Later Years Curriculum Overview

YEAR 10
2014
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GENERAL INFORMATION

KEY CONTACT STAFF 2014 -

Changes may occur in 2014

Principal:  
Mr Gus Napoli

Assistant Principal:  
Ms Judy Poole

Later Years/ Pathways Leader  
Ms Paula Condell

Student Management:  
Mr Russell Wigginton

Student Learning Leader:  
Mrs Helen Toon

Transition  
Ms Jacqueline Bonis

Careers Advisor:  
Ms Aglaia Samaras

Student Wellbeing Co-ordinator  
Mrs Angelina Ross

Year 7 Co-ordinator:  
Ms Tarquinio

Year 8 Co-ordinator:  
Mrs Anderson

Year 9 Co-ordinator:  
Mr McKee

Year 10 Co-ordinator:  
Ms Maisano

Year 11 & 12 Co-ordinator:  
Mr Trevor Cheasley-Higgins

Domain Leaders:

Sports Industry Pathways Program (SIPP):  
Mr Keiran McDowell

Arts:  
Mr Cheasley-Higgins

Technology:  
Ms Lorraine Reilly

English:  
Ms Agatha Koroneos

Health & PE:  
Ms Besim

LOTE:  
Ms Maisano

Mathematics:  
Mr Rafati

Science:  
Mr Rafati

Humanities:  
Ms Georgiadis

STUDENT SUPPORT

If students have any problems they should talk to a staff member who can help – a Year Level Co-ordinator, Student Wellbeing Co-ordinator, subject teacher or Careers Advisor – all are available. Don’t hesitate or leave it until it is too late. Ask for help when you need it – that is what the school is for!

The College also assists in other ways:

1. Information Nights – held during the year.
2. Key Personnel with specific responsibilities -
   - Year Level Co-ordinators and teachers: general assistance with courses, personal difficulties and advice about specific subjects.
   - Student Wellbeing Co-ordinator: assistance with any areas that affect student wellbeing and provision of information on outside agencies offering assistance, both personal and financial. Also assistance for students with Disability and Impairment.
   - Careers Advisor: careers direction and information.
   - Domain Leaders: assistance with specific subject information.
At Year 10 John Fawkner College aims to provide a curriculum structure which provides students with more choice than they had in Years 7-9 and which prepares them for subjects and pathways that are available in Year 11 and 12.

Students are encouraged to choose electives and curriculum pathways based on interests or areas that may be of use in future pathways planning. Currently students may choose to complete a Mainstream Year 10 curriculum or opt for inclusion in the Internship Program (Foundation VCAL) or the Sports Industry Pathways Program (SIPP) via application. Students who are identified are also eligible to apply for the Acceleration Program where students are given options to study a Unit 1/2 VCE subject on offer at the Year 11 level.

All students in the Mainstream Year 10 will study the following core subjects

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Specific Subject Information</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grouped according to ability levels.</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grouped according to ability levels.</td>
<td>4</td>
</tr>
<tr>
<td>*Science</td>
<td>Rotation through specialist VCE introductory subjects for this area</td>
<td>4</td>
</tr>
<tr>
<td>*Humanities (SOSE)</td>
<td>Rotation through specialist VCE introductory subjects for this area</td>
<td>4</td>
</tr>
</tbody>
</table>

**ELECTIVES:**

- Physical Education: Semester length elective
- The Arts: Photography/ Art: Semester length elective
- Technology: Food Technology / Materials / Information Technology: Semester length elective

**TOTAL**

Periods

20

Students will attend a Home Group briefing for 10 minutes at the start of each day.
INTERNSHIP PROGRAM  
(Foundation VCAL at Year 10)

This pathway is suited to students who wish to undertake a future pathway into VCAL intermediate and Senior Certificates in Year 11 and 12. All students in the Internship Program at Year 10 will study the following subjects:

