

John Fawkner College

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YEAR 10 Curriculum Guide

2017

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GENERAL INFORMATION

KEY CONTACT STAFF -2016 / 17

Principal:

Paula Condell

Assistant Principal:

Ms Josie Costanzo

Later Years/ Pathways Leader

Ms Josie Costanzo

Student Learning Leader:

Mr Russell Wigginton

Student Engagement Leader:

Mr Graham McKee

Transition

Ms Jennifer Papagianopoulos

Careers Advisor:

Ms Aglaia Samaras

Student Wellbeing Leader:

Mrs Angelina Ross

Year 7 & 8 Coordinators:

Ms Caitlin Besim

Mr Ercan Hasip

Year 9 & 10 Coordinators:

Mr Alex Casha

Ms Franka Maisano

Year 11 & 12 Coordinators:

Ms Aglaia Samaras

Ms Anne-Marie Anderson

Domain Leaders:

Technology:

Mr David Gilbert

Art:

Ms Nina Siska

English:

Ms Maria Thrasivoulou

Health & PE:

Mr Brent Pawley

Languages:

Ms Franka Maisano

Mathematics:

Mr Dominik Rafati

Science:

Mr Dominik Rafati

Humanities:

Mrs Katie Neocleous

STUDENT SUPPORT

If students have any problems they should talk to a staff member who can help – a Year Level Co-ordinator, Student Wellbeing Leader/Counsellor, 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 your teachers are for!

The College also assists in other ways:

1. Information Nights and packages – held during the year.
2. Key Personnel with specific responsibilities -
 - Home group teachers: First port of call for general assistance with pastoral care and general school issues.
 - Year Level Co-ordinator: Any assistance with courses, personal difficulties and advice about specific subjects.
 - Student Engagement and Wellbeing Leaders: assistance with all management issues and any areas that affect student wellbeing, including the provision of information about outside agencies offering assistance, both personal and financial. Also assistance for students at risk and with Disabilities and Impairments.
 - Careers Advisor: careers direction and information.
 - Domain Leaders: assistance with specific subject information.

YEAR 10 CURRICULUM

Overview

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, which is preparation for VCE, or apply to be part of the **Foundation VCAL** or **Sports Industry Pathways Program (SIPP)**, including **Melbourne City College of Football (MCCF.)**

Students who choose the **Mainstream Pathway** in 2017, will be expected to apply to be part of the **Acceleration Program** where they will be required to choose a Unit 1 and 2 VCE subject on offer at the Year 11 level (VCE).

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

Core Subjects	Specific Subject Information	Periods per week
English	Grouped according to ability levels.	4
Mathematics	Grouped according to ability levels.	4
*Science	Rotation through specialist VCE introductory subjects for this area: <ul style="list-style-type: none">- Biology,- Psychology,- Chemistry,- Physics	4
*Humanities (SOSE)	Rotation through specialist VCE introductory subjects for this area: <ul style="list-style-type: none">- History:20th Century – Australia & the world.- Depth Studies:<ul style="list-style-type: none">*WWII*Rights & Freedoms*Migration Experience- Business & Legal Studies.	4
ELECTIVES:	2 electives per semester	
Physical Education	Semester length elective	2
The Arts: Photography/ Art	Semester length elective	2
Technology: <ul style="list-style-type: none">- Food Technology- Materials- Information Technology	Semester length elective	2
TOTAL	Periods	20

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 FOUNDATION VCAL Program at Year 10 will study the following subjects:

Core Subjects	Specific Subject Information	Periods per week
Literacy	English for practical purposes.	4
Numeracy	Maths for practical purposes.	4
*Personal Development Skills (PDS)	In lieu of Science	4
*Work Related Skills (WRS)	In lieu of Humanities	4
VET/Work Placement	TBA regarding arrangement	4

TOTAL	Periods	20
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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.

- SIPP is run from the new international standard, JFC Sport & Education 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 City, La Trobe University and IVET.

