

## **2018 Overview of Curriculum Years 7 – 10**

The broad curriculum at Years 7 and 8 allows for the acquisition of essential knowledge and skills. Students undertake subjects from all learning areas of the Victoria Curriculum. Students study two languages in Year 7 (Japanese, Italian and French are offered) and one language in Year 8. The Outdoor Education camps in Years 7 and 8 focus on providing girls with new challenges within a safe environment.

A unique component of the Year 9 curriculum is Horizon, a program that provides multiple and extensive opportunities for students and the College to engage with the wider community through inquiry-based learning, weekly community engagement activities and 'trail' days. All Year 9 students are involved in this program for a full term, on a rotational basis.

At Years 9 and 10, students are developing mastery of skills for independent learning and they make choices in some of the subjects they study. The core curriculum includes Religious Education, English, Mathematics, Science, Humanities, Languages (French, Italian or Japanese) and Health and Physical Education. The optional studies include Graphic Design, Music, Humanities, Mathematics, Drama, Dance, Visual Art, Food Technology, Textiles, Information Technology and Media.

The Year 10 curriculum enables increased student choices including the opportunity to accelerate and commence a Victorian Certificate of Education (VCE) unit of study or to sample Victorian Certificate of Applied Learning (VCAL) units. Vocational Education and Training (VET) units are also available for students who wish to pursue areas of vocational interest as part of their senior program. All students in Year 10 undertake Religious Education, English, Mathematics, Science and Health and Physical Education. There are choices in the subject selections in Mathematics and Science. Students participate in Structured Work Placement or Work Experience if they are studying VET subjects.

In Years 7 to 9, the Rosetta Program provides support to those students who are identified with literacy needs. The students in this program do not undertake Language units. Enrolment in this program is through invitation and consultation.

On the following pages you will find a broad overview of each Year Level curriculum together with an indication of the Common Assessment Tasks within each subject appearing in the order that they will be covered. Different classes may be at different stages in their units over the term but will all complete the Common Assessment Tasks that are outlined in this document.

Further information pertaining to Years 9 and 10 subject selection can be found in the relevant Handbooks on the College Website under the Learning@OLMC tab.

## Years 7 - 10 Curriculum Overview 2018

Domains	English	Mathematics	Science	Humanities	Languages	Religious Education/ Pastoral	Health & Physical Education	Design Arts & Technology/ Performing Arts		
Years 7&8 Lessons per cycle (lesson = 75 mins)	6	6	4	4	5	RE - 4 Pastoral - 1	4	3		
<b>Strands</b>	Reading and Viewing Writing Speaking and Listening	Number and Algebra Measurement and Geometry Statistics and Probability	Science Inquiry Skills Science Understanding	Humanities Knowledge and Understanding Humanities Concepts and Skills	Communicating Understanding	Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments	Movement and Physical Activity Personal, Social and Community Health	Explore and Express/Represent Practices Present and Perform Respond and Interpret	Digital Systems Data and Information Creating Digital Solutions	Technologies and Society Technologies Contexts Creating Designed Solutions
<b>Year 7 Subjects</b>	English	Mathematics	Science	Geography History Civics & Citizenship	Italian* French* Japanese*	RE/Pastoral	PE/Health	Art Music Drama	Digitech	
<b>Year 8 Subjects</b>	English	Mathematics	Science	Geography Economics History Civics & Citizenship	Italian* French* Japanese*	RE/Pastoral	PE/Health	Art Music Dance		Food Technology
<p>* Year 7 students complete one semester in two of the three languages on offer. In Year 8, they continue their study of language in one of the two languages studied in Year 7.</p>										

