerging Sciences • Science (Pre VCE – Life) • Science (Pre VCE – Physical)	
	Humanities	• Commerce: Politics and Justice • Commerce: Show Me the Money • Geography • History: The Civil Rights Movement • History: World War II	
	The Arts	• Art: Artists at Work • Dance: Choreography, Performance and Appreciation • Drama: The Actor in All of Us • Media Studies • Music Performance • Visual Communication & Design: Designing for the Future • VET: Certificate II in Music (Music & Audio Technical Production)	
	Technologies (Design and Digital)	• Design and Technologies: Food Studies • Design and Technologies: Product Solutions • Design and Technologies: STEAM Design Engineering • Design and Technologies: Textiles and Fashion • Digital Technology: Tech Start Up • Digital Technology: Behind the Screen	

Year 9 and 10 Curriculum Outline

Year 10 Learning for Life Program (LLP) Learning Units

Learning Area		Learning Area Unit Choices	Requirements
Core	Careers	• Pathways to Success	One Semester
	English	• English • Enhanced English **(Select Entry)**	Whole year
	Mathematics	• Mathematics – Foundation • Mathematics – General • Mathematics – Methods **(Select Entry)**	Whole year
	Religious Education	• Religious Education	Choose one
	Learning For Life	• Advice For Life	Whole Year
		• Being Enterprising	One Semester
		• Work Skills	One Semester
Elective	Health & Physical Education	• Fitness for Life • Leading and Coaching in Sport • Sport and People • Sea to Summit (Outdoor Education) • Ski to Sea (Outdoor Education)	
	Science	• Everyday Science	
	Humanities	• Geography • History: The Civil Rights Movement • History: World War II	
	The Arts	• Art: Artists at Work • Dance: Choreography, Performance and Appreciation • Drama: The Actor in All of Us • Media Studies • Music Performance • Visual Communication & Design: Designing for the Future • VET: Certificate II in Music (Music & Audio Technical Production)	
	Technologies (Design and Digital)	• Design and Technologies: Food Studies • Design and Technologies: Product Solutions • Design and Technologies: STEAM Design Engineering • Design and Technologies: Textiles and Fashion • Digital Technology: Tech Start Up • Digital Technology: Behind the Screen	

Pastoral Care

At MacKillop College we believe that pastoral care should be centred on students and those factors in their environment that help or hinder their physical, social, intellectual and emotional growth. Furthermore, we recognise how the learning environment can be adapted to cater for individual differences, in order for all students to have the opportunity to succeed. We aim to create a flexible environment that meets the needs of students of different abilities, needs, backgrounds and cultures.

The MacKillop College community is unique in culture and character; therefore, our pastoral care system is also unique. We take our inspiration from the life of St. Mary MacKillop and the work of the Sisters of Saint Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, and cultural diversity.

We place great emphasis on the incorporation of our values and philosophies within our pastoral care network. We provide effective structures to communicate with our community about the welfare of our students and their families. Pastoral care arises from relationships formed between the College administration, staff, students, families, counsellors, chaplain(s), welfare agencies and any member of our community who strive to make a positive difference in the lives of our young people.

MacKillop College realises the value of expressing a real care for each other. All members of our community, whether they are students, staff or families, should feel comfortable in the knowledge that an appropriate level of support will always be available. We endeavour to cater for a wide range of needs and interests in curriculum and co-curricular areas. We view pastoral care as an essential aspect of good learning and teaching. Most importantly, our vision of pastoral care reflects the gospel values as expressed by the life of Jesus.

Assessment

Assessment is integral to learning and teaching. It assists the teacher in adjusting educational programs for a student. Assessment records give an indication of a student's progress.

Teachers, within each of the Learning Areas, design the course of study for the subject, specify the learning outcomes and determine the type and number of learning tasks, which form part of determining student progress and achievement. Driving questions inform this course of action and provide a direction for student's potential learning.

Learning tasks such as assignments, essays, projects, reports, tests, exams, presentations etc. are given on a regular basis. The subject teacher corrects tasks and then provides feedback in relation to the student's performance on a particular learning task with recommendations for improvement. Learning tasks may be assessed in a variety of ways, i.e. Satisfactory (S) or Not Satisfactory (N); a numerical score (for example: 36/50); a graded percentage; a graded descriptor (for example: Very High, High, Medium, Low, Not Satisfactory); a rubric; a criteria sheet etc.

Reporting

Reporting enables the teacher to communicate with families regarding a student's academic and personal development, behaviour and diverse needs. Reporting at the College takes two main forms. The first is in the form of ongoing and continuous reporting to students and families about assessment tasks completed throughout each semester. The second is our end-of-semester reports.

SEQTA provides the College's means to communicate both types of reports:

a) continuous reporting of assessment tasks and
b) summative reporting, which provides a formal report.

Both methods are available for students and families, respectively, in SEQTA Learn and SEQTA Engage.

Other forms of reporting involve families receiving information via:

- notes written in a student's diary
- phone calls, email or direct messages and
- Student Progress Interviews conducted during Term 1, Term 2 and Term 3.

End of Semester Report

These reports are available on the Parent Portal (SEQTA Engage) at the end of Semester 1 (at the end of Term 2) and Semester 2 (end of Term 4). They reveal the student's progress over a Semester. The reports address the standards expected of your child at that point in time. They focus on areas of achievement against these standards. They also provide the student's attitudes regarding learning habits demonstrated in the classroom.

Student Progress Interviews

Both families and teachers can arrange interviews to discuss any matters relating to their child as the need arises. Formal Student Progress Interviews are conducted during Term 1, Term 2 and Term 3. The dates for these interviews are published on the College's calendar of events, which is also available on the College website.

Year 9 Select-Entry Programs

As part of their Year 9 subject selection process in Term 3, students can apply for the following select-entry programs:

- Year 9 English Enhanced
- Year 9 Mathematics Enhanced
- Higher Study Program – students can apply to study a Year 10 subject.

Student results and behaviour will be used to determine eligibility for these programs. The relevant student behavioural criteria is to:

- meet College behavioural and attendance requirements
- demonstrate a work ethic
- display resilience and perseverance when work is challenging
- take responsibility for personal learning and submit work punctually
- display positive participation and teamwork in class
- display a positive attitude and willingness to seek teacher assistance.

Year 9 Enhanced English

Students undertaking this subject will complete the same assessment tasks as traditional English groups but will be required to study a wider range of literary material, with a more detailed focus on the mechanics of the language used, both for persuasive writing and text response writing. Students who undertake English Enhanced will study 'Lord of the Flies' by William Golding and explore the ideas, symbols and characters central to the novel.

English Enhanced is designed for students who have excellent written and oral skills and who want to be challenged to develop a proficient level of understanding. This requires students to demonstrate organisation, collaboration, and the ability to apply feedback provided on their writing and contributions to class discussion.

Please note: Year 9 English Enhanced is a one semester subject completed at the main campus.

Criteria

To be eligible for Year 9 English Enhanced, students will need to be approved by their English teacher and students will need to obtain above 80% average in the assessment tasks of English.

All non-eligible students will complete Year 9 English.

Year 9 Mathematics Enhanced

Mathematics Enhanced in Year 9 is a gateway to higher studies in mathematics. This subject aims to provide students with the tools needed to meet the challenges of undertaking VCE Mathematical Methods and Specialist Mathematics in the future.

In this subject, students will investigate the use of algebra in transposing equations, simplifying algebraic fractions and alternating between the factorised and expanded form of an expression. They will apply this knowledge to the graphing of linear relationships. Students will then extend their knowledge of the relationship between an equation and its graphical representation to non-linear functions. In probability, they further extend their understanding of the ways in which probabilities are communicated with new types of displays and unique events, such as dependence and mutual exclusivity. They use this knowledge to solve applied problems, requiring complex reasoning and problem-solving skills. All students are expected to have a TI-Nspire calculator.

Criteria

To be eligible for Year 9 Mathematics Enhanced, students will need to be approved by their Maths teacher and students will need to obtain above 80% average in the assessment tasks in Mathematics.

All non-eligible students will complete Year 9 Mathematics Mainstream.

Higher Study Program – Students Can Apply to Study a Year 10 Subject

The following subjects are available for higher study:

Digital Technology (Tech StartUp)	Humanities (History – World War II)	Performing Arts (Drama)
HPE (Pre-VCE – The Body in Motion)	Humanities (Commerce – Show me the Money)	Performing Arts (Behind the Screen)
HPE (Pre-VCE – Health and Human Development)	Humanities (Commerce – Politics and Justice)	Science (Pre-VCE – Life)
Humanities (Geography)	Performing Arts (Dance)	Science (Pre-VCE – Physical)
Humanities (History – The Civil Rights Movement)		

Criteria

To be eligible for any Higher Study Program, students will need to be approved by their subject teachers and students will need to obtain above 80% average in the assessment tasks in English and the relevant subject area.

Please note: Students must maintain the above criteria for both Semesters 1 and 2 to remain eligible.

Year 10 Select-Entry Programs

Students can apply for the following select-entry programs:

- Year 10 Enhanced English
- Year 10 Methods
- Higher Study Program – students can apply to study one or two VCE Unit 1 and 2 subjects

Student results and behaviour will be used to determine eligibility for these programs.

Student behavioural criteria:

- meet College behavioural and attendance requirements
- demonstrate a work ethic
- display resilience and perseverance when work is challenging
- take responsibility for personal learning and submit work punctually
- display positive participation and teamwork in class
- display a positive attitude and willingness to seek teacher assistance.

Year 10 Enhanced English

The English Enhanced program at Year 10 focuses on challenging students in their critical thinking and creativity, as well as provides a similar experience to a VCE English classroom where they are provided the support required to assist them in addressing VCE level essay questions. Students will be studying some of the same texts and topics as the mainstream class, though will be required to study a wider range of literary material. Further to this, students are provided with opportunities to refine and discuss their understanding of literary elements and authorial intent, which is a core part of Text Response Essays in VCE English.

This subject is for students who have excellent written and oral skills and who want to be challenged to develop a proficient level of understanding. This requires students to demonstrate organisation, collaboration, and the ability to apply feedback provided on their writing and contributions to class discussion.

Criteria

To be eligible for Year 10 Enhanced English, students will need to be approved by their English teacher and will need to obtain above 80% average in the assessment tasks of English and Integrated Studies. They will need to need to demonstrate evidence of high academic achievement, strong work ethic and dedication to English. All non-eligible students will complete Year 10 English.

Year 10 Mathematics – Methods

Year 10 Mathematics – Methods is for students intending on undertaking VCE Mathematical Methods and/or Specialist Mathematics. The course is aimed at students who enjoy being challenged in mathematics and wish to explore a deeper level of understanding of the concepts learnt in mathematics. A strong work ethic is crucial when undertaking Year 10 Methods.

There is a heavy emphasis on algebra in this course as it is essential for future VCE pathways. Therefore, a strong understanding of algebraic and numerical skills, such as transposing equations and using fractions, without the use of a calculator, are a necessity in Year 10 Mathematics – Methods.

All students are expected to have a TI-Nspire CAS calculator and have a basic understanding pf the functions and operations of the calculator.

Criteria

To be eligible for Year 10 Mathematics - Methods, students need to demonstrate evidence of high academic achievement, strong work ethic and dedication to Mathematics. Students will need to:

- be approved by their Mathematics teacher
- obtain above 80% average in the assessment tasks of Mathematics
- show results of being greater than the 50th percentile in peer PAT Mathematics results.

All non-eligible students will complete Year 10 Mathematics – General.

VCE at Year 10

Our guiding principle is to ensure that each student achieves their best by recognising their own gifts and talents. At MacKillop College, we realise that students have varying intellectual and pastoral needs. The Select Entry Accelerated Program allows Year 10 students the opportunity to commence their VCE pathway early.

Successful applicants will meet the criteria listed below and have the support of two subject teachers:

- obtain above 80% average across all relevant subjects studied
- meet College behavioural and attendance requirements
- display resilience and perseverance when work is challenging
- demonstrate work ethic
- take responsibility for personal learning and submit work punctually
- research and think independently
- display positive participation and teamwork in class
- display a positive attitude and willingness to seek teacher assistance.

Before selecting a VCE subject, it is important that students read the unit descriptions for the subject they wish to study. Full descriptions of these units can be found in the Senior Pathways Handbook, which is available on the MacKillop College website.

Higher Study Program – students can apply to study one or two VCE subjects

Subjects that require an 80% average in English and the relevant subject in addition to teacher approval.

The following VCE subjects are available for higher study. These are the subjects available:

Accounting	Food Studies	Physical Education
Applied Computing	Geography	Physics
Art	General Mathematics	Politics
Biology	Health and Human Development	Product Design and Technology – Textiles
Business Management	History – Empires	Psychology
Chemistry	History – Modern History	Religion and Society
Dance	Legal Studies	Theatre Studies
Drama	Media	Texts and Traditions
Economics	Outdoor and Environmental Science	VET – Sport and Recreation
Environmental Science		

Home Study Guide

Home study is essential if students are to complete their studies to the best of their ability. It aims to increase student understanding and retention of knowledge by encouraging ongoing, independent learning.