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

SIPP Structure & Curriculum - Year 10 Model

English - 4periods	Math- 4periods	Humanities-4periods	VET Sports & Recreation Certificate 2 -4periods	Sports/Science/PE- 4periods
Sport and Media Sport and Inclusion Sport and Values	Sport and Numeracy	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	<u>Certificate Two TAFE Qualifications.</u> Level 2 First Aid Sports Trainer Qualification Leadership &Team Building Level 1 Coaching certificate Strength and conditioning Gym Instructor units Pool lifeguard Work placement opportunities with sports partners	Physical activity and training. Sport and Sports Science/Performance Sport and Psychology Sport and Technology Sport and Nutrition Sport and Participation Includes Sports Training/ Coaching OR VCE <ul style="list-style-type: none"> • PE • HHD • Psychology • VET Sport &Rec • VET Outdoor ED

Total: 20 Periods



YEAR 10 ENGLISH

SEMESTER 1

GENERAL COURSE INFORMATION:

Students study and respond critically and analytically to texts. 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. At the conclusion of the semester, students complete an exam.

KEY KNOWLEDGE

Reading and writing:

- Students read and respond to a variety of texts, including a collection of short stories (Growing up Asian in Australia) and information texts.
- Knowledge and understanding of characters and themes
- Knowledge and understanding of issues and persuasive techniques
- Expository writing. Write to demonstrate insight and understanding based on research and evidence.
- Extend written communication skills (use of complex sentences, varied sentence beginnings, use of tense and punctuation).

Speaking and listening:

- Investigate an issue and present their point of view on an issue through a debate.

KEY SKILLS:

- Develop sophisticated comprehension and analytical skills
- Build vocabulary and formal language
- Identify features, audience and purpose of various text types and be able to write in a variety of styles and forms.
- Write using correct grammar, punctuation, sentence structure and tense
- Use empathy and understanding when listening
- Use a variety of presentation skills

YEAR 10 ENGLISH

SEMESTER 2

GENERAL COURSE INFORMATION:

Students study and respond critically and analytically to written and visual 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. At the conclusion of the semester, students complete an exam.

KEY KNOWLEDGE

Reading and writing:

- Students read and respond to a variety of texts, including a play (Romeo and Juliet), a film and information texts.
- Knowledge and understanding of characters, themes and the context of various texts.
- Knowledge and understanding of issues and persuasive techniques.
- Expository writing. Write to demonstrate insight and understanding based on research and evidence.
- Extend written communication skills (use of introductions, paragraphs following TEEL, conclusions, complex sentences, varied sentence beginnings, punctuation, correct spelling and grammar.)

Speaking and listening:

- View a film text and be able to understand and discuss the characters, themes and issues in detail.
- Listen to and be able to read aloud a play. Perform a scene or monologue from the play.
- Investigate an issue and present their point of view on an issue.

KEY SKILLS:

- Develop sophisticated comprehension and analytical skills
- Build vocabulary and formal language
- Identify features, audience and purpose of various text types and be able to write in a variety of styles and forms.
- Analyse written and visual texts.
- Write using correct grammar, punctuation, sentence structure and tense
- Use empathy and understanding when listening and speaking
- Use a variety of presentation and speaking skills (preparation of information/content, pace, tone and pitch of voice)
- Ability to plan, proof read and edit their work effectively

YEAR 10 MATHEMATICS

SEMESTER 1

GENERAL COURSE INFORMATION:

- Attend all classes with required equipment:

(e.g. laptop, textbook, scientific calculator, exercise book, pencil case / writing materials.)

- Maintain neat and up to date workbook
- Participate in all set practical and class activities
- Complete and submit homework to a high standard, for each subject
- Revise for and complete all end of topic assessments
- Complete end of semester exam to the best of your ability

TOPIC: Financial Maths

KEY IDEAS:

- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies

ASSESSMENT: End of Unit Test

TOPIC: Measurement

KEY IDEAS:

- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids

ASSESSMENT: End of Unit Test

TOPIC: Surds/Indices

KEY IDEAS:

- Rational and irrational numbers
- Simplifying surds, adding, subtracting, multiplying and dividing surds
- Raising to the power
- Simplifying index expressions and fractional powers.