## Years 7 - 10 Curriculum Overview 2018

Domains	English	Mathematics	Science	Humanities	Languages	Religious Education/ Pastoral	Health & Physical Education	Design Arts & Technology/ Performing Arts	
Year 9 Lessons per cycle (lesson = 75 mins)	5	6	4	4/Core 4/Elective	4/Core 4/Elective	RE - 4 Pastoral - 1	4	4/Elective	
<b>Strands</b>	Reading and Viewing Writing Speaking and Listening	Number and Algebra Measurement and Geometry Statistics and Probability	Science Inquiry Skills Science Understanding	Humanities Knowledge and Understanding Humanities Concepts and Skills	Communicating Understanding	Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments	Movement and Physical Activity Personal, Social and Community Health	Visual Arts Media Arts Visual Communications Performing Arts	Food Technology
<b>Year 9 Core Subjects</b>	English	Mathematics Or Mathematics Gold	Science	History	<ul style="list-style-type: none"> <li>French</li> <li>Italian</li> <li>Japanese</li> </ul>	RE/Pastoral	Health & Physical Education	Explore and Represent Practices Present and Perform Respond and Interpret	Technologies and Society Technologies Contexts Creating Designed Solutions
<b>Year 9 Electives</b>		Brainstretching		Economics: Shop Smart  Geography: Food Security & Global Connections	<p><b>Compulsory:</b> minimum 2 units (2 semesters) - same language undertaken in Year 8</p> <p><b>Elective:</b> Language choice of 2 units (2 semesters) - this second language will be the other studied in Year 7 (French or Italian only)</p>			Active Graphics Drama Fashion Art and Design Food for Fun IT Bits & Bytes Just Dance Music Performance Paints and Pixels The Media and Me Music Technology	

## Years 7 - 10 Curriculum Overview 2018

Domains	English	Mathematics	Science	Humanities	Languages	Religious Education/ Pastoral	Health & Physical Education	Design Arts & Technology/ Performing Arts	
<b>Year 10 Lessons per cycle (lesson = 75 mins)</b>	6	6	6	6 Semester Subject	6/Elective	RE - 3 Pastoral - 1	6 Semester Subject	6 Semester Subject/ Elective	
<b>Strands</b>	Reading and Viewing Writing Speaking and Listening	Number and Algebra Measurement and Geometry Statistics and Probability	Science Inquiry Skills Science Understanding	Humanities Knowledge and Understanding Humanities Concepts and Skills	Communicating Understanding	Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments	Movement and Physical Activity Personal, Social and Community Health	Visual Arts Media Arts Visual Communications Performing Arts	Food Technology
<b>Year 10 Core Subjects</b>	English	Mathematics or Mathematics A or VCE Foundation Mathematics Units 1 & 2	Foundation Science or Big Ideas of Science	<ul style="list-style-type: none"> <li>The Everyday Citizen</li> <li>Citizenship &amp; Enterprise</li> <li>Citizens and the Law</li> <li>Power, Conflict and Identity</li> </ul>		Religious Education & Pastoral	<ul style="list-style-type: none"> <li>Coaching &amp; Event Management</li> <li>Sport Science</li> <li>Health in Our Community</li> <li>Movement &amp; Physical Activity</li> </ul>	Art Now Creative Graphics Designing Drama Digital Media Fashion Creations Food Styling and Design	
<b>Year 10 Electives</b>	Literature	VCE Mathematical Methods (CAS) Unit 1 Or VCE General Mathematics Unit 2	Enhanced Biology	Commerce History: WWII	<ul style="list-style-type: none"> <li>French</li> <li>Italian</li> <li>Japanese</li> </ul>		VCE Physical Education Unit 1 Mind, Body and Soul VCE VET Allied Health	Music: Solo Performance and Styles Music: Group Performance and Composition Theatre Production (VET Taster) VCE VET Hospitality	

## **Years 7 - 10 Curriculum Overview 2018**

### **Year 7 and 8 Curriculum Overview**

In Years 7 and 8, students at OLMC have the opportunity to develop skills, knowledge and understanding across a range of subject areas.

The Victorian Curriculum, from which our curriculum is derived, reflects particular Victorian priorities and approaches to teaching and learning. This framework for curriculum delivery embeds the Capabilities within classroom learning experiences. This includes critical and creative, ethical, intercultural and personal and social capabilities. The cross-curriculum priorities provide a lens for delivering content with a focus on contemporary issues in the Australian community. At present, these priorities are sustainability, Australia's engagement with Asia, and Aboriginal and Torres Strait Islander history and culture.

All Learning Areas have core subjects in Years 7 and 8. Religious Education, English, Mathematics, Science, Health & Physical Education and Humanities are year-long subjects, whilst Languages and Performing Arts are semester length units. Students are involved in Design Arts Technology subjects for the full year.

A broad range of subjects is offered so that students can deepen their understanding of different subjects and the associated skills required to successfully learn knowledge and understanding. This will assist students to identify their strengths and interests and to engage with new areas of study that may not have been available in the primary school. It is also important for them to be exposed to a range of subjects so that they are able to make informed decisions about subject selection for the senior years and future pathways.

In Year 7, most classes are conducted within the Pastoral Group. Students move into different class groupings for the study of their Language electives. The Rosetta Program runs during these lessons. Changing class groupings also gives students the opportunity to mix with a wider range of the Year Level cohort.