Home Study

Home study tends to be task oriented, teacher directed and has set completion dates that students must meet. The types of home study set by teachers may be:

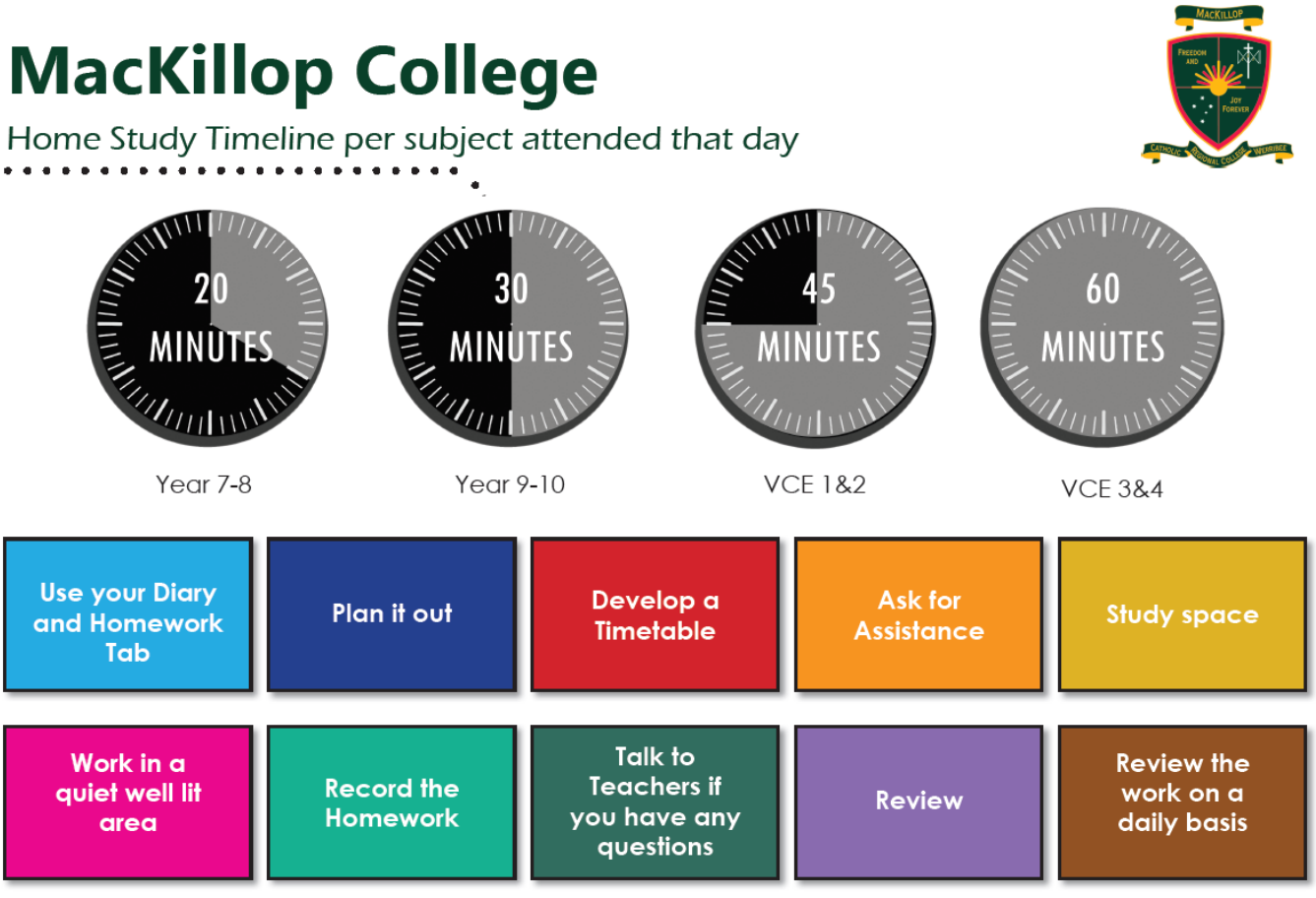
c) practical exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
d) preparatory home study – providing opportunities for students to gain background information so they are better prepared for future lessons.
e) extension assignments – encouraging students to pursue knowledge individually and imaginatively.

Study

Study tends to be student centred, self-initiated and should be ongoing in nature. Study can take the following forms:

- re-reading class notes
- practising vocabulary
- revision of work completed earlier
- wider reading
- re-organising folders and notes
- re-reading texts and novels
- summarising notes and further reading
- completing practice exams

The amount of study will vary from year level to year level. It can be anticipated that the workload for study will gradually increase from the junior years (Years 7 and 8) to the senior years (Year 11 and 12). From year level to year level, there should be a gradual increase. Students should complete their home study in a quiet, well-lit and well-ventilated space. All students should use their College diaries to record home study.



Learning Diversity

The Learning Diversity program is couched within the framework of the College Vision and Mission Statements. It provides the structural means for enabling students with a range of abilities to achieve the MacKillop College Educational Goals.

Individualised Learning

The individualised learning program ensures students have access to all curriculum, facilities and activities that are part of College life. This is facilitated by the development of Individual Learning Plans, which are reviewed each semester through Program Support Group meetings. Adjustments in/to curriculum (including differentiation) and/or support for classroom learning by the respective teachers, along with timetabled assistance from Learning Support Officers is provided where necessary.

English as an Additional Language/Dialect (EAL/D)

EAL/D students (those whose first language is not English and who learn English as the dominant language of the host culture) are offered additional assistance in further developing proficiency in their use of the English language. This assistance can take the form of an EAL/D Individual Learning Plan if the student requires additional support.

Julian Tenison Woods Program (JTWP)

The Julian Tenison Woods Program is a school-wide talent development program that aims to meet the various intellectual and pastoral needs of students with high abilities in one or more learning areas. Individual student needs are met through curriculum telescoping and possible acceleration within subject areas, co-curricular extension and enrichment activities. These students are also encouraged to participate in appropriate external programs

St Mary's Campus

St. Mary's Campus represents an exciting and challenging program for Year 9 students. The curriculum has been designed to have close links with the local area and allow students to be active and engaged learners. It focuses on students understanding themselves, their community and their world.

The Integrated Studies unit, studied at St Mary's contains knowledge and skills from a range of traditional Learning Areas including English, Religious Education, Humanities and Science.

The Health and Physical Education program has been specifically designed to support the integrated program. Mathematics and Language are taught in addition to the Integrated Studies units.

A significant feature of the Integrated Curriculum is the addition and implementation of a Project Based Learning approach. Inquiry learning has always been a focus of the curriculum but due to the structure of leaning in Year 7 & 8 being focused on PBL, staff felt the necessity of moving toward the new learning approach. Students have the opportunity to explore their future career paths, Famous Australian Icons, Local Environmental problems and stories that have shaped their identity.

A number of literacy tasks are woven through the course and include essay writing, analysis tasks and a journal of learning experiences maintained for the semester. The Integrated unit taught is complimented through Outdoor Education experiences.

Unit of Study

Integrated Studies

This unit is made up of several modules, including:

What is your story?

Students explore the journeys of refugees and immigrants into Australia. They examine the benefits of immigration to Australia as well as the push pull factors that contribute to migration. Through the reading of 'The Happiest Refugee', they analyse the journey of Anh Do and his family from Vietnam to Australia and the difficulties and triumphs they faced. Students reflect on a person in their life, who have made a journey; they construct open-ended questions in order to inform a transcript. Students then structure a written narrative telling the story of an immigrant to Australia or a refugee. Using digital technology students then produce their narrative in a creative and digital format. Students also complete a Religious Education mini-unit titled, "What's a Human Life Worth?" that looks at the Declaration of Human Rights.

Whose Mess is it Anyway?

Students will be exposed to several influential voices behind the issues facing our Environment. They will use the text of the Papal Encyclical 'Laudato Si', a collection of documentaries, a local tour around Werribee South, an experience on the bay and other activities to examine the environmental issues being faced by our local marine, freshwater, land and atmospheric environments. Students will use the information gathered to inquire about local issues and will be challenged to come up with ways they can be a voice in the world. Students then reach out to local environmental groups and agencies and attempt to get on the ground and help the environment around Werribee South. Education mini-unit titled, "Is 'Catholic' Another Name for 'Environmentalist'?" that looks at the Declaration of Human Rights.

Lose Yourself

This is a Project that covers the investigation of industry, further develop 21st Century skills, the discovery of personality traits and the opportunity to inquire about the courses and subjects needed to be studied in the senior part of secondary school in order to follow or set up a pathway for success. Students also complete a 'Personal Project' based on Google's Genius Hour initiative. This sets students up to complete a project based on one of their passions, where they work on being a self-guided learner. With the information and skills students gained in this unit, it is hoped that it becomes easier for students to choose subjects, create a pathway and find purpose in their future learning.

Outdoor Education (St. Mary's Campus)

MacKillop College offers students the opportunity to learn through what they do, what they encounter and what they discover through a practical Outdoor Educational experience in a natural environment.

Our Outdoor Education program provides students with an opportunity to develop skills and knowledge in the following areas:

- Conservation and sustainability
- Experiencing safe journeys in nature
- Community spirit
- Leadership and self-reliance
- Problem-solving skills

Outdoor Education in Year 9 forms an integral part of the overall St. Mary's experience directly linking the outdoor educational experience to the integrated curriculum. Students participate in the YMCA Lady Northcote experience and a canoe expedition down the Goulburn River. Both experiences offer varied and diverse programs broadening the horizons to a different way of learning.

As with all programs at the College, the students' diverse range of needs will be met. If you have any queries regarding the program, please contact the Outdoor Education Leader or the Year 9 Level Leader (St. Marys) at the College.

YMCA Lady Northcote Experience

The YMCA Lady Northcote experience is a two-day program that ties in with the integrated unit. Students learn basic outdoor recreation skills, solve problems through initiative activities and be challenged in their ability to work as a team.

The experience focuses on 'relationships' in which students develop teamwork, cooperation, communication, self-esteem and leadership skills. This provides a sense of both class and campus spirit that will be consolidated back at school throughout the remainder of the semester.

Goulburn River Canoe Experience

The Year 9 Outdoor Education Experience is a canoe journey down the Goulburn River between the townships of Seymour and Nagambie. Students are self-sufficient and camp at various properties and campsites along the banks of the river. Throughout this experience, students gain knowledge of the area they visit and have the opportunity to develop skills in canoeing, river navigation, bush/camp cooking, minimal-impact camping and leadership.

The Year 9 Goulburn River Experience forms an important part of the overall St Mary's Campus curriculum. Both the Lady Northcote and Goulburn River Experiences are compulsory for all students.

Learning for Life Program (LLP)

MacKillop recognises that a mainstream curriculum does not engage all students. The Learning for Life Program (LLP) is designed to meet the needs of students who are exploring pathways in education and training beyond Year 10. These pathways may include VCE, VCE (Vocational Major), or further Vocational Training.

The Learning for Life Program is an alternative for students whose preference for learning consists of an applied nature. This learning program aims to:

- have a positive impact on the student's self-esteem
- create valuable school/community links
- foster practical school/workforce development
- exposure to future training and pathway options that assist the individual in making informed vocational choices within specific industry sectors
- increase student engagement and improve retention rates
- enhance knowledge and employability skills that help prepare the individual for employment and participation in the broader context of family, community and lifelong learning

The program provides a thorough foundation for future work pathways, communication in a range of settings, identifying Occupational Health & Safety (OH&S) issues and encourages life-long learning through the promotion of social connectedness, social emotional resilience, and mentoring.

Subjects Studied in the Learning for Life Program:

Subject	Duration
Mathematics	Whole Year
English	Whole Year
Religious Education	Semester 1
Work Skills	Semester 1
Being Enterprising	Semester 2
Advice for Life	Whole Year
Electives x 3	Semester

Learning for Life Delivery Principles

The delivery of the Learning for Life Program centres on learning through a variety of methods that promote the development of the whole person. Through our daily interactions, we focus on reinforcing the positive attributes of all students and encourage a mutual respect between each other and with their teachers. The delivery of the program and the teaching strategies for Learning for Life Program include:

- Providing a curriculum that integrates deep theoretical and technical content through the delivery of projects and problems.
- Executing delivery strategies that build an individual's resilience and self-worth.
- Motivating individuals through activities which encompass real-world experiences.
- Provide a project-based curriculum that enables students to build on their strengths and future ambitions.
- Incorporates an active learning environment that allows individuals to make powerful connections between school and life beyond the classroom.
- Provide an exploration of career pathways and further training opportunities.
- Acknowledge diversity and encourage new ways of thinking and behaving that promote life-long learning.
- Curriculum and delivery strategies that connect individuals to their community by exposing students to various community initiatives.
- Utilise appropriate assessment methods that complement the context and content.

The Arts (Year 9): Art – You as the Artist

Introduction

Students will explore the major areas of Art: Drawing, Painting, Multimedia, and Mixed Media. They document their sources of imagery and development of ideas. Student's experiment with traditional and contemporary skills and processes in art. Students focus on creating works that solve technical problems by employing different processes and techniques. They identify and analyse visual characteristics within particular styles/periods and learn how such styles have developed. Students create and adapt images from a variety of sources, including art throughout history to generate and express ideas.

Students produce a body of work that reflects their ability to transform basic art skills and techniques into individual pieces of work. In art criticism and theory they develop skills to make value judgements about various artworks.

Unit Overview

The following units will be studied in this subject:

1. Drawing Unit – Surrealism
2. Painting Unit – Romanticism
3. Art Analysis – Surrealism

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the characteristics and role of art in different cultural contexts?
- What are the Elements and Principles of Art in relation to two-dimensional work?
- What is Neo classicism and Romanticism?
- Who are the main artists of this period?
- What role does Symbolism play in this period (Neo classicism and Romanticism) of art?
- Who were the major artists practising during the Surrealist movement?

The Arts (Year 9): Drama – Musical Theatre

Introduction

The Year 9 Drama course provides students with an introduction into the popular theatrical style of Musical Theatre. Through an understanding of the history from Vaudeville to Broadway, students will learn song selection, the audition process, scriptwriting, vocal health, choreography and acting.

In Drama, students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action, students explore, imagine and take risks to communicate ideas, experiences and stories.