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Specific Subject Information</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grouped according to ability levels.</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grouped according to ability levels.</td>
<td>4</td>
</tr>
<tr>
<td>*Personal Development Skills (PDS)</td>
<td>In lieu of Science</td>
<td>2</td>
</tr>
<tr>
<td>*Work Related Skills (WRS)</td>
<td>In lieu of Humanities</td>
<td>2</td>
</tr>
<tr>
<td>Work Placement</td>
<td>One day per week work placement</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES:</td>
<td>2 electives per semester</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Semester length elective</td>
<td>2</td>
</tr>
<tr>
<td>The Arts: Photography/ Art</td>
<td>Semester length elective</td>
<td>2</td>
</tr>
<tr>
<td>Technology: Food Technology / Materials / Information Technology</td>
<td>Semester length elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** |

| Periods | 16 |
SPORTS PATHWAYS INDUSTRY PROGRAM
(SIPP at Year 10)

This pathway is suited to students who wish to undertake a future pathway into a Sports Industry related area through a comprehensive ‘sports themed’ curriculum. Students will choose either a VCE or VCAL SIPP Pathway into Year 11 and 12.

All students in the SIP Program at Year 10 will study the following subjects:

SIPP structure & Curriculum model - Year 10 Model

<table>
<thead>
<tr>
<th>English - 4 periods</th>
<th>Math - 4 periods</th>
<th>Humanities - 4 periods</th>
<th>VET Sports &amp; Recreation Certificate 2 - 4 periods</th>
<th>Sports/Science/PE - 4 periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport and Media</td>
<td>Sport and Numeracy</td>
<td>Sport and Sports Science/Performance, Sport and Psychology, Sport and Technology, Sport and Business, Sport and Community, Sport and History, Sport and Culture, Sport and Family, Sport and the Law, Sport and Politics, Sport and Promotion/Advertising, Sport and Marketing, Sport and Social Issues, Sport and economic impact</td>
<td><strong>Certificate Two TAFE Qualifications.</strong> Level 2 First Aid, Sports Trainer Qualification, Leadership &amp; Team Building, Level 1 Coaching certificate, Strength and conditioning, Gym Instructor units, Pool lifeguard</td>
<td>Physical activity and training. Sport and Sports Science/Performance, Sport and Psychology, Sport and Technology, Sport and Nutrition, Sport and Participation</td>
</tr>
<tr>
<td>Sport and Inclusion</td>
<td></td>
<td></td>
<td>Work placement opportunities with sports partners</td>
<td>Includes Sports Training/Coaching OR VCE</td>
</tr>
<tr>
<td>Sport and Values</td>
<td></td>
<td></td>
<td></td>
<td>- PE</td>
</tr>
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<td></td>
<td></td>
<td>- HHD</td>
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<td></td>
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<td></td>
<td></td>
<td>- Biology</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Psychology</td>
</tr>
</tbody>
</table>

Total: 20 Periods
YEAR 9 ENGLISH

SEMESTER 1:
Students produce, study and respond critically and analytically to texts created for a wide range of purposes and audiences. Students are guided to explore and interpret different perspectives on increasingly complex themes and issues to which they construct spoken and written responses. Students use a range of text types to convey detailed information and ideas.

SEMESTER 2:
Students continue to develop an understanding of how texts are constructed. They examine the effect of audience and purpose in preparing both spoken and written texts. Teachers help students to identify how both spoken and written language can be used to persuade and manipulate audiences.

GENERAL COURSE INFORMATION: In this semester, students read one set text (Romeo and Juliet), study one film text (Looking at Alibrandi) and analyse Language analysis through gangs. They identify the features of expository, narrative, informative and persuasive texts and practise writing in these styles. They read and respond to poetry. They also practise spelling, grammar and syntax. Goal setting is also a continuous focus throughout the semester.

CONTENT:
Text: Romeo and Juliet
Responding to text, character analysis, themes.
Assessment: Journal, Collage on conflict, Rewrite a Scene, Act out a scene and film

Investigating Issues
Language analysis focus.
Assessment: Students research a gang negotiated with their teacher and use Publisher to create a newspaper article on that gang.

Film as Text: Looking for Alibrandi
Assessment: Students complete a number of Scene Analysis Proformas
Headings include character, scene, quotes, film techniques [sound, editing, mis-en-scene, cinematography]
A text response essay in response to a prompt

Exam Preparation

KEY KNOWLEDGE
- Context study – Conflict
- Theme of love – unrequited, romantic, parental, family honour, friendship.
- Shakespeare and historical context
- Different language structures
YEAR 10 MATHEMATICS

SEMESTER 1:
This course is designed to engage and extend students as they have an opportunity to revisit essential maths skills and concepts. Students will be expected to complete homework on a regular basis. Students are exposed to a variety of problem solving activities and practical applications. Topics explored may include Probability, Space, Maps and Networks and Financial Maths.