The Pastoral program runs as part of Student Wellbeing. Each morning, girls have a 15 minute pastoral time with their Pastoral Leader at the commencement of the day. A Pastoral lesson is held once a cycle. This lesson may include programs such as raising awareness of cyber bullying, friendship and other social issues; be an opportunity for broader participation in Year level or House activities or Assemblies.

## **Years 7 - 10 Curriculum Overview 2018**

### **Year 9 Curriculum Overview**

Our Lady of Mercy College offers a diverse and dynamic range of opportunities for students in Year 9. In the middle years, students are educated in a supportive learning environment where they are encouraged to take risks, enjoy challenges and become responsible independent learners. Students are encouraged to analyse and engage with the world around them, to create knowledge and master skills for lifelong learning.

Year 9 students are in the final year of their middle schooling and on the threshold of their senior years at school. In Years 9 and 10, students are offered a range of opportunities and are expected to take greater responsibility for their learning. There is a range of electives in the different Learning Areas so that students have the opportunity to explore new learning and also consolidate skills and knowledge in areas of interest or particular skill.

### **Year 9 Horizon Program**

A key aspect of the curriculum for Year 9 students is Horizon. Horizon is a term-based program that offers students rich learning opportunities within the community. Horizon is a mix of explicit cross-curricular teaching, inquiry based learning and activities based within the school and the Heidelberg Community.

Each term two Pastoral Groups will join Horizon at times when they would otherwise have Mathematics, Religious Education, English, Humanities, Science and Physical Education. In Horizon the curriculum draws on knowledge and skills from the above core subjects. For example from the Maths curriculum students learn about types of income, superannuation, taxation and compound interest. During the Horizon term students will still attend their Pastoral Group, Pastoral lessons, elective subject options and whole school activities, such as the Swimming and Athletics Carnivals and Mercy Day.

The aim of Horizon is to encourage students to feel connected with their community, to promote independent learning, develop thinking and reflection skills and to provide the opportunity for rich learning within the broader community. The program is focused on improving student engagement with their learning, by investigating a concept, such as justice, and making links between what occurs in the classroom and its application in the wider community. In the Justice unit they look at forensics and the role science plays in the justice system. Students also visit the Melbourne Magistrates Court on one of the weekly Trail Days in the community, to connect their understanding of justice to what justice looks like in our society.

OLMC is indeed fortunate to be learning in such a rich and vibrant community as Heidelberg. While there is much to learn in the community, there is also a great deal students can give. As part of Horizon, students undertake one hour a week of community engagement where they are involved in service to the community, and this forms an important aspect of Faith in Action. For example, students in 2017 have been involved in working with patients at Mercy Hospital and with the local radio station.

Learning to take risks and being challenged is part of the Outdoor Education component of Horizon. Students will spend four sessions per term engaged in a range of outdoor activities such as rock climbing and bike riding.

The culmination of Horizon is the presentation of the Inquiry Based Project to their peers, parents and the Horizon teachers at the end of term.

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### **Year 10 Curriculum Overview**

Students in Year 10 are part of the vertical house structure and will be in the same Pastoral Group for Years 10 to 12. Curriculum studies are not based on Pastoral Groups, so students will interact with a wide range of students across their year level throughout the year.

In Year 10, Victorian Curriculum units and courses form the basis of our curriculum. Studies in all Learning Areas are not compulsory at Year 10. As part of the Victorian Curriculum, all students must study Religious Education, English, Science and Mathematics and have the opportunity to study History at this level. Students may select to study across the Arts, Technology, Humanities, Languages and Health & Physical Education Learning Areas, as well as choose from electives in Science, English and Mathematics in addition to the core subjects.

It is recognised that some students who are embarking on a particular study pathway may not have the opportunity to include History in their subject selection at Year 10, though a choice from the Humanities Learning Area is highly recommended. At this level, students are beginning to see where their interests lie for future studies at VCE (Victorian Certificate of Education) level, and some will make subject selections with a good understanding of the subjects they are likely to undertake in VCE and future study pathways beyond secondary schools.

Many students will still be exploring their areas of interest and expertise. For this reason, a number of semester length units operate across the year to enable students the opportunity to have breadth in their subject choices. A range of VCE Unit 1 and 2 subjects are offered as semester units, again so that students still have the opportunity to try a variety of subjects. VET (Vocational Education and Training) subjects are also available to students. These are run at OLMC so that students do not have to travel to other venues to access these subjects. VET studies are year-long and are also an acceleration, being the equivalent of a Unit 1 and 2 study. VET subjects offer students an insight to different ways of learning and course delivery, being competency based.