Students will be able to:

- Define the major roles of those involved in creating a musical
- Gain an understanding and context of musical theatre and its impact
- Compare and contrast musical theatre and other theatrical forms
- Perform in a group devised 'mini' musical
- Perform basic choreography
- Select a song which best suits your voice and how to maintain vocal health
- Sing in a solo performance and ensemble
- Perform in role as a character
- Integrate a variety of art forms (acting, music, dance)
- Gain an insight into the audition process

Unit Overview

The following units will be studied in this subject:

1. Give my Regards to Broadway: The history of Musical Theatre, including the history of Broadway/West End and the social context of a range of shows.
2. Triple Threat: An introduction to singing, dancing and acting.
3. The Actor's Studio: An exploration of the stagecraft roles involved in producing a musical production. Students will have the opportunity to watch a musical and write a theatrical review of the show.
4. Mini musical: Devising and performing a group mini musical for an authentic audience.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is the history of Broadway theatre and how has it influenced the modern musical?
- How can an actor best prepare themselves for the audition process?
- What makes a compelling theatrical production?
- How can you engage an audience in a compelling performance form the page to the stage?

The Arts (Year 9): Music Performance

Introduction

This unit focuses on developing skills in practical music and performance in solo and group contexts, studying performance and performing and developing skills in aural comprehension and organisation of sound. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen work. This unit will also introduce and develop skills in music technology, composition, music theory and music history. In responding to the arts, students learn to analyse and interpret arts works. They learn how the arts are practised and valued in different societies and cultures, past and present.

Unit Overview

The following units will be studied in this subject:

1. Music language
2. Group and solo performance

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What makes a great, effective music composition?
- How can music performance change our community?

The Arts (Year 9): Visual Communication & Design – Become a Visual Designer

Introduction

This learning unit encompasses the skills and techniques that are used by Visual Designers, using the design process. Students will be exploring technical drawing, establishing drafting skills, i.e. house plans, kitchen or interior designs. They will be focusing on the importance of understanding and using the elements and principles of design (colour, tone, line etc.). Exploring computer aided design software and the design process for, logos, business cards, pamphlets, furniture & fashion design that relates to the real world of commercial art and graphic design.

Unit Overview

The following units will be studied in this subject:

1. Instrumental Drawing
2. Rendering
3. The Design Process
4. Visual Communication Design – Analysis

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the three areas of design?
- What role does the client play in the design process?
- What role does the designer play in the design process?
- Why must we understand what these elements and principles look like in design work?
- Can analysing other people's work help to develop our own work?
- Why follow the design process to solve a design problem?
- Why use various drawing devices to explore design ideas?

The Arts (Year 9): Music – Audio Production for Gaming and Music

Introduction

Audio Production for Gaming and Music has been developed in conjunction with music and gaming industry professionals. The program provides students with a range of entry-level skills that are considered to be a relevant and useful preparation to pursue a career or further study in industries such as music, gaming, radio, television, media or entertainment.

Unit Overview

- Computer Editing & Recording – Gaming

This unit covers the developing industry of gaming audio production. Students learn professional gaming audio techniques, tips and tricks while developing their own skills at producing audio for synchronisation with video gameplay.

- Live Group Performance & PA Set up

This unit covers group performance development, skills in tuning, elementary sound production and PA set-up, care and maintenance.

- Music & Gaming Industry Now and Then

This unit covers the History and development of the Music and Gaming Industry over time.

- Health, Safety & Security in the Music & Gaming Industry

This unit teaches students the essential skills and knowledge needed to work safely in the music & gaming industry.

- Computer Editing & Recording - Radio News Broadcast

In this unit students gain practical experience, skills and knowledge required to successfully prepare, set up and record a radio news broadcast.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How has the music and gaming industry developed over time?
- What are the essential skills required to perform computer editing techniques with music software?
- What factors should I consider to ensure I demonstrate safe practices in the music and gaming industry?
- What are the essential skills required to set up and operate a PA system?
- How do sound effects, audio and music enhance a video production?

The Arts (Year 10): Art – Artists at Work

Introduction

Art is a means of expression and communication. In this learning unit students develop skills in a wide range of art areas including Painting and Drawing, Mixed Media, Sculpture, Printmaking and Multi Media. Students create functional and non-functional forms both in two and three dimensions. They create and adapt images from a variety of sources including art throughout history to generate and express ideas. Students explore visual arts techniques and processes in the development of their visual arts knowledge and skills. Students will also explore the rich history of the art world and learn to appreciate diversity within all movements through analysis.

Unit Overview

The following units will be studied in this subject:

1. Drawing
2. Painting
3. Printmaking
4. Analysis

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- What factors influence an artist to work in a particular medium?
- What are the essential skills required for effective drawing?
- How can we transform a real concept into a creative, highly expressive and emotive artwork?
- What are the essential elements of painting and what are the skills required to produce a successful, thought provoking artwork?

The Arts (Year 10): Dance – Choreography, Performance and Appreciation

Introduction

Through the physicality of dance and the use of their bodies as an instrument of expression, students experience a genuine sense of satisfaction and personal achievement. They develop self-confidence and the necessary interpersonal skills to work effectively, individually and in teams within the study of dance. Through dance, students heighten their awareness of, and develop respect for, the body. Dance impacts positively on student health and wellbeing, simultaneously engaging physical, emotional and intellectual intelligence. The study of dance encourages students to develop insights about the world in which they live, and fosters intercultural understanding. This unit is open to students with a genuine interest and enthusiasm for dance. Previous experience in dance technique would be an advantage. Students will participate in a variety of workshops which focus on them as a dancer, choreographer and investigator of dance. They are encouraged to use imagination, creativity and skill as they create, perform and analyse dance in a variety of contexts and styles. This unit is designed to prepare students for senior studies in dance. Those wishing to complete VCE Dance are advised to enrol.

Unit Overview

The following units will be studied and is designed to introduce students to the three dimensions of dance:

1 Choreography

Students will participate in structured improvisation activities and learn to choreograph dances using technical and expressive skills. They will reflect on, and evaluate, their own and peers choreographic processes.

2 Performance

Students will learn and rehearse dance works choreographed by the teacher, with an opportunity to perform in front of an authentic audience at such events as the Mackillop College dance showcase and year level assemblies.

3 Appreciation

Students will begin to develop their appreciation and understanding of dance works and increase their dance vocabulary. They will describe, interpret and evaluate dance elements, the choreographic intention and the context of dances.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do choreographers use their background and experiences to create meaningful, relevant dance works?
- How does a choreographer combine expressive movement vocabulary, motifs and form with production aspects to communicate their desired intention while retaining individual style?
- How can practicing and refining technical and expressive skills develop artistry and enhance the communication of choreographer's intent?

The Arts (Year 10): Drama – The Actor in all of Us

Introduction

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use voice, facial expression, gesture, movement, stillness and silence, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

Students will learn the basic principles of senior Drama and Theatre Studies including key dramatic elements, expressive skills and performance skills. In order to focus on themselves as an actor and as a theatre technician, students will experiment with a range of stagecraft elements including costume, set and sound design. Their newfound knowledge will be implemented through performance of both devised and scripted works. In responding to the drama works, students learn to analyse and interpret performances.

Unit Overview

The following units will be studied in this subject:

- Drama 101
- Theatre Studies 101

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can devised drama work be used to explore a range of themes and ideas?
- How can young people gain an authentic and practical knowledge of how scripted theatre can be interpreted and presented to an audience?

The Arts (Year 10): Media Studies

Introduction

The media has profoundly affected people's lives. It has influenced attitudes, altered perspectives. It is a means of communication and it determines how leisure time is spent. Year 10 media students will be introduced to aspects of film and television. The course is designed to provide students with some practical skills in the production of media and the opportunity to present their efforts. Students have access to digital editing, cutting-edge computer software which enables video capture and photo manipulation. This learning unit will explore these areas of study: Film Analysis, Digital Photography, Video Production, SLR Photography and Multi-media Productions.

Unit Overview

The following units will be studied in this subject:

1 Evolution of Photography
2 Photographic Folio
3 Film Analysis
4 Video Production

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- What impact do images have on our lives?
- How do we read visual images?
- How are conventions used to construct meaning in images and film?
- How can manipulating conventions and production elements change meaning?
- How can we manipulate images and production elements to influence our audience's perception?
- How can I produce the best photographs possible?
- How do codes and conventions affect audience?
- How do story elements construct meaning?
- How is genre determined?
- When producing a short film what are the roles within a team are most important?

The Arts (Year 10): Music Performance

Introduction

This unit focuses on developing skills in practical music and performance in solo and group contexts. Students analyse and study performances and techniques that will assist in the further development of their skills as a musician. Students also develop skills in aural comprehension and organisation of sound. Students will present solo and group performances, demonstrate prepared technical work and perform previously unseen work. This unit will also introduce and develop skills in music technology, composition, music theory and music history. In responding to music as an art form, students learn to analyse and interpret music works.

Please note: Students need to be learning an instrument or studying voice when entering this course, AND are required to be at a minimum grade 3 AMEB performance standard. If clarification of these requirements is needed, please speak to the Director of Music at the College.

Unit Overview

The following units will be studied in this subject:

1. Music styles, appreciation, aural and theory
2. Solo and group performance

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can we use music theory and aural to enhance our performance capabilities as a performing musician?
- How can music and music performance bring together the community as a whole?

The Arts (Year 10): Visual Communication & Design – Designing for the Future

Introduction

Students are exposed to, and develop skills in, conventional graphics, multi-view representation, cross sectioning, oblique, isometric, and perspective. They develop skills in freehand drawing, rendering, computer-aided design and are introduced to the 'Design Principals and Elements', incorporating instructional illustration information design, e.g. brochures, pamphlets, house displays or advertisements. Students will learn about and work though the creative possibilities of the design process. Students are required to develop a client brief, e.g. furniture, fashion, advertisements, packaging design, targeting a particular audience.

Unit Overview

The following units will be studied in this subject:

1. Instrumental Drawing
2. Rendering
3. The Design Process
4. Analysis

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How does rendering and freehand illustration communicate information?
- Why is the interpretation of information visually, an important skill to learn?
- How can we implement these conventional drawing skills into real design challenges?
- How do we investigate the Design Process as a designing tool?

The Arts (Year 10): VET – Certificate II in Music (Music & Audio Technical Production)

Introduction

Music & Audio Technical Production has been developed in conjunction with music industry professionals. The program sets out to provide students with a range of competencies that are considered by the Music Industry to be a relevant and useful preparation to pursue a career or further study in industries such as music, gaming, radio, television, media or entertainment.

Unit Overview – Units of Competence (UOCs)

- Contribute to health and safety of self and others (BSBWHS211)
- Work effectively with others (BSBTWK201)
- Develop and apply creative arts industry knowledge (CUAIND211)
- Develop and Apply musical Ideas and listening skills assessments (CUAMLT211)
- Incorporate music technology into performance (CUAMPF212)
- Perform basic sound editing (CUASOU212)
- Repair and maintain audio equipment (CUASOU303)
- Assist with sound recording (CUASOU213)

Task Overview

1 Contribute to health and safety

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

2. Work effectively with others

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.

3. Develop and apply creative arts knowledge

This unit describes the skills and knowledge required to develop and apply basic creative arts industry knowledge to industry practices. It includes understanding industry structures and operations, employment obligations and opportunities, the impact of new technology, and identification of industry laws, regulations, and protocols. It involves researching the creative arts industry and updating personal knowledge based on this research.

4. Develop and apply musical ideas and listening skills

This unit describes the skills and knowledge required to develop music knowledge and ideas by listening and responding to music. It includes researching and identifying elements in different musical styles.

5. Incorporate music technology into performance

This unit describes the skills and knowledge required to explore the uses of technology-based equipment and related software when performing music.

6. Perform basic sound editing

This unit describes the skills and knowledge required to perform basic digital sound editing.

7. Assist with sound recordings

This unit describes the skills and knowledge required to undertake routine sound recording tasks using different recording equipment in a studio or live environment.

8. Repair and maintain audio equipment

This unit describes the performance outcomes, skills and knowledge required to undertake basic repairs to, and maintain, audio equipment and accessories used in the screen, media, entertainment and events industries. At this level, individuals are required to use some discretion and judgement and operate under broad supervision within an established framework of plans and procedures.

Careers (Year 10): Pathways to Success (Core)

Introduction

As young people commence their studies in senior schooling, they are beginning their transition to life beyond school. This program will equip students with knowledge and skills to operate effectively in the 21st Century. An understanding of the cost of living, taxation, superannuation and budgeting is crucial in developing a lifelong approach to earning a living and achieving financial independence. This unit is designed to develop a level of financial literacy that will empower them to make appropriate decisions about buying, saving, investing and earning a living. The course also includes a unit on pathways planning, preparing students for subject selection in the final years of their secondary schooling and vocational pathways beyond school.

Unit Overview

The following units will be studied in this semester-based subject:

1 My Budget

This unit focuses on essential skills needed when entering the workforce including taxation, Superannuation and personal budgeting.

2 My Future

This unit is designed to give students a chance to explore their post-secondary options and help them consider what might be their best subject choices in the senior school to achieve these goals. This unit also focusses on the tools required to successfully obtain future employment, including a professional resume and cover letter.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- What knowledge and skills do I need to maintain financial wellbeing throughout my life?
- What are some of the strategies used to influence me as a consumer?
- How does budgeting help me control my spending and build savings? How does credit work?
- How do I prepare for a career that will match my interests and abilities?
- How is the world of work changing and what are the implications for my career planning?
- Is completing VCE the only option available for me in senior school?
- Where can I access information about study options?

Design and Technologies (Year 9): Foods from Near and Far

Introduction

In Food, students continue to develop skills in food preparation and learn about the importance of healthy eating which will enable them to make decisions throughout their life. Health and safety in the kitchen is always a priority and important rules are reinforced. Students use the design process to create a solution to a design brief.