SEMESTER 2:
Students will complete Maths For Living and Maths for VCE.

GENERAL COURSE INFORMATION:

- Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case)
- Maintain neat and up to date workbook
- Participate in all set practical and class activities
- Complete and submit homework to a high standard once a week
- Revise for and complete all end of topic assessment
- Complete end of semester exam to the best of your ability

TOPIC; Probability
Learning Focus; Complement and Long-run proportion, Multiple events, Venn diagrams and Karnaugh Maps, Mutually exclusive events, Independent events.
ASSESSMENT; End of Unit Test – ¼ of the final Exam

TOPIC; Trigonometry
Learning Focus; Trigonometric ratios, Finding Lengths, The unit circle, Finding Angles, Solving Triangles
ASSESSMENT; End of Unit Test – ¼ of the final Exam

TOPIC; Geometry
Learning Focus; Nazca Geometry, Parts of Circles, Arc Length, Three Dimensions, Polyhedra, and Euler’s Rule, Construction
ASSESSMENT; End of Unit Test – ¼ of the final Exam

TOPIC; Relationships and Variation
Learning Focus; Solving Quadratics, Iteration, Sketching parabolas, Finding curved areas, Partial Variation, Inverse Variation
ASSESSMENT; End of Unit Test – ¼ of the final Exam
YEAR 10 SCIENCE

Students will be rotated through Biology, Psychology, Chemistry and Physics to allow them the opportunity to make informed choices when selecting potential Science subjects at the VCE level.

**Biology**

This is to prepare students for Year 11 Biology. Some topics covered will be:

- Cell structure
- Genetics
- Control Systems (Nervous and Endocrine Systems in plants and animals)

Students will complete regular experiments and write reports on findings.

*Example TOPIC: Evolution & Genetics (Biology)*

**Learning Focus:**

- Demonstrate the link between natural selection and evolution
- Explain how the coordination and regulatory function in plants and animals assist them to survive in their environments
- Apply concepts of geological time to elaborate their explanations of both natural selection and evolution, and the origin and evolution of the Universe.
- Explain the role of DNA and genes in cell division and genetic inheritance.
- Use the relevant science concepts and relationships as one dimension of debating contentious and/or ethically based science-related issues of broad community concern
- Develop an understanding of the constancy of the ‘big’ ideas of science
- Debate science-related issues that are reported in the popular media
- Explore how science concepts, language and perspectives can be misunderstood and misrepresented
- Consider issues significant to themselves and to the broader society, such as stem cell research, the history and philosophy of science, ethics and science research

**ASSESSMENT:** End of Unit Exam Paper: 40 Multiple Choice Questions + 60 Written Answer Questions

**Psychology**

This is to prepare students for Year 11 Psychology. Some of the topics covered will be

- Research methods
- The basics of personality development
- Different types and theories of intelligence

Students will complete regular experiments and write reports on their findings.

*Example TOPIC: Memory and Behaviour (Psychology)*

**Learning Focus:**

- Develop an understanding of different mental processes and behaviour and how your brain controls these
- Be able to name changes and processes in child and adolescent behavioural development
- Understand the factors which influence relationship building
- Gain an awareness of the work of mental health organisations
- Learn about how the different types of memory work
- Learn that clarity is always assumed to be a significant attribute of science theories, and that the use of a theory to successfully predict the consequences of changes to situations is important in the validation of the theory
- Use a variety of formats to prepare investigation reports, learning to use symbols and diagrams extensively to illustrate procedures and data analysis, and support the conclusions drawn and presented
- Debate, from the basis of scientific knowledge, the merits and problems of science-related issues that are reported in the popular media, particularly those that embrace a clear ethical dimension
- Explore the ways in which science concepts, language and perspectives can be misunderstood and misrepresented
- Apply their conceptual understandings to the consideration of issues significant to themselves as individuals and to the broader society in which they live; for example, stem cell research,
Chemistry
This is to prepare students for Year 11 Chemistry. Some of the topics covered will be:

- Atomic Structure
- Bonding
- Acids and Bases
- Redox

Students will complete regular experiments and write reports.