### **VCE or Enhanced Studies**

Students may select to do one VCE unit or an enhanced study in Year 10 (also considered an accelerated study); this can open a pathway to completion of a VCE Units 3 and 4 studies in Year 11. Enrolment in an accelerated study is not automatic and students must apply for selection into these subjects.

### **Victorian Certificate of Applied Learning (VCAL) Units**

Some students will also access VCAL units during Year 10. These may be students who are interested in pursuing an apprenticeship after school or who are experiencing some difficulties with the academic curriculum. VCAL units give them the opportunity to sample the VCAL program and learn in a small, supportive environment.

### **Careers and Pathways**

In Year 10 students will undergo testing for their aptitude in a range of areas that may suggest their predisposition to a range of different career options. Students and parents will have the opportunity to meet with the Careers Coordinator and should be active in thinking about their pathway in the senior years of schooling; this may include VCAL in Years 11 and 12. Over the year, there will be opportunities to engage in work or career experience, to visit tertiary institutions and learn about the different courses and career options available to students.

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Year 7 Course Outlines				
Domain	Semester	Overview	Semester Units	Assessment Tasks
<b>YEAR 7 Design Arts Technology</b>	1 and 2	The focus of the Creative Arts course is to develop each student's ability to explore, create and respond to different art forms and to develop their creativity and practical skills. They reflect on their own work and respond to the work of others, including their peers.	<b>Creative Arts</b> <ul style="list-style-type: none"> <li>• Trials of materials and techniques</li> <li>• Folio of work</li> </ul>	Folio of practical tasks and workbook annotations Development of an artwork
		In Digitech, students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.	<b>Digitech</b> <ul style="list-style-type: none"> <li>• Digital systems</li> <li>• Data and technology</li> <li>• Computational thinking</li> </ul>	Progress Assessment of skills and knowledge developed from various class activities
		Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.		Development of an online game or animation using block coding software
<b>YEAR 7 English</b>	1 and 2	English helps students to communicate effectively through writing, reading, speaking and listening. Students learn about audience, purpose, situation and culture and respond to a range of texts in print, visual, electronic and multimodal formats that explore familiar and challenging ideas and themes.	<ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Poetry Analysis</li> <li>• Film as text</li> <li>• Imaginative Essay</li> <li>• Analytical Essay</li> <li>• Oral</li> </ul>	Persuasive Essay Poetry Analysis Text Response Essay Imaginative Essay Analytical Writing Oral Presentation
<b>YEAR 7 Health and Physical Education</b>	1 and 2	The Year 7 Health and Physical Education program covers both practical and theoretical components. Students explore views about fitness and suggest what fitness might mean to various groups in society. They develop their understanding of the physical, mental, emotional, social and spiritual	<ul style="list-style-type: none"> <li>• The dimensions of health and wellbeing</li> <li>• Movement and physical activity</li> </ul>	Assessment on the dimensions of health and wellbeing



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		<p>dimensions of health and wellbeing. They will examine factors which influence participation and the various benefits of being active.</p> <p>Students reflect on the range of influences on personal food intake and consider the nutritional requirements for growth and activity at different life stages. Students continue their study of the changes associated with adolescence by identifying what changes (physical, social and emotional) they can expect to experience. They describe the influence of family and society on shaping personal identity and values.</p> <p>In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services associated with tobacco use.</p> <p>Students develop and refine a range of movement and manipulative skills through their participation in a range of individual and team based activities. They engage in activities which develop strategic thinking and tactical knowledge and are encouraged to take on a variety of roles in team games (e.g. player, coach and umpire). Examples of activities that students will participate in include: athletics, netball, basketball, hockey, soccer, gymnastics, volleyball, softball, lacrosse and badminton.</p>	<ul style="list-style-type: none"> <li>• Nutrition – We are what we eat.</li> <li>• Adolescence and identity</li> <li>• Smoking</li> </ul>	<p>Nutrition assignment</p> <p>Observation of performance during physical activity classes (Sem 1)</p> <p>Identity research task</p> <p>Observation of performance during physical activity classes (Sem 2)</p>
<b>YEAR 7 Humanities</b>	1 and 2	<p>Humanities are the study of human societies and environments, people and cultures.</p> <p><b>Geography</b> examines both physical and human geography topics and builds students' understanding of our place in the environment and our influence of it.</p> <p><b>History</b> examines ancient civilisations and provides students with the knowledge and skills to understand their own world.</p> <p><b>Civics and Citizenship</b> explores the role of democracy in building the nation of Australia. Key values like freedom of speech and the rights of individuals will be examined as the basis for forming a parliamentary democracy found within Australia.</p> <p>Students will learn about how values shape Australian identity and what constitutes a good citizen. They will explore how Parliament works, the roles of the two houses of Parliament</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Place &amp; Liveability</li> <li>• Changing Nations</li> </ul>	<p>Folio</p> <p>Digital presentation</p>
			<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Investigating the Ancient Past including Indigenous Culture</li> <li>• Ancient China</li> </ul>	<p>Essay</p> <p>Document analysis</p>