Students investigate a range of key foods throughout the semester and complete practical tasks that involve the use of these key foods.

Australian Bush foods are investigated as well as how Indigenous Australians traditionally collected and prepared ingredients for their meals. Students will be introduced to a wide range of ingredients and dishes that contribute to current Australian food trends brought about by migration. Ingredients, dishes and cooking methods from different countries will be discussed, prepared in class and researched. In studying the culture and food habits of these countries, students will gain a deeper appreciation of the multicultural influences that have helped to shape modern Australian eating habits.

Students may choose this subject having no prior experience in Food Studies. The course is comprised of both theory and practical classes.

Unit Overview

The following units will be studied in this subject:

1. Food Basics: safety and hygiene, cooking methods and nutrition
2. Cuisines: multicultural and indigenous foods
3. Key Foods: meat, eggs and dairy

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can I work safely and hygienically in the kitchen to prevent accidents, and use sensory language to create nutritious foods?
- How can I use the design process to create a product that reflects how migration has shaped Australia's cuisine?
- How can the Australian Guide to Healthy Eating be used as a food model to influence healthy food choices?

Design and Technologies (Year 9): Creative Products

Introduction

Students are given a range of tasks where they must utilise the technology process and see that the investigation, design, production and evaluation of the task are completed. Students create a design brief for selected end-user/s and they produce a range of products throughout the semester. They study the social, ethical and environmental impacts of the local and global products. Students investigate sustainable practices used in the industry and apply them when developing their own products.

Unit Overview

The following units will be studied in this subject:

1. Basic joinery: Safety in the production space
2. Sustainable practices in the industry
3. The Design Process of ideas and product development

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can the Design Process assist in designing and making creative and functional product?
- How do I design a product for a client or a group of people with sustainability in mind?
- How can I safely and correctly use suitable methods of joints to design and produce functional products?

Design and Technologies (Year 9): Textiles

Introduction

In textiles, students will investigate various textile fibres and fabric construction, develop a basic understanding on where fabrics come from and their appropriate product use. Students will also research and investigate the ethical issues within the fashion and textiles world. They will analyse sustainable practices carried out in the industry to collect inspiration when designing their own sustainable product. Students will develop a basic design folio which will include investigating, developing, producing and evaluating their own individual projects. Students create a design brief for a typical end-user/s and they will produce a basic functional product using relevant technologies and processes.

Machine sewing skills will be reinforced, although having studied Textiles in Year 8 is not a pre-requisite.

Unit Overview

The following units will be studied in this subject:

1. Designing with fabrics and trims
2. Garment construction
3. Ethical issues in the Fashion and Textiles industry

Driving Questions

The following Driving Questions will be considered by students during the units.. They will link directly to the assessment tasks that students are asked to complete:

- How can I safely and correctly construct a functional garment for an appropriate end user/s?
- How do I apply the Product Design and Technology process to design and produce a unique and functional product?
- How can I apply sustainable practices used in the industry to help me minimise my own impact of the environment?

Design and Technologies (Year 9): STEAM Design Engineering

Introduction

This unit builds on the design skills acquired in Year 7/8 STEAM classes and explores the fields of Engineering, Product Design, Environmental/Architectural Design and Sustainability. Students will use digital and hand-drawn methods to solve design problems, through modelling and technical drawings. They will investigate past, present and future technologies, materials, techniques and processes and their impact on design decisions.

Students will use the design process in the development of a 3D architectural model (using the laser cutter, 3D printing and sculpture), technical drawings and interior designs that meet the specifications of a design brief. They will consider the structural elements of environmental designs as well as the local and global environmental factors in the importance of architectural and interior design.

Unit Overview

1. Design engineering practices
2. Designing a sustainable future for end user/s

Driving Questions

The following driving questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How does the industry include ethical and sustainable practices?
- How can I work safely in class to build a model that meets the needs of the end-user with sustainability in mind?

Pathways

This subject will lead into Visual Communication Design, Product Design and Technology and Systems Engineering

Design and Technologies (Year 10): Food Studies

Introduction

Year 10 Food Studies builds on the skills acquired in previous Food Studies classes and is comprised of both theory and practical lessons (including cooking, design briefs, food sampling and taste-testing, sensory analysis and product analysis). Students build on their knowledge of food safety and hygiene. They apply their knowledge of nutrition and the importance of meal planning. Students investigate current food trends and restrictive diets and evaluate these against The Australian Guide to Healthy Eating. They use the design process in the development of a suitable meal that meets the specifications of a design brief. Students explore the science of food as it is prepared, cooked and digested. Various methods of food preservation, sustainability in food production and the importance of food labelling are also explored throughout the semester.

Unit Overview

The following units will be studied in this subject:

1. Food Basics: safety & hygiene and nutrition
2. Food Science: digestion, food preservation, food science
3. Food Choices: food labelling, sustainability in food production, food trends and restrictive diets

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I work safely and hygienically in the kitchen to prevent accidents and create appealing dishes to suit different target groups?
- How do the physical and chemical properties of food change during preparation, cooking and consumption (digestion) of food?
- How can consumers make sense of food information to make informed choices about food?

Design and Technologies (Year 10): Product Solutions

Introduction

This subject builds on the woodworking skills developed in the junior years, with the introduction of the safe use of power tools. Students are given a range of tasks where they must utilise the technology process and see that the investigation, design, production and evaluation of the tasks are completed.

Students create a design brief for a typical end-user/s, they produce a basic functional product using relevant technologies and processes, they investigate into ethical issues and sustainability of their designs and material choices.

Unit Overview

The following units will be studied in this subject:

1. Advanced joinery in a safe working environment
2. Constructing unique and innovative products for selected end user/s
3. Modern vs typical functional products

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can I successfully create advanced joinery with safety in mind?
- How do I follow the design process to product functional product for an end-user/s with sustainability in mind?
- How has the industry included ethical and sustainable practices when producing modern day products?

Design and Technologies (Year 10): Textiles and Fashion

Introduction

In this unit, students will investigate into local and/or international Fashion Designers and analyse their ethical issues and/or sustainability practices. They will produce a visual diary of design ideas and research that will lead to a final design option for production. Students will also build on their knowledge and skills in the area of basic garment construction where they will learn how read and follow a simple commercial pattern to construct a garment. They will acquire skills in researching and collecting inspirations which will lead to sketching and developing design options based on a design brief. Students will apply different processes and use a range of tools and equipment appropriate to construct a creative and functional garment. Students will also learn the skills of constructing an article incorporating a chosen embellishment, for example, machine or hand embroidery or beading. Students will learn the importance of using style and colour in their garment choice to meet the end user's needs.

Unit Overview

The following units will be studied in this subject:

1. Ethical issues in Fashion and Textiles industries
2. The creative and visual design diary
3. Textile processes, production methods and garment construction

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are some current designers doing to minimise their impact on the fashion and textiles industry when developing new range of products?
- How will I apply the design process to produce a creative visual diary to display my ideas and design solutions?
- How will I correctly follow production practices to safely produce a range of innovative garments?

Design and Technologies (Year 10): STEAM Design Engineering

Introduction

This unit builds on the design skills acquired in year 7-9 STEAM classes and explores the fields of Engineering, Product Design, Architecture and Sustainability. Students will use digital and hand-drawn methods to solve real world design problems, through modelling and technical drawings. They will investigate past, present and future technologies, materials, techniques and processes and their impact on design decisions.

Students will use the design process in the development of a design brief, portfolio and a 3D model that address a real-world problem. They will consider the structural elements as well as the local and global environmental factors of their design solutions.

Unit Overview

Unit 1: Sustainable redevelopment for end user/s

Unit 2: Product Design and Evaluation

Driving Questions

The following driving questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why is it important to consider ethical and sustainable practices when designing and developing products?
- How can I use the latest technologies and design thinking strategies (critical, creative and speculative) in the process of product development tailored towards a real world problem?

Pathways

This subject will lead into Visual Communication Design, Product Design and Technology and Systems Engineering.

Digital Technologies (Year 9): Digital Technology: Game Changers

Introduction

In this subject, students will explore elements of 21st century gaming including virtual and augmented reality, mobile applications and massive multiplayer online games.

Students will learn about computing and networks as they relate to gaming and explore social, economic and environmental impacts.

Students will design their own game using a combination of programming and digital design. Students will host an expo to show-case their completed games to an audience of gamers, collect survey data and evaluate their games.

Students will explore pathways available within the Gaming and Information Technology industries.

Unit Overview

The following topics will be studied:

- History of gaming
- 21st century and future gaming
- Game design, development and evaluation

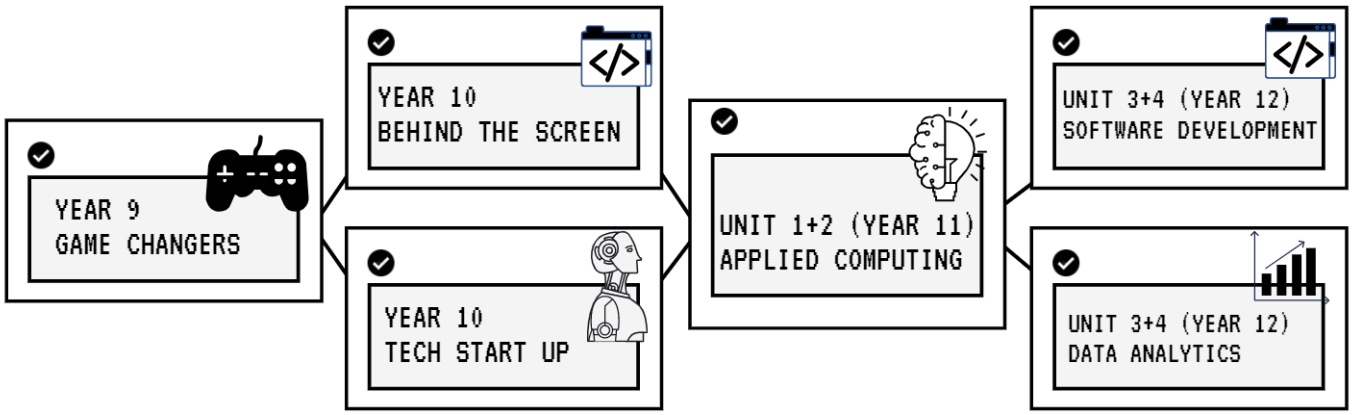
Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Where has gaming been and where is gaming going?
- What digital assets do games require to be entertaining and functional?
- How can designs be applied to the development of a video game to fulfil a real-world need?
- How can self and peer feedback improve the functionality and engagement of a multi-level game?

Pathways

This subject serves as an introduction to Year 10 Behind the Screen and Year 10 Tech Start-up. Students can choose to do one, or both, of these subjects in Year 10.



Digital Technologies (Year 10): Tech Start Up

Introduction

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This subject equips students with the knowledge and skills required to create digital solutions for real-world problems.

Students will collect and analyse primary and secondary data to identify a need or opportunity for the development of an innovative solution. They will apply all stages of the problem-solving methodology (analysis, design, development and evaluation) to create a proof of concept, prototype or product.

Students will then follow a design process to develop an app/website to inform and advertise an audience about their innovative solution, before evaluating their work.

Unit Overview

The following topics will be studied in this subject:

1. Data
2. Innovation solutions (e.g. 3D printing, laser cutting, robotics, artificial intelligence, AR/VR)
3. Website development and design (Adobe XD)

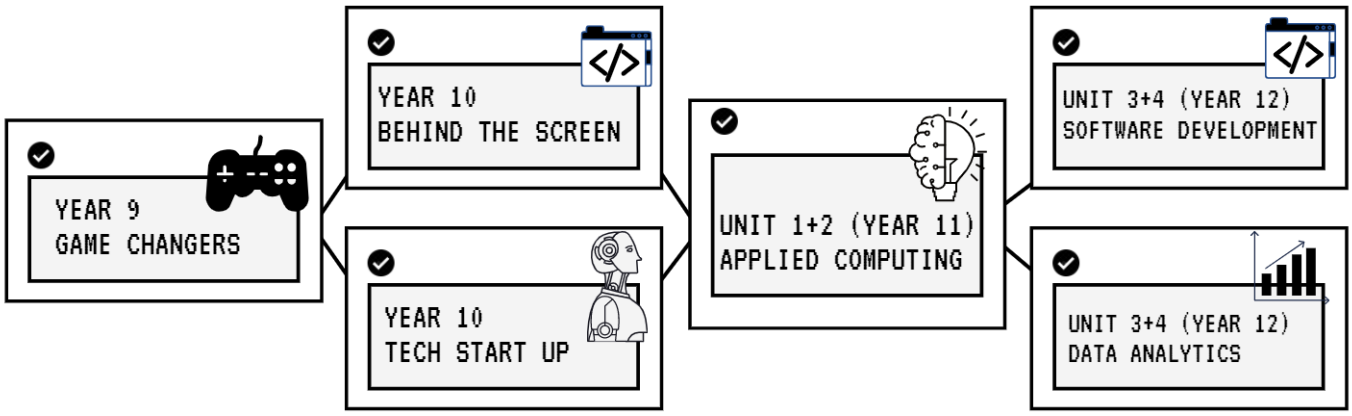
Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can data findings be used to inform decisions for the creation of an innovative solution?
- How can a design process be utilized to produce an innovative solution prototype?
- How do we effectively advertise/ market a new product in our contemporary world?

Pathways

This subject serves as an introduction to Unit 1+2 Applied Computing in Year 11 and will lead to Unit 3+4 Data Analytics and/ or Unit 3+4 Software Development in Year 12.



Digital Technologies (Year 10): Behind the Screen

Introduction

From streaming movies to online banking, software is integral to our lives and the need for quality software applications drives a booming Information Technology industry. This unit aims to give students software design and development skills needed to produce software applications.