Example TOPIC; Chemical Reactions (Chemistry)
Learning Focus;

- Investigate how energy may be responsible for the changes observed in chemical processes and applications such as endothermic and exothermic reactions and the production of new materials
- Investigate sources of waste generated within the community
- Consider waste treatment and management options
- Investigate a range of strategies that explore the responsible use and management of natural and processed resources
- Make links across related areas of science, such as resource management and green chemistry
- Use Material Safety Data Sheets (MSDS) when appropriate
- Prepare investigation reports, using symbols and diagrams extensively
- Develop an understanding of the ‘big’ ideas of science
- Debate science-related issues such as personal safety, a clean and healthy environment, energy use and ecological footprints

Physics
This is to prepare students for Year 11 Physics. Some of the topics covered will be:

- Motion (Acceleration, Momentum, Power)
- Ohms Law
- Snell’s Law and Refraction

Students will complete regular experiments and write reports on their findings.

Example TOPIC; Movement (Physics)
Learning Focus;

- Understand how scientific theories are based on evidence that may initially be tentative and limited
- Develop a qualitative and quantitative understanding of the relationships between force, mass and movement
- Investigate how energy may be responsible for the changes observed in physical processes and applications
- Learn that using a theory to successfully predict the consequences of changes is important in the validation of that theory
- Design and conduct scientific investigations of their choice
- Use correct units of measurement when recording quantities
- Prepare investigation reports, using symbols and diagrams extensively
- Develop an understanding of the constancy of the ‘big’ ideas of science, matter, energy, time and space
- Explore how science concepts, language and perspectives can be misunderstood and misrepresented
- Consider issues significant to themselves and to the broader society, such as personal safety, energy use and the history of science

ASSESSMENT; End of Unit Exam Paper: 40 Multiple Choice Questions + 60 Written Answer Questions

ASSESSMENT; End of Unit Test Paper – 23 Multiple Choice Questions + 73 Written Answer Questions
YEAR 10 HUMANITIES (SOSE)

In Humanities students continue to develop our knowledge and understanding in two of the essential areas of Humanities; history and economics/business:

**History: 20th Century- Australia and the World**

**Curriculum Focus**
This unit examines key ideas, events and people of the 20th Century in an Australian and world context. Students will learn about significant changes in the 20th Century political systems and the effect of economic changes on the lives of people and societies. They will investigate changing social values and the impact of technological developments.

**Learning Outcomes**
At the completion of this unit students should be able to demonstrate knowledge and understanding of the events and ideas which have shaped Australian society and world history in the 20th Century. These include the World War I, Depression, World War II, Revolutions and the Cold War. Students will analyse the movement/s of Aboriginal and Torres Strait Islander communities and political rights.

**KEY KNOWLEDGE**
- An Overview: The interwar period between World War I & World War II
- The Treaty Of Versailles
- The Roaring Twenties
- The Great Depression
- Ideologies: Communism, Democracy, Fascism
- Causes & effects of World War II
- The Japanese Expansion/POW’s
- The Bombing of Darwin/Kokoda /The Home Front
- Declaration of Human Rights/ United Nations
- Cold War and the emergence of superpowers.
- The Civil Rights Movements
- Immigration movements and experiences

**DEPTH STUDIES:**
1. **World War II**
   Students investigate the causes, events, outcomes and the impact of the conflict on Australia and the world.

2. **Rights & Freedoms**
   Students investigate struggles for human rights and freedoms demanded and achieved in Australia and in the broader world context. The US civil rights movement and its influence on Australia.

3. **Migration Experience**
   The Waves of post-World War II migration to Australia and the impact of changing government policies on Australia’s migration. The contribution of migration to Australia’s changing identity and to its international relationships.

**KEY SKILLS:**
- Understanding and developing terminology, chronology and key concepts
- Developing an inquiry using the questioning techniques based on the 5W’s
- Interpreting and analysing sources
- Studying and examining different perspectives and different points of view
- Essay Writing following TEEL, the drafting process incorporating the feedback process using the essay writing assessment criteria.
- Preparing, planning and partaking in the debating process and class presentations.
- Completing class workbook activities and assessment tasks.
- Preparing and revising for tests and examinations.