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		and contribution of political parties to this system. They will also examine how voting work within the Australian system. Skill development will focus on analysing the impact of democracy on our society, discussing how issues can be addressed through the Parliamentary system and presenting and discussing points of view in understanding current community issues.	<b>Civics and Citizenship</b> <ul style="list-style-type: none"> <li>• Global Issues</li> <li>• Democracy</li> <li>• Parliamentary system</li> </ul>	Test
<b>YEAR 7 Languages</b>	1 or 2	Three languages are offered in Year 7, of which students study two, one in each semester. The course of study will cover the four main areas of language acquisition: reading, writing, speaking and listening. The units are structured to encourage confidence in speaking and to gain an understanding of the culture of the different countries from which the languages originate.	<b>Italian</b> <ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Describing self and family</li> <li>• Birthdates, likes and dislikes</li> <li>• Animals, articles and plurals</li> </ul>	Comprehension: Listening
				Production: Writing
				Language Acquisition: Grammar assessment
			<b>French</b> <ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• People and places, talking about others</li> <li>• Pets, farm animals, likes and dislikes</li> <li>• Family members</li> </ul>	Language Acquisition Tests
				Production: Writing
				Production: Speaking
			<b>Japanese</b> <ul style="list-style-type: none"> <li>• Introduction to Japan</li> <li>• Greetings, classroom instructions</li> <li>• Self-introduction</li> <li>• Language as a system</li> <li>• Intercultural knowledge</li> </ul>	Hiragana Tests
				Comprehension: Listening
				Language Acquisition: Grammar
<b>YEAR 7 Mathematics</b>	1 and 2	Mathematics is designed to provide students with the opportunity to develop skills, and knowledge of mathematical concepts, processes and applications that are purposeful and useful in society. In Year 7, there are programs operating to develop Mathematics literacy and to extend students who show strong interest and aptitude for the subject.	<ul style="list-style-type: none"> <li>• Number and number patterns</li> <li>• Fractions</li> <li>• Angles and Geometry</li> <li>• Decimals</li> <li>• Algebra</li> <li>• Statistics</li> <li>• Linear Relationships (Equations)</li> </ul>	Whole number and number patterns test
				Fractions application task
				Angles test
				Decimals test
				Algebra application task
				Algebra test
				Statistics investigation

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<b>YEAR 7 Performing Arts</b>	1 or 2	<p><b>Music</b></p> <p>Each student will participate in classroom music for a semester and learn music literacy, aural development, instrumental history and how music can be used to tell a story.</p> <p>Students will be given the opportunity to apply their learning in composition of music using computer applications.</p> <p>In addition to the classroom program, instrumental music lessons are available for those students who wish to learn to play a musical instrument.</p>	<ul style="list-style-type: none"> <li>• Instruments</li> <li>• Program music</li> <li>• Composition</li> <li>• Musicianship</li> </ul>	Performance
		Fairy tale Composition		
	1 or 2	<p><b>Drama</b></p> <p>Drama provides the opportunity to learn through creating, making and presenting drama in the classroom.</p> <p>Students learn a range of dramatic and expressive skills, such as character development and narrative structure, and experiment with different dramatic forms.</p>	<ul style="list-style-type: none"> <li>• Getting to know you</li> <li>• Team building</li> <li>• Improvisation and creating characters</li> <li>• Fairy tales</li> <li>• Melodrama</li> </ul>	Creating Characters Group Performance
		Fairy tales Group Performance		
<b>YEAR 7 Religious Education</b>	1 and 2	<p>The Year 7 course incorporates the <i>To Know, Worship and Love</i> text prescribed by the Melbourne Archdiocese. The Year 7 Religious Education course focuses on how individuals belong to communities and the Church.</p> <p>Students engage with the scripture of the Old and New Testaments, as well as current Church documents such as <i>Laudato Si</i>. They are provided with opportunities to share in prayer and liturgical celebrations throughout the year with the class and whole school.</p>	<ul style="list-style-type: none"> <li>• School community and belonging</li> <li>• Caring for God's creation</li> <li>• Prayer</li> <li>• Old Testament and Joseph</li> </ul>	'Belonging' Task
				'Creation' Task and Oral Presentation
				Prayer Book
				Forgiveness Task
<b>YEAR 7 Science</b>	1 and 2	<p>Students will be introduced to the world of science, including the laboratory, through topics that introduce the different scientific disciplines. They develop practical and investigative skills through observation, prediction, experimentation, measurement, recording and the analysis of results.</p>	<ul style="list-style-type: none"> <li>• Introduction to science</li> <li>• Separating mixtures</li> <li>• Cells and classification</li> <li>• Simple machines</li> <li>• Forces</li> <li>• Astronomy</li> <li>• Ecology and the water cycle</li> </ul>	Practical Report
				Topic Tests
				Research Task
				Spectra