Students will learn about the design process to produce quality software applications, through the use of a range of design tools and responding to the needs of customers. They will learn programming languages (Visual Basic) to manipulate data and perform tasks based on user interactions. Students will learn about testing techniques in order to determine whether their software performs as expected and if it meets the needs of the intended audience.

Unit Overview

The following topics will be studied in this subject:

1. Programming skills and theory
2. Program and project design
3. Production of digital solutions using special-purpose programming languages (Visual Basic)
4. Network security

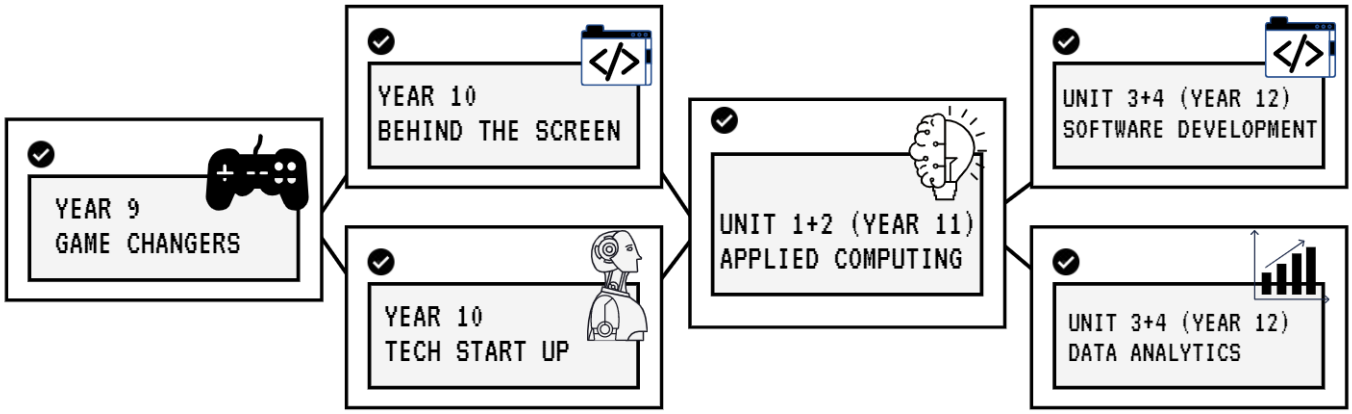
Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can teacher-provided solution requirements be applied to produce working software modules?
- How would you design a new UX and functional design for a digital system?
- How can design be applied to the development of the digital system?
- What impact does security have on designing a network?

Pathways

This subject serves as an introduction to Unit 1+2 Applied Computing in Year 11, and will lead to Unit 3+4 Data Analytics and/ or Unit 3+4 Software Development in Year 12.



English (Year 9) Main Campus

Introduction

English at Year 9 integrates the skills of reading, writing, speaking, listening and critical thinking into classroom activities. Students produce, study and respond critically to texts created for a wide range of purposes, with a focus on the way English language has developed over time and the changes in language in various written and online environments. They explore increasingly complex concepts and issues and study the themes of 'Persuasion and Parody' and 'Utopian and Dystopian Literature'.

Unit Overview

The following units will be studied in this subject at the Main Campus are:

1. Persuasion
2. Utopian and Dystopian Literature

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Persuasion

- What are persuasive devices?
- How are persuasive devices used to position the audience?
- How can speeches be used to persuade an audience on their point of view on a particular issue?

Utopian and Dystopian Literature

- What is utopian and dystopian literature?
- What judgments and assumptions are made about the future of the current world through dystopian literature?
- How does the author use narrative conventions to create meaning in a text?

English – Enhanced (Year 9) (Select Entry)

Introduction

Students undertaking this subject will cover some of the same texts as students in the traditional English groups but will be required to study a wider range of literary material, with a more detailed focus on the mechanics of the language used, both for persuasive and text response writing.

Students who undertake Enhanced English will study 'Lord of the Flies' by William Golding and explore the themes, ideas and characters central to the novel. Enhanced English is designed for students who have excellent written and oral skills and who want to be challenged to develop a higher level of understanding and proficiency. This requires students to demonstrate organisation, collaboration, and the ability to apply feedback provided on their writing and contributions to class discussion. To be eligible to study Year 9 Enhanced English, students need to demonstrate evidence of high academic achievement, strong work ethic and dedication to that subject.

Please note: Year 9 English Enhanced is a one semester subject completed at the main campus.

Unit Overview

The following units will be studied in this subject:

- Persuasion
- Issues in the Media
- Dystopian Literature

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Persuasion

- What are the techniques for the creation of a powerful, memorable and persuasive speech?
- How can social context influence point of view and language?

Issues in the Media

- What are current and ongoing issues which impact our world?
- How are effective speeches constructed and delivered?

Dystopian Literature

- What is dystopian literature?
- What judgments and assumptions are made about the future of the current world through dystopian literature?
- How does symbolism contribute to the meaning of a text?

English (Year 10)

Introduction

English at Year 10 integrates the skills of reading, writing, speaking, listening, critical thinking, working in teams and ICT into classroom activities. In Semester 1, students produce, study and respond to a variety of texts created for a wide range of audiences and purposes. They engage and explore the complex issues and themes found in their units 'Responding to Texts – Maus' and 'Responding Creatively to Texts – Macbeth'. In Semester 2, students continue to explore complex themes and issues in texts and in the media, focusing this time on the units 'Analysing Argument' and 'Responding to Texts – No Sugar'. Furthermore, students continue to refine the ability to speak in a variety of formal and informal situations, making critical judgements about the most effective ways to engage an audience.

Unit Overview

The following units will be studied in this subject:

1. Responding to Texts – Maus
2. Responding Creatively to Texts – Macbeth
3. Analysing Argument
4. Responding to Texts – No Sugar

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Responding to Texts – Maus

- How do authors use different modes to convey meaning?
- How do authors use narrative conventions to convey meaning in their text?

Responding Creatively to Texts – Macbeth

- Why do classic texts still have contemporary relevance?
- How does Shakespeare use literary devices such as metaphor to convey meaning?
- How can we, through the use narrative conventions, create meaning in our own writing?

Analysing Argument

- How do writers use persuasive devices to manipulate their audiences into accepting their point of view?
- How can we inform and persuade audiences, using credible and verified sources, to explore our ideas?

Responding to Texts – No Sugar

- What key messages does the author attempt to convey to their readers?
- How is the social, historical, and cultural context of society at the time explored in the text?

English – Enhanced (Year 10) (Select Entry)

Introduction

In Year 10, students build on the skills introduced in earlier years and especially consolidate on the concepts explored in Year 9. The subject is aimed at providing a focused exploration of the three modes of English – reading, writing and speaking and listening – with a view to embarking upon a detailed study of the branches of the subject at the VCE level, such as Literature or English Language.

Students undertaking this subject will cover some of the same texts as students in the traditional English groups but will be required to study a wider range of literary material and produce additional oral and written responses based on the more detailed focus provided. It is designed for students who have excellent written and oral skills and who want to be challenged to develop a higher level of understanding and proficiency.

Unit Overview

The following units will be studied in this subject:

1. Responding to Texts – Maus
2. Responding Creatively to Texts – Macbeth
3. Analysing Argument
4. Responding to Texts – No Sugar

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Responding to Texts – Maus

- How do authors use different modes to convey meaning?
- How do authors use narrative conventions to convey meaning in their text?

Responding Creatively to Texts – Macbeth

- Why do classic texts still have contemporary relevance?
- How does Shakespeare use literary devices such as metaphor to convey meaning?
- How can we, through the use narrative conventions, create meaning in our own writing?

Analysing Argument

- How do writers use persuasive devices to manipulate their audiences into accepting their point of view?
- How can we inform and persuade audiences, using credible and verified sources, to explore our ideas?

Responding to Texts – No Sugar

- What key messages does the author attempt to convey to their readers?
- How is the social, historical, and cultural context of society at the time explored in the text?

English (Year 10): Based on the Book

Introduction

Through studying movie adaptations or transformations and their well-known written counterparts, students will develop their comparative writing and close scene analysis skills. Students will be reading and discussing a variety of classic and modern literary texts, their social and historical contexts, characterisation, setting and related issues and concerns, and they will compare and contrast this with their on-screen equivalents. Components of this study will assist with the study of Literature at VCE level.

Unit Overview

The following units will be studied in this subject:

1. Literary and Cinematic Techniques
2. Critical Review
3. Views and Values
4. Symbolism and Beyond

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How does the form of a story change its meaning?
- What crucial narrative elements are needed in the change from novel to film to retain its fundamental meaning?
- What occurs when the gap between novel and film is too great?
- Is word still more powerful than reel?

Health and Physical Education (Year 9): Main Campus

Introduction

Physical activity is a significant aspect of young people's lives in their physical, social and emotional development. The Health and Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. Theory lessons stress the importance of combining healthy lifestyle habits with the skills taught in practical sessions in order to get the most out of life. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

Unit Overview

The following units will be studied in this subject:

1. First Aid
2. Nutrition
3. Exercise Science
4. Physical Pursuits – Football Codes, Lacrosse, Archery, Indoor Hockey and Tennis

Driving Questions (Practical):

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do adolescent preferences towards sports differ?
- Why does anyone choose to complete any of these five physical pursuits?
- Does anything need to change in any of these physical pursuits to keep them contemporary?
- How does an individual's skills improve through participating in these physical pursuits?

Driving Questions (Theory):

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

First Aid

- Why should anyone provide first aid?
- Why are the legal and moral responsibilities involved in first aid in conflict?
- Ethically, where do you stand in delivering first aid to anyone?

Nutrition

- How does nutrition impact our lives?
- Do 'diets' work?
- Are you healthy?

Exercise Science

- Why is oxygen so important when we exercise?
- How do we produce energy when we exercise?
- How can we use games analysis to improve performance?

Health and Physical Education (Year 9): St Mary's Campus

Introduction

Physical activity is a significant aspect of young people's lives in their physical, social and emotional development. The Health and Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. Theory lessons stress the importance of combining healthy lifestyle habits with the skills taught in practical sessions in order to get the most out of life. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

Unit Overview

The following units will be studied in this subject:

Practical

1. Rock climbing
2. Individual pursuits
3 Self-defence

Theory

1. Values Education
2. Respectful Relationships

Driving Questions:

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Practical

Rock climbing

- How are persistence, teamwork and effort essential for rock climbing?
- How can safety be maintained in rock climbing? How are different roles important for success?

Individual pursuits

- Of the pursuits, which did you prefer? Why?
- Why is there such variety in individual sporting pursuits?
- How do such pursuits help you in your mind, body and spiritual health?

Self-defence

- What drives people to participate in combative sport / self-defence?
- What are some similarities and differences between Taekwondo, kickboxing and boxing?
- Is discipline and combative sport / self-defence a contradiction?
- Is safety and combative sport / self-defence a contradiction?

Theory

Values Education

- What do you value?
- How are your values influenced?
- How have your values changed?

Respectful Relationships

- Does social emotional learning matter?
- Are relationships important? Why/why not? Who says so?
- Social emotional learning - what's in it for me (SEL-WIIFM)?
- How do feelings, thoughts and actions affect our responses to another people's sexuality?

Health and Physical Education (Year 10): The Body in Motion (Pre VCE)

Introduction

This learning unit of physical education aims to extend those students who wish to extend their knowledge of the systems within the body. Components of this unit will help in preparation for certain aspects of further VCE studies. In doing Sports and Systems the following components will be undertaken:

- Practical Components: All practical components will relate directly to the theoretical side of the topic giving students a hands-on approach to better understand these topics. This will be done with the use of exercise programs, heart rate monitors, pedometers and other means of monitoring the body systems.
- Theoretical Components: This unit pursues close investigation of food fuels, energy systems and the acute and chronic adaptations that occur within the body. Training methods to help develop the body systems will also be explored, along with training principles and fitness components. Students will also investigate biomechanics and its impact on sport.

Unit Overview

The following units will be studied in this subject:

1. Body systems
2. Acute and Chronic response to exercise
3. Food fuels and energy systems
4. Training methods
5. Biomechanics

Driving Questions (Practical and Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the body's acute responses to exercise?
- What are the body's chronic responses to exercise?
- Why do these changes occur?
- What energy systems do we use during exercise?
- What training methods best prepare an athlete for competition?

Health and Physical Education (Year 10): Fitness for Life

Introduction

This elective aims to examine activities involved in various lifestyle options.

In doing Fitness for Life, the following contemporary components will be investigated and experienced:

- Practical Components: Fitness and Resistance Training, Relaxation Techniques (i.e. Yoga, Bikram Yoga, Hot Pilates, Massage and Stress Management), Exercise for Aerobic Conditioning, Fitness Testing, Aerobic Leisure Activities (i.e. Walking, Jogging, Bike-riding), and Self-Defence.
- Theoretical Components: The following units – Nutrition and Nutritional Status, Components of Fitness (practical and theory), Motivation and Monitoring Interest in Exercise, Health and Society (stage of the lifespan) and Self Esteem and Identity.

Unit Overview

The following units will be studied in this subject:

1. Nutrition
2. Components of Fitness
3. Health and Society: Stages of the Lifespan
4. Lifestyle, Motivation and Identity / Self Esteem

Driving Questions (Practical)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the numerous leisure activities which did you prefer? Why?
- Of the numerous fitness activities which did you prefer? Why?
- Of the numerous personal activities which did you prefer? Why?
- Will you continue with any of the activities outside of school? Which one(s) and Why?

Driving Questions (Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Components of fitness

- Why is the knowledge of fitness components important for student's health?
- What impacts on student's ability to be active?
- How do you set up a weights program?