**Business Studies**

**Curriculum Focus**
This unit provides students with the opportunity to be introduced to the concepts, processes and procedures associated with financial record keeping for a small business. This unit also focuses on the world of business, using a range of learning technologies, ie. The internet, spreadsheets and multimedia, to acquire information and skills relevant to our economic and business environment.

**Learning Outcomes**
At the completion of this unit, students are expected to have an understanding of how business and economic decisions are made: the structure and operation of our economic system; the structure and operation of small businesses. Students will maintain financial records, prepare financial reports and make business decisions: learn about the operation of the share market.

**Assessment:** Test, essay, project, homework and participation.

**KEY KNOWLEDGE**

- What is business and how does it affect our lives.
- Managing a business.
- Globalisation.
- International business.
- Markets and money.
- Technology and business.

**KEY SKILLS**

- Preparing a cash budget.
- Interpreting graphs and data.
- Analyse and evaluate evidence.
- Present appropriate conclusions.
- Recall, select and communicate knowledge and understanding of concepts, issues and terminology.
Physical Education

Students undertake a range of practical and theory based activities. In practical classes, students develop their motor development, team work and communication skills. In addition, they participate in activities such as basketball, cricket, fitness activities and netball. Whilst completing the theory component, students learn about Anatomy, Physiology, Energy systems of the body, Skill acquisition, and Biomechanics. The exam for this subject is primarily based on the theory components.

**Theory Component:**

**CONTENT:**

- Skeletal System
  - functions
  - bone identification
  - vertebral column
  - bone and joint types
  - movement terminology

- Muscular System
  - functions
  - muscle identification
  - muscle types and connective tissues
  - types of muscle contraction

- Cardiovascular System
  - structure and function
  - blood flow/oxygen delivery
  - systemic and pulmonary circulation
  - blood and blood vessels
  - heart rate

- Respiratory system
  - structure and function
  - mechanics of breathing
  - respiration and exercise/maximum oxygen uptake
  - terminology

Health

Students study the change in individuals from conception to death. Students also study the Determinants of Health and Development including: biological; behavioural; physical; environmental; social environment (family) and (community). Students explore the impact of food behaviours and food choice on the health and development of young people. This subjects helps students to improve their understanding for VCE Health and Human Development.
Painting and Drawing
This Art elective is very much a ‘hands on’ unit. Students learn to use a diverse range of drawing and painting techniques. Students improve their drawing skills and explore mediums like ‘aquarelle’, pencils, pastels, gouache, watercolours, and acrylic paints. This course may also contain an extension component of ‘printmaking and sculpture’ if student interest is shown. Students extend their skills and techniques in the traditional area of 2D referred to as ‘still life’, and learn about famous artists who also worked in this genre.
Other topics include advanced cartooning, wild animals and works from imagination. Students will be encouraged to display their works to family and friends in a student driven Art Exhibition at the end of the Unit.

CONTENT:
- Art elements, colour, line, shape, tone, form & texture
- Art principles, balance, unity, focal point, rhythm, movement, pattern, contrast & space
- Analysing an artwork
- Analysing a style of art (to be determined by the teacher)
- Analysing materials & techniques
- Students should study chapters 3 of the Art Detective 2nd Ed, by Michele Stockley

KEY KNOWLEDGE:
- Understanding of the art elements
- Understanding the art principles
- Describing specific art elements through annotations
- Analysing & Describing an artwork
- Analysing materials & techniques
- Analysing movements in art

KEY SKILLS:
- Annotate art elements
- To be able to write a paragraph analysing an art element
- To know your art elements
- To know your art principles
- To analyse & describe how artists use materials & techniques
- To analyse & describe various movements in art

Photography:
Students will gain experience in the following areas of photography: how to operate manual 35mm SLR and digital cameras, how to unload and develop film, how to print photographs in the darkroom and how to manipulate digital images using appropriate software. Students also observe and evaluate photographs and famous photographers. They learn how to analyse and evaluate photographs, including their own and complete an assignment on a photographer of their own choice.
YEAR 9 THE ARTS
Food

The Year 10 Food Technology program is based on the Design Process and will incorporate the study of key foods such as grains and cereals, fruit, vegetables, eggs, meat, poultry and dairy foods. Productions include: Risotto, Chicken Parmigiana, focaccias, soufflés, cakes, stroganoff etc. Students will demonstrate their knowledge in a written folio task and Powerpoint presentation as well as producing and evaluating their food.