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Year 8 Course Outlines				
Domain	Semester	Overview	Semester Units	Assessment Tasks
<b>YEAR 8 Design Arts Technology</b>	1 or 2	The focus of the Creative Arts course is to deepen and further develop each student's ability to explore, create and respond to different art forms and to develop their creativity and practical skills. They reflect on their own work and respond to the work of others, including their peers.	<b>Creative Arts</b> <ul style="list-style-type: none"> <li>• Trials of materials and techniques</li> <li>• Folio of work</li> </ul>	Folio of practical tasks and workbook annotations Development of an artwork
		Food Technology provides an opportunity for students to explore the world of food through the process of design. Students are introduced to the technical aspects of food production, as well as the social and cultural elements of food in society. They explore the fundamentals of recipe basics as well as practical components of safe cooking. Through creating, making, exploring and responding, students are exposed to the essentials of cooking and eating well for life.	<b>Food and Technology</b> <ul style="list-style-type: none"> <li>• Designing with food</li> <li>• Preparing food safely</li> <li>• Tools of the trade</li> <li>• Best recipes for life</li> <li>• Eat well, be well: selecting food wisely</li> </ul>	Practical assessment production skills Practical and written assessment: investigation and analysis/evaluation
<b>YEAR 8 English</b>	1 and 2	English helps students to communicate effectively through writing, reading, speaking and listening. Students learn about audience, purpose, situation and culture and respond to a range of texts in print, visual, electronic and multimodal formats that explore familiar and challenging ideas and themes. They explore the power of language and the way it can influence roles, relationships and decisions.	<ul style="list-style-type: none"> <li>• Reading narratives and responding analytically</li> <li>• Transmedia</li> <li>• Language of Propaganda</li> <li>• Film study</li> <li>• Novel study</li> </ul>	Analytical essay
				Oral: Transmedia
				Narrative essay
				Analytical Essay
				Oral: Propaganda
				Analytical scene analysis
				Creative task
<b>YEAR 8 Health and Physical Education</b>	1 and 2	Students consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They investigate and address positive and negative motivational factors that influence the value they place on physical activity. Students are introduced to	<ul style="list-style-type: none"> <li>• Exploring Australia's Health</li> <li>• Our mind, our body</li> <li>• First Aid</li> <li>• Inquiry</li> <li>• Alcohol</li> </ul>	Exploring Australia's Health Test

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		<p>components of fitness, and learn how to analyse and evaluate sports and activities from this perspective.</p> <p>Students describe the health needs of young people. They learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services. Students extend their learning about establishing personal identity. They describe social and cultural factors influencing the development of personal identity and discuss the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan. They identify outcomes of risk-taking behaviours associated with alcohol use and misuse and evaluate harm minimisation strategies.</p> <p>They identify risks associated with outdoor activities based on their camp experience. They learn basic first aid skills and management.</p> <p>Students participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific skills. Examples of activities students may participate in include: softball, athletics, swimming, netball, basketball, hockey, soccer, badminton and gymnastics. Students are encouraged to undertake a variety of roles in team games and to reflect on their personal and social behaviours in physical activity settings.</p>		<p>Our mind, our body Assignment</p> <p>First Aid practical test</p> <p>Inquiry presentation</p> <p>Alcohol test</p>
<b>YEAR 8 Humanities</b>	1	<p>In <b>Geography</b> students explore the physical landscape and the impact of human activities on environments and places.</p> <p>In <b>Economics</b> students consider the role of the economy in Australian society and how the economy operates at their world level.</p>	<ul style="list-style-type: none"> <li>• Landform and landscape</li> <li>• Water</li> <li>• Introduction to the Australian Economy</li> </ul>	<p>Disasters Newspaper Report</p> <p>Overlay Map Task</p> <p>Group Oral Task</p>
	2	<p>In <b>History</b> students study people and places in Medieval times in both Asian and European societies. They explore how these societies have changed over time and the influence of particular events on the development of societies.</p>	<ul style="list-style-type: none"> <li>• Medieval Europe</li> <li>• Renaissance Italy</li> </ul>	<p>Research Essay</p> <p>Inquiry Task</p>
	2	<p>In <b>Civics</b> students study how laws are made and how they protect the rights of individuals in society</p>	<ul style="list-style-type: none"> <li>• Individuals &amp; Law</li> <li>• Rights and responsibilities</li> </ul>	<p>Folio of Classwork</p>