Lifestyle, motivation and identity / Self Esteem

- What influences your activity levels?
- What motivates and effects people's activity levels?
- How does physical activity impact on a person's self- esteem?

Nutrition

- What influences (subjective and objective) people's food choices?
- What are the nutritional guidelines of Australia? Do you eat the recommended serving size?

Health and Physical Education (Year 10): Health and Human Development (Pre VCE)

Introduction

Year 10 Health and Human Development (Pre VCE) provides students with a detailed overview into the key skills required for studies into VCE Health and Human Development. Students will explore varying perspectives of health and wellbeing amongst different population groups, including Aboriginal and Torres Strait Islander people, and use indicators to measure the quality of health status. They will also gain an understanding of the nutrients required for a balanced diet, their food sources and the consequences of under- and over-consuming them. An analysis into health promotion and the factors enabling and preventing this consumption will follow. Students will examine the characteristics of development across lifespan stages and the features required of healthy and respectful relationships.

This subject is strongly recommended for students wanting to undertake VCE Health and Human Development.

Unit Overview

The following units will be studied in this subject:

1. Health and Wellbeing
2. Food for thought
3. What to expect when you're expecting

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Health and Wellbeing

- How can we measure the level of health in different population groups?
- What factors in our life impact health?

Food for thought

- What nutrients does the body need and what impact do they have?
- What enables and prevents healthy eating?

What to expect when you're expecting

- How do I know if my relationships are healthy and respectful?
- What development occurs throughout the lifespan?

Health and Physical Education (Year 10): Leading and Coaching in Sport

Introduction

This elective aims to examine the theory and skills associated with effective leadership and coaching in sport. In doing Leading and Coaching in Sport the following components will be undertaken:

- Practical Components: Aussie Sports, Related Laboratories, Teaching of a junior Physical Education class, SEPEP – Sport Organisation, Refereeing.
- Theoretical Components: Styles of Leadership, Roles of a Coach, Communication Skills, Organisation and Planning of Training Sessions, The Acquiring of Skills, Sports Psychology, Refereeing Skills, Sports Administration and Modified Sports Programs.

Unit Overview

The following units will be studied in this subject:

1. Role of the Coach
2. Teaching Skills
3. Aussie Sports
4. Sport Education in Physical Education Program (SEPEP)

Driving Questions (Practical)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What do I (the student) have to do to fulfil each of the roles efficiently?
- What SEPEP role is the most challenging?
- What are the consequences of not fulfilling each role?
- What was it like to rely on others for the smooth running of the sessions?

Driving Questions (Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Aussie Sports

- Why modify adult sports to suit adolescents and children?
- Should the emphasis in children's sport be participation rather than competition?
- Can skills be developed through modified sports?

The Coach

- What is the role of the coach?
- Why do people coach?
- Which coaching style best fits?
- What are the legal and ethical responsibilities of the coach?
- What are the possible ways of managing a group?

Teaching Sports Skills

- What characteristics are evident at each stage of learning?
- What is my preferred learning style?
- How do I effectively teach skills?
- When do I use a game sense approach?
- When do I change someone's technique?

Health and Physical Education (Year 10): Sport & People

Introduction

This learning unit of Physical Education offers students an opportunity to extend their knowledge and practical skills in a variety of sports. Components of this unit will help in preparation of certain aspects for further VCE studies.

In doing Sport and People, the following components will be undertaken:

- Practical Components: Striking and Fielding Games (eg. Cricket, Softball/Baseball), Invasion Games - Court (eg, Basketball, netball, European Handball), Invasion Games – Field (eg Soccer, Touch Rugby, Indoor Hockey), Wall or Net Games (Tennis, Table Tennis, Volleyball)
- Theoretical Components: This unit involves a closer look at socio-cultural issues involved in sport (including Performance Enhancing Drugs, Sponsorship in Sport, Participation, Sports History) and socio-science issues such as Technology in Sport and Biomechanics. The unit finishing with 'Designing Fitness Games'.

Unit Overview

The following units will be studied in this subject:

1. Drugs in Sport
2. Participation and Sportsmanship in Sport
3. History of Australian Sport
4. Gender Issues in Sport
5. Technology and Technique in Sport

Driving Questions (Practical)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the 7 physical pursuits on offer, before learning them in the context of a Physical Education class, which pursuit do you prefer? Why?
- Of the 7 physical pursuits on offer, after learning them in the context of a Physical Education class, which pursuit do you prefer now? Has this decision changed, if so why? Which pursuit:
  a) Requires the most skill?
  b) Has the most rules governing it?
  c) Involves more tactics?
  d) Is more physically demanding?
  e) Involves the most teamwork?

Driving Questions (Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Participation and sponsorship in sport

- Why are there gender differences in sports participation?
- What effect does sponsorship have on a sport's participation levels?
- What influence do the media have on sponsorship and participation?

History of Australian sport

- Who has had a significant impact on Australian sport over the last 100 years?
- How has the MCG played a role in the history of Australian sport?

Technology and techniques in sport

- How has technological change improved performance?
- Which laws of motion are utilised in sporting technology?
- Why did the technological change eventuate?

Drugs in sport

- Should drug use in sport be banned or encouraged?
- Why do athletes use drugs?
- What alternatives are there to drug use in sport?

Health and Physical Education (Year 10)
Outdoor Education – Sea to Summit (Semester 1)

Introduction

Students will investigate the importance of Outdoor Education and its benefits for physical and mental well-being. By engaging in outdoor recreational activities students will learn what is needed to safely participate in recreational activities in a remote location. Students develop skills in leadership, independent living and travel, decision making and environmental awareness including human impact on natural environments.

To receive a satisfactory completion for Year 10 Outdoor Education Semester 1, Students must attend each outdoor educational experience. These experiences are designed for students to discover and build connections with outdoor environments by linking theoretical knowledge to a practical experience and/or recreational activity. A Medical certificate must be presented if a student is absent for a medical reason, this certificate will cover students for the duration of the experience.

Unit Overview

The following units will be studied in this subject:

1. Wilderness-based recreational activities
2. National Parks & Sanctuaries
3. Navigation
4. Minimal impact and sustainable living in bush environments
5. Trip Preparation and planning
6. Technology advancements in recreation activities
7. Beach Safety

Driving Question

The following driving question will be considered by students during the units. They will link directly to the assessment tasks and practical experiences.

- What are the consequences of human impact on National Parks?
- How can humans minimise such impacts on National Parks?
- How can humans interact with National Parks and wilderness environments sustainably and safely?

Proposed Practical Experience

- Ocean Grove / St Leonards – Surfing and snorkelling (2 days)
- Grampians National Park – Bushwalking and Rock Climbing (3 days)

Health and Physical Education (Year 10)
Outdoor Education – Ski to Sea (Semester 2)

Introduction

Outdoor Education Semester 2 introduces students to alpine and bush environments. This unit aims to further develop students' knowledge and skills in Leadership, resilience building, relationships and community building, and self-efficacy through a direct experience in outdoor environments. Students will learn about endangered species and sustainable living they will also learn to prepare and manage themselves in alpine environments while accessing risk and making good judgements regarding risk minimisation.

To receive a satisfactory completion for Year 10 Outdoor Education Semester 2, Students must attend each outdoor educational experience. These experiences are designed for students to discover and build connections with outdoor environments by linking theoretical knowledge to a practical experience and/or recreational activity. A Medical certificate must be presented if a student is absent for a medical reason, this certificate will cover students for the duration of the experience.

Unit Overview

The following unit will be studied in this subject:

1. Minimal impact in alpine environments
2. Trip preparation and risk management
3. Native and introduced flora & fauna
4. Navigation
5. Leadership and teamwork
6. Endangered species
7. Sustainability

Driving Question

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Do humans look after the earth?
- What are the consequences of human impact on mountain alpine environments?
- How can humans reverse/minimise such human impact?
- How can humans interact with mountain alpine environments safely and sustainably?

Proposed Practical Experiences

- Lake mountain cross-country skiing including tobogganing and Healesville Sanctuary (3 days)
- Lorne – Mountain biking and bushwalking (2 days)
- Local mountain bike rides

Humanities (Year 10): Commerce – Politics and Justice

Introduction

Understanding Australia's political system and how it enables change is paramount in a democratic society. The influence of political parties, interest groups, the media and individuals on government and their decision making provides for a process open to critique and review. Comparisons between Australia's system of government, with another system of government in the Asian region, are made to examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. It is in recognising how contemporary Australian society is shaped by Australia's global connectedness that the work done in international contexts can be made relevant to the citizen. The features and principles of the Australian Court system, for example, its role in applying and interpreting Australian laws, and the purpose and work of the High Court, link in with the values and practices that enable a democratic society to be sustained.

Unit Overview

The following units will be studied in this subject:

1. Politics

This unit develops a student's understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.

2. Our International Context

Comparisons between Australia's system of government, with another system of government in the Asian region, are made. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations.

3. The Law and its Citizens

The features and principles of Australia's court system, including its role in applying and interpreting Australian law are investigated, as students also study the purpose and work of the Australian High Court. Students also examine global connectedness and how this is shaping contemporary Australian society.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How is Australia's democracy defined and shaped by the global context?
- How do citizens participate in an interconnected world?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

Humanities (Year 10): Commerce – Show me the money

Introduction

The unit explores the role of money, wealth and resources in the modern world, and Australia's economic performance on a global stage. The link between economic performance and living standards is investigated, along with comparisons to other economies. Students explore how entrepreneurs and businesses build both the wealth of individuals and that of the country. Finally, students are introduced to financial record keeping and reporting.

Unit Overview

The following units will be studied in this subject:

1. Not Just Miners - The Australian Economy

The semester begins with an exploration the performance of the Australian economy and its role in Asia and the global economy. Students explore the link to living standards, and how choices and policies in Australia impact its citizens across a wide range of measures such as education, migration, workforce development and the environment.

2. Businesses Building Wealth and Innovation

In this unit we explore the role of businesses in creating wealth, with an initial focus on innovation and entrepreneurship. Students explore a variety of emerging business techniques such as blended marketing and social media, to create competitive advantage. A range of innovative business strategies highlight opportunities for financial success in the modern business world.

3. Track and Trace – Following the Money

The final unit introduces students to the role of Accounting in recording, monitoring and reporting on financial flows, as well as providing information with which to make strategic decisions. Students learn how to record financial transactions in cash journals and create Statements of Receipts and Payments. Students also calculate their own net worth through the creation of personal balance sheets.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How might the performance of an economy be measured?
- What is the link between economic performance and living standards?
- Why are there variations in living standards in different economies?
- What can be done to foster entrepreneurship?
- How does creating a competitive advantage benefit a business?
- What is the role of Accounting in ensuring financial success?

Humanities (Year 9): Geography

Introduction

Students will explore how geographical processes change the characteristics of places. They will learn to predict changes in the characteristics of places over time and identify the possible implications of change for the future. They will analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students will propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They will analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

Unit Overview

The following units will be studied in this subject:

1. Biomes and food security

This unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

2. Geographies of interconnections

This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?
- How are biomes modified for agriculture?
- What are the issues correlated to Food Security?
- Why is food wasted or lost?

Humanities (Year 10): Geography

Introduction

Students will learn how different geographical processes alter the characteristics of places. They will predict changes in these characteristics as well as environments over time, across space and at different scales and explain the predicted consequences of change. Students will identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They will evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.

Unit Overview

The following unit will be studied in this subject:

Geographies of human wellbeing

This area focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia and across the world as appropriate.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What international organisations are monitoring the population change and countries' wellbeing?
- What are the indicators to measure a country's wellbeing?
- How can we evaluate differences in wellbeing?
- How do governments manage population change?
- How can we predict what Australia's population distribution would look like in 2050?

Humanities (Year 9): History – The Making of the Modern World

Introduction

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Unit Overview

The following units will be studied in this subject:

1. Making a Better World? Movement of Peoples (1750 – 1901)

Students study the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. They examine changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia as well as the short and long-term impacts.

2. Australia and Asia - Making a Nation

Students investigate the extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. They look at the experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans). Key events and ideas are explored such as the development of Australian self-government and democracy, including women's voting rights.

3. World War I

Students examine an overview of the causes of World War I and the reasons why men enlisted to fight in the war. They look at the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign. Students will also look at the impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) as well as the commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Humanities (Year 10): History – The Civil Rights Movement

Introduction

This unit explores the peak of the Civil Rights Movement in the mid-1950s to the late 1960s, focusing on the fight for racial equality in the United States of America and the influence of this movement on Indigenous Australians seeking to remove the injustices and discrimination experienced in their own country.

Unit Overview

The following units will be studied in this subject:

3. The Civil Rights movement in the United States

The semester begins with an exploration of racial segregation in the southern states of the USA, the influence of the Ku Klux Klan and the role of the Emmett Till tragedy as a catalyst for change. Students will analyse historical sources related to the Montgomery Bus Boycott, and the 'Little Rock Nine' episode in Arkansas which challenged systems of racial segregation. The historical significance of civil rights leaders such as Martin Luther King Jnr, Malcom X, and Rosa Parks will also be explored.

4. The Civil Rights movement in Australia

At this point, attention is to be switched to the southern hemisphere to explore the fight for racial equality by Indigenous Australians. This focus begins with a quick review of the impact of white colonisation on Indigenous Australians, of the Stolen Generation and of the Indigenous 'Day of Mourning' before exploring the influence of the US Civil Rights Movement on Australia. Students will investigate the role and impact of the 'Freedom Ride' led by Charles Perkins, the 1967 referendum, the Aboriginal Tent Embassy and the struggle for Land Rights. Key figures such as Albert Namatjira, Eddie Mabo and Vincent Lingiari will be explored.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How have Indigenous peoples in Australia and African-Americans in the United States struggled for rights and freedoms?
- How have Indigenous peoples in Australia and African-Americans in the United States achieved change and what were some of the significant events that influenced these changes?
- What challenges do Australia's Indigenous people face today?
- Which leaders, activists and individuals have led the struggle for civil rights and freedoms around the world?
- How has government policy helped or hindered these struggles around the world?
- How have the struggles for civil rights and freedoms in Australia been similar to and different from other civil rights movements around the world?
- In what ways do activists continue to struggle for civil rights and freedoms in Australia and around the world?