ASSESSMENT: End of Unit Test

TOPIC: Linear Relationships

KEY IDEAS:

- Solve problems involving linear equations, including those derived from formulas
- Solve linear inequalities and graph their solutions on a number line
- Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology.
- Solve problems involving parallel and perpendicular lines.
- Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate.
- Solve linear equations involving simple algebraic fractions.
- Solve simple quadratic equations using a range of strategies.

ASSESSMENT: End of Unit Test

YEAR 10 MATHEMATICS

SEMESTER 2

GENERAL COURSE INFORMATION:

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

TOPIC: Statistics

KEY IDEAS:

- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources.
- Construct back-to-back stem-and-leaf plots, histograms and box-and-whisker plots and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'.
- Compare data displays using mean, median, range and interquartile range to describe and interpret numerical data sets in terms of location (centre) and spread.
- Investigate techniques for collecting data, including census, sampling and observation
- Identify the standard deviation of a data set and be able to interpret what it represents in relation to the mean of the data set.

ASSESSMENT: End of Unit Test

TOPIC: Geometry

KEY IDEAS:

- Formulate proofs involving congruent triangles and angle properties.
- Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes.

ASSESSMENT: End of Unit Test

TOPIC: Trigonometry

KEY IDEAS:

- Solve right-angled triangle problems including those involving direction and angles of elevation and depression.

ASSESSMENT: End of Unit Test

TOPIC: Probability

KEY IDEAS:

- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence.
- Use the language of 'if ...then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language.

ASSESSMENT: End of Unit Test

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

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

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, personal safety, a clean and healthy environment, the history and philosophy of science, ethics and science research.

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

YEAR 10 SCIENCE

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

ASSESSMENT: End of Unit Test Paper – 23 Multiple Choice Questions + 73 Written Answer Questions

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 Test Paper – 23 Multiple Choice Questions + 73 Written Answer Questions

YEAR 10 HUMANITIES (SOSE)

In Humanities students continue to develop their knowledge and understanding in two of the essential areas of Humanities; (1) history and (2) legal studies/ 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 1, Depression, World War 2, 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

YEAR 10 HUMANITIES (SOSE)

BUSINESS & LEGAL STUDIES

GENERAL COURSE INFORMATION:

Students are exposed to fundamental principles of legal studies and business studies as a founding pathway to VCE Legal Studies and VCE Business Management respectively. Students also identify different types of laws, features of parliament, current issues and evaluate the effectiveness of law-reform. Students identify the classification and features of businesses, and focus on differentiating between advertising and marketing in investigating real life businesses. Students develop subject specific vocabulary and inquiry based learning skills.

KEY KNOWLEDGE:

Legal Studies:

- Laws: difference between legal and non-legal rules, the relationship between federation, constitution and Australia's lawmakers
- Parliament: structure, roles and responsibilities of parliament, the legislative process
- Law-reform: effectiveness of informal law-reform

Business Studies:

- Business: what is a business? Identify characteristics of different types of businesses
- Differentiate between advertising and marketing
- Investigate a business: identifying mission statements, SMART objectives and the 4 P's of marketing (product, place, promotion, price)

KEY SKILLS:

- Classify rules as either legal or non-legal
- Identify the role of parliament in law-making
- Identify legal problems that might be addressed by criminal law
- Analyse the effectiveness of informal law reform bodies
- The effectiveness of informal law reform bodies
- Analyse and evaluate evidence
- Present appropriate conclusions
- Recall, select and communicate knowledge and understanding of concepts, issues and terminology
- Research and present findings

YEAR 10 HEALTH & PHYSICAL EDUCATION

Physical, Sport & Health Education

GENERAL COURSE INFORMATION:

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 Volleyball, Softball, Futsal and Athletics. Whilst completing the theory component, students learn about Anatomy, Physiology and Energy systems of the body. 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

YEAR 10 THE ARTS

ART

GENERAL COURSE INFORMATION:

During the semester students will build on previous content of the art elements, art principles of design, art styles and materials and techniques. Students will complete two major assignments for the semester focusing on elements, principle, styles in art and materials and techniques in art. They will analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks. By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

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
- Working with clay, understanding how it is formed and where it is from

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
- Able to create and build their own platter

ASSESSMENTS:

- Portfolio of different techniques and Art designs
- Indigenous Canvas that tells a story
- Indigenous Portfolio centred around a specific Artist
- Clay Platter
- Research on Ceramic Artist Claris Cliff
- Clay Teapot with a Claris Cliff Design

YEAR 10 TECHNOLOGY

Food

GENERAL COURSE INFORMATION:

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, focaccia, 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

- **Investigation and Design** (design briefs, PowerPoints)
- **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 semester 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 and investigate a traditional family meal 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 TECHNOLOGY

Information and Communication Technology

GENERAL COURSE INFORMATION:

Students study a range of ICT software that will enable them to develop the skills essential for 21st century learning.

- Students explore how digital technology impacts on the lives of individuals, organizations and society.
- They learn about ethical dilemmas in ICT, in particular, pirating and the use of Creative Commons
- Objectively compare information and data from multiple digital sources
- Web design and creation
- Design, modify and manage complex digital solutions for a range of audiences and purposes
- Study security, storage measures and privacy in ICT

KEY KNOWLEDGE

- Case Studies- Issues relevant to ICT today.
- ICT trends
- Multimodal data comparison
- Ethical dilemmas and pirating
- Web design
- Design principles
- Writing for the web
- Storage, access and security in ICT
- Networks

KEY SKILLS

- Creating information products for particular audiences and purposes following recognized conventions.
- Working collaboratively online ie web sites, wikis
- Identify and compare networked ICT systems and study all components including hardware, software and data
- Create information products for specific audiences using a range of software applications, including Dreamweaver, Photoshop and iMovie.
- Analysis and evaluation of information sourced from the Web.
- To become proficient in all operating systems.
- Investigative report writing
- Completion of class tasks, tests and assignments
- ePortfolio of work
- Sports themed unit of work- Sports Journalism-creating a web site on a sport or team.

YEAR 10 TECHNOLOGY

Materials

GENERAL COURSE INFORMATION:

In Materials, students develop ideas prior and during the manufacture of their product, they also assess their work to further develop their practical and designing skills.

Students learn to use a wide 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.

KEY KNOWLEDGE:

- Draw complex plans with measurements which have extensive views of joints and working procedures
- Learn names of tools and their parts.
- Learn to translate plans to material and cutting lists.
- Learn to use a variety of hand tools safely to produce a table using the leg and rail method.
- Assess and evaluate the work, during the production stages, as well as the finished product.

KEY SKILLS:

- To develop a sound understanding of the basic steps used in the leg and rail method to produce a table.
- Apply practices that comply with OHS standards
- Use hand and some basic power tools properly and safely.
- Read and interpret basic plans.
- Learn different techniques to join solid timber.
- Evaluate and develop all skills needed to develop a product.

FOUNDATION VCAL YEAR 10

VCAL Literacy and Numeracy

VCAL LITERACY AND NUMERACY

Literacy and Numeracy are different to mainstream English and Mathematics courses as the focus is practical application in industry.

Students are encouraged to use their everyday life experiences in class to build skills in dealing with real situations.

Examples of these in Literacy include: writing a resume, preparing a job application, and in Numeracy: looking at complex costings in particular outcomes and examining techniques used by writers of manuals to achieve their purposes.

Students can apply learnings to specific work industry related situations, eg: preparing quotations, measuring up for jobs, preparing for interviews and understanding expectations in the workforce.

A major part of the VCAL course focuses on project work and related outcomes.

Projects are used to achieve set and desired outcomes whilst motivating students to put into practice organisational and learnt skills, to implement projects demonstrating outcome achievements.

VCAL requires students to maintain a consistent effort, remain on task and complete all set outcomes to be successful. Students can through this program, be creative in presenting their outcomes and demonstrating learnt skills.

This program will help students to master a range of strategies that will enable them to become independent learners in all classes.

Outcomes to be covered include:

Literacy:

Reading and Writing for:

- self expression,
- practical purpose,
- knowledge and
- public debate.

Oracy – speaking for:

- practical purposes,
- knowledge and
- problem solving.