Eating Well for the future

GENERAL COURSE INFORMATION:

The food and Technology course will be assessed on the following criteria:

- **Investigation and Design** (design briefs, power points)
- **Production** (Practical cooking)
- **Evaluation** and Analysis (of cooking productions and diet/activity levels)

The course will be assessed through progressive practical cooking, assignment tasks (design briefs), evaluations, and exam.

CONTENT: The following units will be studied:

- **Health and safety in the kitchen** (with a focus on preventing food poisoning)
- **The design process** (with 2 design briefs- design your own risotto and modifying a recipe to make it lower in fat)
- **Eating well for the future.** (recording and analysing own diet and physical activity, research of nutritional diseases).

KEY SKILLS:

- Demonstration of increasing practical skills and independence in the cooking process
- Using SWOT analysis of design ideas, independent research into the briefs constraints.
- Writing own design specification,
- Research of nutritional diseases (including coeliac, diabetes and obesity)
- Design of two original recipes using the design process detailing recipe amounts, equipment and logical steps.
- Use of a range of evaluation tools and design of own evaluation criteria.
YEAR 10 INFORMATION TECHNOLOGY
Information Technology

In Year 10 the students study a variety of software applications including Dreamweaver, Movie Maker and Photoshop. Students study the history of computing and Networks. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. Using Dreamweaver, the students explore website design and create their own website. Photoshop is a graphics-editing program that the students use to learn how to manipulate images and create photographic essays. Using Moviemaker, the students learn how to create their own short films and TV commercials.

GENERAL COURSE INFORMATION

In Information and Communication Technology students study a variety of software applications. Students become proficient in using both the Windows and the Mac operating systems as both systems are widely used today. They apply techniques to locate more precise information from websites and they study Networks and current trends in ICT. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.

STUDENT OUTCOMES

- Creating, using and critically analysing information from the Web
- Applying appropriate formats and conventions for digital documents
- Design screens that effectively communicate
- Appreciate the differences between design for print multimedia and digital documents
- Become critical users of on-line information delivery systems
- Apply techniques to locate more precise information from websites, including searching general and specialized directories and applying proximity operators
- Understand the role of accessibility and usability in on-line communication
- Identifying ethical considerations and legal responsibilities –for example copyright
- Create products that demonstrate a clear sense of purpose and respect for an audience
- Apply strategies that protect their files from being corrupted, stolen or accidentally lost
- Students exchange ideas and considered opinion with others through online Forums and web sites

COURSE CONTENT

- Networks
- Copyright
- OHS /Ergonomics
- Photoshop
- Web design using Dreamweaver
- ICT Case Studies/trends in ICT
- Terminology
- Computer architecture
- Data security

ASSESSMENT

PROJECT (Report in a formal report format on new technologies and identifying current trends)
ePORTFOLIO (including a website)
EXAMINATION
YEAR 10 MATERIALS

This course is designed to expand on the basic skills and knowledge taught in earlier years, as well as prepare them for year 1 VET Furnishing. Students draw more complex plans in their work diary. These have exploded views of joints, measurements and working procedures. In Materials, students design and develop ideas prior and during the manufacture of their product. They also evaluate their work to further develop their practical and designing skills. Students learn to use a wider variety of hand and power tools safely to produce a product using the leg and rail method as well as using different techniques to join solid timber.

CONTENT
During the course, students learn to draw more complex plans, write material lists, production sequences and use basic mathematical concepts. Students evaluate and re-evaluate developing ideas as they progress in their model. They assess their work to further develop and refine their practical, mathematical and designing skills.

KEY KNOWLEDGE
Students reinforce and extend on their prior knowledge using mathematical and practical strategies to produce their table. They design and assess their product to which further builds their theoretical and practical knowledge.