Humanities (Year 10): History – World War II

Introduction

This unit of study begins with the legacy of World War 1; the League of Nations. It follows Germany's rearmament, Italy under fascist Mussolini, Japan's quest for expansion and the World's response. The unit covers the horrors of the Holocaust in Europe, America's reaction and retaliation to the bombing of Pearl Harbor in the Pacific. Last but not least the unit covers Australia's involvement in the war; from Kokoda to the mini-subs in Sydney Harbor, the sinking of the HMAS Sydney and the Battle of Brisbane. The unit finishes by looking at the lasting relationships that were forged between nations and effects of the War on the world today.

Unit Overview

The following units will be studied in this subject:

1 Towards Total War

Students investigate how the League of Nations turned a blind eye to Germany's rearmament, and the German expanse of territory which lead to the declaration of War in 1935. It will also look at the political relationships formed by the German government, and the treaties held within Europe.

2 War in Europe

Students investigate wartime experiences through a study of World War II in Europe. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history; it will look at the Holocaust, the different fronts and theatres of war, and the alliances between the Allies and the Axis powers.

3 War in the Pacific

Students investigate wartime experiences through a study of World War II in the Pacific, and the immediate threats faced by Australia. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history; it will look at the bombing of Pearl Harbor, Australia's Kokoda campaign, the Japanese strategy and war effort, and the dropping of the nuclear weapons in Hiroshima and Nagasaki.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How did the nature of global conflict change during the twentieth century?
- What were the causes and consequences of World War II?
- How did significant events change the course of the war?
- What was the significance of World War II for international relationships?

Languages (Year 9): French (Semester 1)

Introduction

Bienvenue!

Welcome to another year of studying French! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in French with others on a variety of topics, including: introducing French students to Australian school life, and discussing food in different parts of the French-speaking world. Cultural awareness is enhanced by comparing facets of life in France with ours here in Australia. In addition to the above you will discover more about the French speaking world.

Unit Overview

The following units will be studied:

1. School life
2. Food in France

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9): French (Semester 2)

Introduction

Bienvenue!

Welcome to another year of studying French! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in French with others on a variety of topics, including: describing the features of different cities, making travel plans and reflecting on a holiday. Cultural awareness is enhanced by comparing facets of life in France with ours here in Australia. In addition to the above you will discover more about the French speaking world.

Unit Overview

The following units will be studied:

1. Describing a town
2. Holidays

Driving Questions

The following Driving Questions are considered by students during the units and they will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10): French [Semester 1]

Introduction

Welcome to another exciting semester of studying French. The Year 10 French Course uses an interactive approach to language learning.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of French in Year 10 and beyond.

Students will acquire language skills and an understanding of contemporary and traditional French culture and how this impacts on the practice of French today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Daily routine
2. Les Voyages

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10): French (Pre VCE) [Semester2]

Introduction

The Year 10 French (Pre VCE) Course prepares students for VCE study.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of French at VCE level.

Students will acquire language skills and an understanding of contemporary and traditional French culture and how this impacts on the practice of French today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 French [Semester 1] before studying French (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Sports and sports people
2. Life of Youngsters in France

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9): Italian (Semester 1)

Introduction

The Year 9 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out an extended conversation based on model, within the norms of that culture. The program builds on the language already acquired.

Unit Overview

The following units will be studied in this subject:

1. Fashion
2. Daily Routine

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9): Italian (Semester 2)

Introduction

The Year 9 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out an extended conversation based on models, within the norms of that culture. The program builds on the language already acquired, through topics that look at: leisure time and wellbeing.

Unit Overview

The following units will be studied in this subject:

1. Home sweet home
2. The weekend

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10): Italian [Semester 1]

Introduction

The Year 10 Italian Course uses an interactive approach to language learning.

The aim of the program is to further develop the skills of listening, speaking, reading and writing in a second language.

Students also acquire an understanding of contemporary and traditional Italian culture and how this impacts on the practice of Italian today through the study of a variety of topics. Throughout this unit students are given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Holidays
2. Fairytales

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10): Italian (Pre VCE) [Semester 2]

Introduction

The Year 10 Italian (Pre VCE) Course prepares students for VCE study.

The aim of the program is to further develop the skills of listening, speaking, reading and writing in a second language.

Students also acquire an understanding of contemporary and traditional Italian culture and how this impacts on the practice of Italian today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 Italian [Semester 1] before studying Italian (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Technology and the environment
2. Life after school

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9): Japanese (Semester 1)

Introduction

Welcome to another year of studying Japanese! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in Japanese with others on a variety of topics that are of interest to you. Cultural awareness is enhanced by comparing facets of life in Japan with ours here in Australia. In addition to the above you will discover more about the Japanese speaking world.

Unit Overview

The following units will be studied in this subject:

1. School Life
2. Discovering Melbourne

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 9): Japanese (Semester 2)

Introduction

Welcome to another year of studying Japanese! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in Japanese with others on a variety of topics that are of interest to you. Cultural awareness is enhanced by comparing facets of life in Japan with ours here in Australia. In addition to the above you will discover more about the Japanese speaking world.

Unit Overview

The following units will be studied in this subject:

1. Shopping
2. People Around Me

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10): Japanese [Semester 1]

Introduction

Welcome to another exciting semester of studying Japanese. The Year 10 Japanese Course uses an interactive approach to language learning.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of Japanese in Year 10.

Students will acquire language skills and an understanding of contemporary and traditional Japanese culture and how this impacts on the practice of Japanese today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Summer Holidays
2. Rules Around Us

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Languages (Year 10): Japanese (Pre VCE) [Semester 2]

Introduction

The Year 10 Japanese (Pre VCE) Course prepares students for VCE study.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of Japanese at VCE level.

Students will acquire language skills and an understanding of contemporary and traditional Japanese culture and how this impacts on the practice of Japanese today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 Japanese [Semester 1] before studying Japanese (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Japanese media and broadcasting
2. Part-time jobs

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Mathematics (Year 9)

Introduction

In Year 9, students are provided with two unique settings to study mathematics. The distinct fields of mathematics are spread evenly across the campuses, providing depth and variation throughout the year.

The TI-Nspire CAS calculator is also introduced and integrated into each of the units studied across the year.

At the main campus, students take a deep dive into the field of algebra, investigating links between different equations and the patterns that form. They apply their knowledge of rearranging and solving equations to examine the link between the algebraic and graphical forms of a linear relationship. In geometry, students reinforce their understanding of angles in parallel lines, as well as congruence, similarity and scale diagrams. In probability, they further extend their understanding of the ways in which we communicate probabilities with new types of displays and unique events, such as dependence and mutual exclusivity.

At St Mary's campus (SMC), students apply their understanding of general arithmetic to financial situations, such as purchases, loans, and investments. In measurement and geometry, they reinforce their understanding of shape properties by exploring composite shapes and the volume of complex prisms. They also investigate Pythagoras' theorem and basic trigonometry for the first time. In statistics, students perform a detailed investigation into a topic of their choosing and use results from surveys and other data collection to explore various data displays and summary statistics, including box plots and stem plots.

Please Note: All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

Main Campus

1) Algebra
2) Linear Relationships
3) Probability
4) Geometry

St. Mary Campus

1) Statistics
2) Pythagoras and Trigonometry
3) Measurement
4) Financial Arithmetic

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How can we use technology to explore mathematics?
- How can algebraic expressions be transformed?
- What different information is obtained from equivalent forms of algebraic expressions?
- How are linear relationships modelled in real life?
- How do linear relations allow us to make predictions?
- What relationships exist between the sides of a right-angle triangle?
- How can algebra be used to assist in applying Pythagoras' Theorem?
- Where can Pythagoras' Theorem be applied in real life situations?
- How can the side lengths or angles of right-angled triangles be found using trigonometry?
- How can the results of a statistical investigation be used or misused to support an argument?
- How do we analyse and make inferences from data?

Mathematics – Enhanced (Year 9) (Select Entry)

Introduction

Enhanced Mathematics in Year 9 is a gateway to higher studies in mathematics. This subject aims to provide students with the tools needed to meet the challenges of undertaking VCE Mathematical Methods and Specialist Mathematics in the future. Students will explore enhanced mathematical skills and concepts, whilst also sharpening problem-solving skills and efficiency. This subject is studied for one semester, in replacement of the Year 9 main campus course.

Students will need to have strong numerical skills; the ability to use and apply the four operations (including with fractions), knowledge of factors and multiples, converting between fractions, decimals and percentages, and working with tables, graphs and equations.

In this subject, students will investigate the use of algebra in transposing equations, simplifying algebraic fractions and alternating between the factorised and expanded form of an expression. They will apply this knowledge to the graphing of linear relationships. Students will then extend their knowledge of the relationship between an equation and its graphical representation to non-linear functions. In probability, they further extend their understanding of the ways in which we communicate probabilities with new types of displays and unique events, such as dependence and mutual exclusivity. They use this knowledge to solve applied problems, requiring complex reasoning and problem-solving skills.

Please Note:

- In order to undertake this subject, students must complete and submit an application form by the due date. Selection for this subject will be subject to a student's Year 8 results and teacher recommendation.
- All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Algebra
2. Linear Relationships
3. Non-Linear Functions
4. Geometry
5. Probability

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How can algebraic expressions be transformed?
- What different information is obtained from equivalent forms of algebraic expressions?
- How do linear relations allow us to make predictions?
- How are linear relationships modelled in real life?
- What connections are there between equations and images?
- What methods can be used to solve systems of equations?
- How do we extend our understanding of connections between equations and graphs to relationships that do not follow a straight line?
- How do we communicate probabilities to an audience?

Mathematics – Foundation (Year 10)

Introduction

Year 10 Foundation is aimed at students who wish to build upon prior learning as through the application of mathematics in their everyday life.

Over the course of the year students will use and apply a range of mathematical skills and procedures to solve practical problems in contexts such as their workplace, personal lives, and the community. They will further develop their skills in an investigation process of formulation, exploration and communication techniques as they develop their capacity to plan and conduct activities based on informed decision. Students will further investigate and apply these skills through the integration of a range of various technologies as they explore and communicate concepts in everyday situations.

Please Note:

- Entry into this subject will be subject to the approval of the Mathematics Learning Area Leader. Student's aptitude in mathematics, classroom work habits and Year 9 teacher recommendations will inform a student's suitability for this subject. If a student is unsuccessful, they will be placed into the Year 10 Mathematics – General course.
- All students are expected to have a scientific calculator.

Unit Overview

The following units will be studied in this subject:

1. Number Skills
2. Algebra and Indices
3. Statistics
4. Pythagoras and Trigonometry
5. Probability
6. Financial and Consumer Mathematics
7. Linear equations
8. Geometry
9. Measurement

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How is mathematics relevant and useful in our everyday life?
- How can we use equations to solve real-life problems?
- What are the types of technologies used in everyday life to solve mathematical problems?
- Where are different types of numbers used and why?
- How can we use algebra and indices in our everyday life?
- What is the best way to collect and represent data?
- How can we use trigonometry to solve real-life problems?
- What are the chances of everyday events happening?
- How is mathematics used in everyday life for banking and finance?
- Where and how can we use measurement in different real-world applications?

Mathematics – General (Year 10)

Introduction

Year 10 General is aimed at students who wish to continue to review and build upon prior learning in mathematics as they prepare for their future pathways and undertaking VCE General Mathematics.

Over the course of the year students will extend their understanding of a broad range of mathematical areas of study with increasing complexity. They will further develop their integration of mathematical skills and concepts with various technology. Students will develop their ability to communicate previously learnt concepts in the real world as they expand their mathematical vocabulary.

Please Note: All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Number
2. Probability
3. Univariate Data
4. Linear and Algebra
5. Consumer Finance
6. Bivariate Data
7. Measurement
8. Trigonometry

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How is technology used to solve mathematical problems?
- How are negative indices different from positive indices?
- Where are algebraic equations used in the real world?
- Where are algebraic graphs used in my life?
- Can equations solve problems?
- How is mathematics used to solve financial problems?
- How do I find the height of something that I cannot physically measure?
- How can I use probability to make wise decisions in my life?
- How can information be collected, recorded and organised?

Mathematics – Methods (Year 10) (Select Entry)

Introduction

Year 10 Methods is aimed at providing an extension of Year 10 General for students intending on undertaking VCE Mathematical Methods and/or Specialist Mathematics. The course is aimed at students who enjoy being challenged in mathematics and wish to explore a deeper level of understanding of the concepts learnt in mathematics. A strong work ethic is crucial when undertaking Year 10 Methods.

There is a heavy emphasis on algebra in this course as it is essential for future VCE pathways. Therefore, a strong understanding of algebraic and numerical skills, such as transposing equations and using fractions, without the use of a calculator, are a necessity in Year 10 Methods. The use of technology in the form of computers and CAS calculators is also incorporated into the subject.

Students will review their understanding of concepts met in previous years, such as linear, measurement, geometry and probability, and extend these concepts as new ideas are introduced. They will investigate and explore the properties of quadratic, exponential and logarithmic functions, their equations and graphs.