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<b>YEAR 8 Languages</b>	1 and 2	<p>Three languages are offered in Year 8, of which students study one language for the entire year. The course of study will cover the four main areas of language acquisition: reading, writing, speaking and listening.</p> <p>The units are structured to encourage confidence in speaking and to gain an understanding of the culture of the different countries from which the languages originate.</p>	<b>Italian</b> <ul style="list-style-type: none"> <li>Leisure activities, pastimes and interests</li> <li>My identity and that of others</li> <li>Countries and nationalities</li> <li>Getting around in Italy and Australia</li> <li>Eating and drinking</li> <li>Italian currency</li> </ul>	Comprehension: Reading
				Production: Speaking
				Language Acquisition: Grammar Assessment
				Comprehension: Listening
				Language Acquisition: Grammar Assessment
				Production: Writing
				Production: Speaking
				Comprehension: Reading and Listening
				Language Acquisition: Grammar and Vocabulary Tests
				Comprehension: Reading and Listening
				Production: Writing and Speaking
				Language Acquisition: Grammar and Vocabulary Tests
				Script Tests
				Production: Speaking
				Language Acquisition: Grammar and Vocabulary Tests
	Comprehension: Reading and Listening			
	Production: Writing			
	Language Acquisition: Grammar and Vocabulary Tests			
<b>YEAR 8 Mathematics</b>	1 and 2	<p>The Mathematics course in Year 8 builds on the skills and concepts explored in Year 7. Students participate in problem solving activities and application tasks to extend their understanding of mathematics in the real world.</p>	<ul style="list-style-type: none"> <li>Probability</li> <li>Directed number</li> <li>Algebra</li> <li>Geometry</li> <li>Measurement</li> <li>Percentages</li> </ul>	Probability application task
				Directed number test
				Algebra test
				Geometry test
				Measurement application task

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			<ul style="list-style-type: none"> <li>• Ratios and rates</li> <li>• Linear relationships (equations)</li> <li>• Linear relationships (graphs)</li> </ul>	Percentages test Ratios and rates test Linear relationships (equations) test Linear relationships (graphs) test
<b>YEAR 8 Performing Arts</b>	1 or 2	<b>Music</b> Each student will participate in classroom music for a semester and will continue to develop their musical literacy and aural skills. They will study the development of popular music as well as learn how to perform as a member of a group. In addition to the classroom program, instrumental music lessons are available for those students who wish to learn to play a musical instrument.	<ul style="list-style-type: none"> <li>• Musicianship</li> <li>• Jammin' with Junk</li> <li>• Popular music</li> <li>• Composition</li> </ul>	Performance  Composition
		<b>Dance</b> Dance provides students with an opportunity to learn through creating, exploring and presenting dance sequences within the classroom. Students learn to utilise the elements of Dance: Space, Time and Energy, in compositional pieces by communicating an idea to their captured audience. Through research and practical exploration, students develop their cultural understanding of dance through the ages and around the world.	<ul style="list-style-type: none"> <li>• Introduction to Elements of Dance: Space, Time and Energy</li> <li>• Safe dance practice</li> <li>• Warm ups</li> <li>• Elements of Hip Hop</li> <li>• Hip Hop dance</li> <li>• Dance Around the World</li> </ul>	Hip Hop Performance  Dance Around the World Performance
<b>YEAR 8 Religious Education</b>	1 and 2	The Year 8 course incorporates the <i>To Know, Worship and Love</i> text prescribed by the Melbourne Archdiocese. In Year 8, students participate in Family Day, which celebrates our families and to which parents are invited to share a day at school with their daughters.	<ul style="list-style-type: none"> <li>• Jesus and the early Church</li> <li>• St Paul</li> <li>• Catherine McAuley</li> <li>• Family</li> <li>• Christmas in context</li> </ul>	Jesus and the Early Church Assignment Obituary of St Paul Catherine McAuley Inquiry Assessment Task Christmas Infancy Narrative Task
<b>YEAR 8 Science</b>	1 and 2	The Year 8 course continues an investigation of the Science Understanding dimensions through a study of the structure of matter, the rock cycle, body systems, light and sound waves and renewable energy.  Through a variety of practical activities and investigations, they develop Science Inquiry Skills. In all	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Particle model</li> <li>• Geology</li> <li>• Renewable energy</li> <li>• Body systems</li> <li>• Light and sound</li> </ul>	Topic Test  Research Task