KEY SKILLS
Students are taught the importance of ergonomics in design. They are also taught the leg and rail method, which is a production process used in furniture. Students reinforce the safe use of hand and power tools; they are introduced to dowelling jig as well as lammello jointing machine, for joining timbers. Students are taught to make more difficult joints as well as designing and shaping legs by using hand tools.
YEAR 10 WRS
Work Related Skills

GENERAL COURSE INFORMATION:
This subject focuses on the development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace as well as focus on the development of work related and pre-vocational skills in the context of practical work related experiences.

Students are assessed through the following:

Learning Outcomes:
- Learn about a selected work place or industry setting.
- Communicate the major features of OH&S in a workplace context.
- Plan, organise and manage work related activities that comply with OH&S guidelines.
- Identify OH&S problems that arise in the work place.
- Work in a team to complete information on safe work procedures for work related activities.
- Use information and communication technology in relation to work related activities
- Identify, check and communicate accurate work related information and ideas.
- Plan and manage work related activities.
- Identification, research and problem solve work related activities.
- Undertake group work to review work related activity and achieve objectives of research.
- Use appropriate information and communications technology in set work activities and assessment.

ASSESSMENTS:
- Written reports and assessment tasks.
- Research assignments
- Oral ICT focused presentations
- Submission of log-book outlining hours and tasks of work placement.

CONTENT
Participation in job placement – external placement /once a week.
- Research and present information relating to industry OH&S requirements.
- Present data that demonstrates achievement of objectives agreed on by placement supervisor.
- Identify and appropriately use information and communications technology for planned outcomes.
PERSONAL DEVELOPMENT SKILLS FOUNDATION UNIT 1
Unit purpose
The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject specific knowledge applicable to one or more of the following: a relevant personal, social, health and wellbeing, educational and/or family goal
- skills applicable to a relevant personal, social health and wellbeing, educational and/or family goal
- introduction to problem-solving skills
- introduction to skills for planning, organising and working in teams.

LEARNING OUTCOME 1: Plan and organise a simple activity
LEARNING OUTCOME 2: Demonstrate knowledge specific to a simple activity or goal.
LEARNING OUTCOME 3: Demonstrate skills specific to a simple activity or goal.
LEARNING OUTCOME 4: Solve problems specific to a simple activity or goal.
LEARNING OUTCOME 5: Demonstrate teamwork skills.

PERSONAL DEVELOPMENT SKILLS FOUNDATION UNIT 2
Unit purpose
The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

- subject specific knowledge applicable to one or more of the following: community engagement, social awareness, civic responsibility and active citizenship
- skills applicable to a relevant community, social or civic goal
- development of an understanding of social issues and civic responsibility
- introduction to problem-solving skills
- introduction to skills for planning, organizing and working in teams.

LEARNING OUTCOME 1: Identify the rights and responsibilities of individuals in a community.
LEARNING OUTCOME 2: Plan and organise a simple activity within a community.
LEARNING OUTCOME 3: Communicate information about a social issue or community activity.
LEARNING OUTCOME 4: Communicate effectively to resolve problems related to a social issue or community activity.
LEARNING OUTCOME 5: Demonstrate teamwork skills or work effectively as a group/team member.
YEAR 10 SIPP
Sports Industry Pathways Program

Using sport themed Curriculum to build aspiration and engage students in their learning. SIPP will be delivered by John Fawkner College and will provide students with the following teaching and learning highlights:

- Option of either a VCE or VCAL sports themed pathway in the Later years
- SIPP will be run from the new international standard, JFC Global Learning and Sporting Facility.
- Provision of access to La Trobe University facilities and resources.
- Is supported by La Trobe University in investigating further study options in Sport, Health Sciences and non-sporting pathways.
- Official SIPP uniform apparel supplied by Nike.
- A learning program that is flexible and supported by on and off campus experiences with SIPP Partners: Melbourne Heart, Melbourne Rebels, La Trobe University and IVET.

SIPP at Year 10 delivered as a yearlong student program that consists of:

- English and Mathematics core units
- Sports industry-themed practical units of work in Humanities and Sciences including:
  I. Sport and Business
  II. Sport and Health
  III. Sport and Psychology
  IV. Sport and Technology
  V. Sport and Media
  VI. Sport and History
  VII. Sport and Culture
  VIII. Sport and Family
  IX. Sport and Statistics
  X. Sport and Law
  XI. Sport and Event Management
  XII. Sport and Economics
  XIII. Sport and Education