Please Note:

- In order to undertake this subject, students must complete and submit the online application form by the due date. Selection for this subject will be subject to a student's Year 9 results and teacher recommendation. If a student is unsuccessful in their application, they will be placed in the Year 10 Mathematics – General course.
- All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Algebraic Foundations
2. Number
3. Quadratics
4. Probability
5. Polynomials
6. Exponentials and Logarithms
7. Measurement
8. Trigonometry

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- What is an irrational number? How can I manipulate irrational numbers?
- Where do I find irrational numbers in the real world?
- Where are algebraic equations used in the real world?
- Where are algebraic graphs used in my life?
- Can equations solve problems?
- How do I find the height of something that I cannot physically measure?
- How can I use probability to make wise decisions in my life?

Mathematics: MathBusters (Year 10)

Introduction

MathBusters takes students on an investigative journey that is unlike a traditional mathematics class. It will enhance students' ability to solve problems by undertaking investigations of short- and long-term projects. Students will learn an array of skills that will enhance their ability to comprehend and complete complex problems in VCE and beyond. This subject will investigate real world challenges that must be solved through mathematical modelling, a skill that is developed over the subject. Students will discover how mathematics is continuing to play a large role in professional sport. They will have the flexibility to create their own problems to 'MathBust'.

Unit Overview

The following units will be studied in this subject:

1. Problem Solving Challenges 1
2. Research Project 1
3. Problem Solving Challenges 2
4. Research Project 2

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How can I solve problems?
- What strategies can I use to solve problems?
- How do I maximise profit?
- What do marketing and maths have in common?
- How can design save money?
- How can maths help me win?
- Does mathematics influence sport?
- How do I create a problem?
- What questions do I need to ask to solve a problem?
- How do I know I am right?

Religious Education (Year 10)

Introduction

In the first unit of study, students will consider how Sacred Texts are relevant in today's world. They will explore their nature and purpose, specifically how they are used in prayer, religious ceremonies, and as moral guides in our communities. Students will also reflect on the role of Sacred Texts in shaping our political landscape today, examining examples of leaders like Donald Trump and Martin Luther King Jr., and how they incorporated religion and Sacred Texts in their work. Additionally, we will discuss the importance of moral and legal codes, both religious and secular, and how they impact our lives.

In the second unit of study, students delve into the topic of the body, self-expression, and identity. They will explore the idea of the body as a temple, as mentioned in St. Paul's Letter to the Corinthians, discussing what this means, and the values associated with it. Students will learn how the Christian belief of Jesus as God in human form teaches us to treat our bodies with respect and care. Students will explore the challenges and opportunities that come with expressing our true selves and understanding our own identities.

Unit Overview

The following units will be studied in this subject:

1. How should Sacred Texts be used today?
2. Is the body a temple?

Driving Questions

The following Driving Questions will be considered by students during the units. They link directly to the assessment tasks that students are asked to complete.

How should Sacred Texts be used today?

- What is the nature and purpose of Sacred Texts?
- Should we follow the rules/laws of the bible?
- Do those with religiously informed values make better leaders?
- How do you balance 'rights' in a multi-faith, multi-cultural society?

Is the Body a Temple?

- What makes us human?
- What is personhood?
- What does a Christian world view offer us?
- What shapes our identity (positive and negative influences)?
- How do one's beliefs influence the way in which a person chooses to live?
- Are there certain things we shouldn't do with our bodies or the bodies of others?
- What role does the media play regarding self-expression and identity?

Science (Year 9): Systems Interactions and Interrelationships

Introduction

Year 9 Science builds upon the understandings and skills acquired from previous years. Students will gain an increased understanding of how their body works, atomic structure and its link to the periodic table as well as everyday reactions, how the Earth's surface responds to thermal change in the mantle and how electrical circuits can be designed for diverse purposes. There is a very strong practical component with an emphasis on both designing and conducting scientific investigations, whilst also increasing student independence in terms of the safety considerations. There will also be an introduction to occupational health and safety practices, particularly with regard to risk assessment procedures.

Unit Overview

The following topics will be studied in this subject:

- Coordination and Control – Roles of the various body systems in maintaining a stable internal environment and responding to the external environment of organisms
- Atoms & Reactions – Atomic structure and the Periodic table, Acids, Bases and everyday reactions.
- Electricity – Electrical components and circuits and their use in everyday applications
- Plate Tectonics – Effects of heat transfer on the Earth's surface and continental movement

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do body systems work together to keep us functioning?
- How do our body systems respond to changes, foreign materials and invading organisms?
- What is matter comprised of and what are the properties that arise from their structure?
- How do we harness endothermic and exothermic reactions for human purposes?
- What are the characteristics of acids and bases and why are their reactions so important in our lives?
- How can electric circuits be designed for diverse purposes?
- How are electricity and magnetism associated?
- What effect do thermal changes have on the surface of the Earth?

Science (Year 10) – Emerging Sciences

Introduction

This subject primarily focuses on the role of science in contemporary decision making, analysis and problem solving, and the recognition of the expanding range of science-based career paths. Students will gain an increased understanding of the breadth of emerging sciences which are touched on in the VCE courses. The course will investigate the nature of science development and the use and influence of science in society in the past, present and future.

The major assessment for this subject is a student designed extended practical investigation around a scientific area of personal interest to investigate possible solutions.

Unit Overview

The following units will be studied in this subject:

- Engineering Principles and Systems Thinking – Problem solving, designing solutions and innovation.
- Nanotechnology – Material properties on a microscopic scale
- Are We Alone? – The search for extra-terrestrial life
- Space Settlers – Human colonisation on planets other than Earth
- Personal Project – A scientific investigation of an area of interest

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What conditions are required for life to exist on other planets?
- How can materials with the same chemical composition be so different?
- How can cutting-edge techniques in chemistry be used to produce a range of useful substances, materials and applications in other areas of science?
- How do the conditions on other planets (e.g. Mars) inspire scientific innovations to enable human habitation?
- How may advances in science and technology affect society?
- How is scientific knowledge generated and validated?
- Why should we recognize and analyse multiple points of view in scientific research?

Science (Year 10): Everyday Science

Introduction

Year 10 Everyday Science provides students with a basic understanding of science in their everyday lives. The focus is to build upon the skills and knowledge acquired from previous years and develop their critical thinking and collaboration skills. Students will complete practical investigations and fieldwork. They will explore the application of science in various real-world contexts.

Unit Overview

The course is divided into various topics including:

- Chemical Science – Atomic Structure and Chemical Reactions
- Physical Science – Car Safety Project
- Biological Science – Inheritance and Ethics
- Psychology – Our brain

Driving Questions

The following Driving Questions will be considered by students during the units:

- How does the structure of an atom determine its reactivity?
- How do chemical reactions result in the production of useful substances?
- How can we describe the motion of objects in the world around us?
- How can we link forces to Car Safety?
- How can we design an experiment to demonstrate safety features and their importance?
- How are traits inherited?
- How can we ethically examine complex issues around genetics in a modern society?
- How does the combination of genetics and biodiversity influence a fragile ecosystem?
- What impact do humans have on urban ecosystems?

Science (Year 10): Pre VCE – Life

Introduction

Year 10 Pre VCE – Life Science provides students with a detailed overview into the Biology, Psychology and Environmental Science areas of Science with a notion of continuing these studies into VCE Units 1 – 4. The focus is to build upon the skills and knowledge acquired from previous years and further develop an understanding of the living world. Science Inquiry skills are developed through experiments, fieldwork and designing investigations and students explore how to present and analyse data collected in a succinct manner. The course examines Genes and Inheritance, The Theory of Evolution, Human Impacts on biodiversity, The Brain and Nervous system.

This subject is strongly recommended for students wanting to undertake any of the VCE Science Subjects, especially those of Biology, Psychology and/or Environmental Science.

Unit Overview

The course is divided into the following major topics:

- Biological Science – The Structure of Cells, Genes and Inheritance, Natural Selection and Evolution
- Environmental Science – Biogeochemical cycles and the four spheres on Earth, Human impact on ecosystems.
- Psychology – The Brain and Nervous system

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why is DNA considered to be the code of life?
- How would Biology differ today if the Theory of Evolution did not exist?
- How does injury to the Brain affect how animals respond to stimuli in its environment?
- Why is maintaining biodiversity and monitoring of ecosystems essential to the survival of humanity?

Science (Year 10): Pre VCE – Physical

Introduction

Year 10 Pre VCE-Physical provides students with a detailed overview into the Chemistry and Physics areas of Science with a notion of continuing these studies into VCE Units 1 – 4. The focus is to build upon the skills and knowledge acquired from previous years and further develop a deeper understanding of the physical world.

Students will examine how the motion of objects involves the interactions of forces and the exchange of energy which can be described and predicted using the laws of Physics. They will also gain an understanding of our Universe. The course will examine atomic theory as well as types of chemical reactions and their representation. There is a very strong practical component with an emphasis on both designing and conducting scientific investigations, whilst also increasing student independence in terms of the safety considerations.

This subject is strongly recommended for students wanting to undertake any of the VCE Science Subjects, especially those of Physics and/or Chemistry.

Unit Overview

The course is divided into four major topics:

- Atomic Theory – Atomic Structure, Electron Configuration & the Periodic Table
- Chemical Reactions – Bonding & Reactions
- Motion & Energy – Forces, Energy and the Laws of Motion
- Space Science – Our Universe

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How does the structure of an atom relate to its properties and place in the periodic table?
- What is the reason for the differences in how chemical reactions occur?
- How do the laws of motion describe what is going on in the world around us?
- How did the Universe come to be how we see it today?

Work Skills (Semester One) (Year 10 Learning for Life Students Only)

Introduction

The Work Skills curriculum will provide our students with the opportunity to grow and further enhance their knowledge and skills to not only survive in the modern world but to thrive. The curriculum lends itself to an authentic pedagogy, one that is devoted to strengthening a student's employability skills. Embracing the employability skills, the students will develop a refined skill-set that will allow them to identify and seize opportunities. Students will practice and refine skills such as leadership, teamwork, communication, self-management, initiative and problem-solving skills. In nurturing each student's development, the Work Skills unit offers experiences such as the attainment of employable certificates (First-Aid and Construction Induction Card), Work Experience as well as TAFE and further training visits.

The Work Skills curriculum fosters each student's strengths, interest, knowledge and attitudes through the participation of practical experiences. These experiences relate to personal, social, educational and/or community goals. These skills, knowledge and attitudes lead towards:

- social responsibility
- building community connectedness
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.
- knowledge of self and goals.

Unit Overview:

Work Skills invites students to explore the world of work through a variety of lenses. The curriculum is based on youth development principles, with a focus on themes that aim to develop:

- community awareness
- business skills
- commitment to, and achievement of, personal goals
- understanding of job opportunities
- pathways
- improve transferable work skills

Driving Questions

Students will consider the following Driving Questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are my future career goals and what pathways do I need to take to get there?
- Why is it important to have specific work-related skills for some industries and why specific skills do I need for my future career?
- What are some strategies I can use to work effectively with others in the workplace?
- Why are workplace rights and responsibilities including OH&S requirements important in the workplace?

Being Enterprising (Semester Two) (Year 10 Learning for Life Students Only)

Introduction

To become an entrepreneur, you need to develop the right business skills and build innovative capabilities. When individuals put these skills into practice an enterprise culture can be fostered within the workplace. Being Enterprising proactively responds to challenges by supporting effective communication, encouraging people to solve problems, and demonstrating adaptability, initiatives, and role-taking skills. leader. These transferable skills play an important role in an individual's lifelong learning.

Being Enterprising commonly recognises business skills, aptitudes, and behaviours used in Australia and abroad. Students develop entrepreneurship through structured learning and business projects, activities in the workplace, as well as in a variety of personal, educational, community and professional contexts.

Unit Overview:

Being Enterprising promotes enterprise capabilities through a project-based curriculum and aim to develop:

- Adaptable work practices.
- Capacity to act proactively and autonomously.
- Teamwork skills.
- Ability to learn and develop skills and knowledge.
- Managing and leading skills
- Problem-solving

Driving Questions

Students will consider the following Driving Questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What entrepreneurs inspire me?
- What are entrepreneurial skills do I already possess and what do I need develop?
- How can these capabilities be transferred across industries?
- Why are entrepreneurial skills valued?
- What is the relationship between initiative and enterprise?

Advice for Life (Year 10 Learning for Life Students Only)

Introduction

The Advice for life curriculum will provide our students with the knowledge and skills to form a strong foundation so that they can achieve their aspirations in learning and in life. In the program, we realise that everyone needs to work on skills to have positive relationships with others. Students work to practise these skills by working to understand their own personal strengths and using them to support their positive behaviour, learning and well-being. In addition, students build their capacity to manage conflict, coordinate projects, and employ a range of self-management strategies to ensure success across a set of real-world and simulated scenarios.

The curriculum fosters each student's strengths, interest, knowledge and attitudes towards learning through participation in practical experiences. These experiences relate to personal, social, educational and/or community goals. These skills, knowledge and attitudes lead towards:

- Enhanced social responsibility
- Established sense of community connectedness
- Greater understanding of civic responsibilities, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.
- knowledge of self and goals.

Unit Overview:

Advice for life naturally lends itself to a vocational pathway. Having a basis of projects models an applied, outcome-based learning approach, which caters for the students' individual learning styles.

The curriculum is based on youth development principles, with a focus on themes that aim to develop:

- community awareness
- enterprising and business skills
- commitment to, and achievement of, personal goals
- civil and civic responsibility
- improved transferable work skills

Driving Questions

Students will consider the following Driving Questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is my relationship to myself and those around me?
- What are my roles, rights and responsibilities in the community?
- What are some strategies I can use to work effectively with others?
- How can I apply self-management strategies (time management, personal management, stress management) to improve my learning journey?
- How can I diffuse challenging and difficult situations?
- or employment and training opportunities.