Numeracy:

- practical purposes, design, measuring,
- personal organisation –location,
- interpreting society
- data, numerical information – formulae, problem solving

FOUNDATION VCAL YEAR 10

Work Related Skills [WRS]

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

FOUNDATION VCAL YEAR 10

Personal Development Skills [PDS]

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.

OUTCOME 1: Plan and organise a simple activity

OUTCOME 2: Demonstrate knowledge specific to a simple activity or goal.

OUTCOME 3: Demonstrate skills specific to a simple activity or goal.

OUTCOME 4: Solve problems specific to a simple activity or goal.

OUTCOME 5: Demonstrate teamwork skills.

PERSONAL DEVELOPMENT SKILLS 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.

OUTCOME 1: Identify the rights and responsibilities of individuals in a community.

OUTCOME 2: Plan and organise a simple activity within a community.

OUTCOME 3: Communicate information about a social issue or community activity.

OUTCOME 4: Communicate effectively to resolve problems related to a social issue or community activity.

OUTCOME 5: Demonstrate teamwork skills or work effectively as a group/team member.

FOUNDATION VCAL YEAR 10

VET Furnishings

GENERAL COURSE INFORMATION:

This course is designed to expand on the basic skills and knowledge taught in prior years as well as prepare students for year 11 VET Furnishing.

Students learn about ergonomics and the impact it has on design functionality.

They draw plans, which have exploded views of joints and measurements, as well as writing working procedures in their work diary.

In Materials, students develop ideas prior and during the manufacture of their product. They also assess their work to further develop their practical and designing skills.

Students learn to use a wider variety 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.

KEY KNOWLEDGE:

- Students write “Production Plans”, which are a combination of procedural texts and plans.
- Draw complex plans with measurements which have exploded views of joints and working procedures
- Learn names of tools and their parts.
- Learn to translate plans to material and cutting lists.
- Imbed ergonomics in their basic designs as well as using mathematical concepts
- Learn to use a variety of hand tools safely to produce a table using the leg and rail method.
- Assess and evaluate the work during the production stages, as well as the finished product.

KEY SKILLS:

- To develop a sound understanding of the basic steps used in the leg and rail method to produce a table.
- Apply practices that comply with OH&S standards
- Use hand and some basic power tools properly and safely.
- Read and interpret basic plans.
- Learn different techniques to join solid timber.
- Evaluate and develop all skills needed to develop a product.

FOUNDATION VCAL YEAR 10

VET Interactive and Digital Media

GENERAL COURSE INFORMATION:

VET Interactive Digital Media gives students in years 10-12 the opportunity to gain a vocational qualification in Media as part of their VCE or VCAL.

VET Interactive Digital Media is an exciting course. It encourages you to be artistic and creative, and teaches you skills necessary to create 2D animations, create websites, create and manipulate images, and edit sound and video. In short, it introduces you to the exciting world of multimedia, and gives you the opportunity to be artistic and technical, all in the digital domain.

Students can only enter any VET program at the commencement of a calendar year, and must commence the VET program at Unit 1 level in order to complete the full certificate

The VET IDM program is competency-based training. Students who successfully complete the VET IDM program receive Certificate III in Media. The program is designed to equip students to go on to further study and entry-level employment in multimedia fields.

KEY KNOWLEDGE:

- Developing critical and creative thinking skills
- Understanding how to work effectively in the screen and media industry
- Know how to produce and prepare photo images
- Know how to prepare audio assets
- Understanding how to collect and organize content for broadcast or publication
- Understand how to follow a design process
- Implementing copyright arrangements

KEY SKILLS:

- Create 2D animations
- Create and manipulate images
- Edit sound and video
- Design web sites
- Create movies and advertisements.
- Using advanced features of computer applications

ASSESSMENTS:

Assessment and reporting in VET programs involves gaining competency in the units that are studied. This is measured, by students demonstrating that they have acquired the necessary, underlying skills and knowledge that underpin each unit.

Assessment will be carried out for each unit in a simulated workplace environment in accordance with the requirements set by VCAA and the relevant Training Package for each VET program.

For a student to be assessed as competent in each unit, they will need to demonstrate their skills and knowledge in a number of ways over a period of time. The assessment will be carried out in a way that will allow the student to demonstrate that they are competent.