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		units, real world applications are investigated and how scientists develop their understandings are illustrated.		Student Designed Investigation
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Year 9 Course Outlines				
Domain	Semester	Overview	Semester Units	Assessment Tasks
<b>YEAR 9 Design Arts and Technology</b>	One semester elective	<p><b>Art</b></p> <p>Paints and Pixels is a subject that focuses on experimenting with a range of modern materials, techniques and ideas. There is a focus on using digital media to enhance the art making process. Students gain ideas and inspiration from various sources including social media. This course will open a student's creative mind to current practice and trends in the art world.</p>	<ul style="list-style-type: none"> <li>Drawing and research activities</li> <li>Painting</li> </ul>	<p>Progress skills evaluation</p>
				<p>Practical painting tasks, workbook and annotations</p>
		<p><b>Food Technology: Food Studies</b></p> <p>Food Studies enables students to build on their practical skills and knowledge of ingredients in the kitchen. Through cooking and eating, students discover many ways to prepare and creatively present a range of recipes. They are given the opportunity to design and create their own meals. They learn to eat well for the future, gaining insight into social and cultural norms that surround the world of food.</p>	<ul style="list-style-type: none"> <li>Use a range of tools and processes</li> <li>Use foods, tools and equipment safely</li> <li>Analyse processes and products</li> <li>Adapt recipes for specific needs</li> <li>Use and store food safely</li> <li>Choose and prepare food suitable for specific situations</li> </ul>	<p>Practical assessment: production skills</p>
				<p>Written assessment: investigation and evaluation</p>
		<p><b>Active Graphics</b></p> <p>The art of visual communication and graphics involves the use of creative thinking and practical skills to present an idea. Students will discover how designers attract customers and inspire them to buy products. They will learn how to communicate through the use of branding and logos. This subject uses the elements of design to engage and communicate. Students will have the opportunity to plan and design like a graphic artist. This course will show you how to think like a graphic designer.</p>	<ul style="list-style-type: none"> <li>Design Solutions</li> <li>Design Elements</li> <li>Illustrator</li> <li>Branding</li> <li>Environmental Design</li> </ul>	<p>Design Elements</p>
		<p>Design Process</p>		
		<p><b>IT Bits and Bytes</b></p> <p>The use of information technology crosses all learning areas and the focus of this unit is to increase student awareness and knowledge of appropriate procedures, equipment (hardware/software), formats, conventions and the social implications which apply to the study of IT.</p>	<ul style="list-style-type: none"> <li>Manipulate images using Photoshop</li> <li>Create a website using Dreamweaver</li> <li>Discuss good web design</li> </ul>	<p>Computer awareness written task</p>

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		<p>This computer based course aims to develop students' interest in the general use of IT in the world around them.</p> <p>Students are made aware of procedures for saving and presenting work, which can be applied to other subjects. Students are made aware (develop an understanding) of the implications of the use of ICT and the social responsibilities as users of technology.</p>	<ul style="list-style-type: none"> <li>Discuss issues related to the Internet</li> </ul>	Design Task
		<p><b>Media: The Media and Me</b></p> <p>The Media and Me looks at a variety media representations of teenagers in television and film. It also looks at how characters and narratives are constructed to engage teenage audiences.</p>	<ul style="list-style-type: none"> <li>Basics of Photoshop and Premiere Pro editing software. This software is the industry standard and a solid foundation for media, arts and world of design.</li> </ul>	Print/Photography Production Moving Image Production
		<p><b>Textiles: Contemporary Textiles</b></p> <p>This subject is for students who love explore creative ways of interpreting fashion and design. This subject provides opportunities for students to research, design and create their own piece of wearable art. This course introduces the design process to the students. It is perfect for the creative brain as it allows students to develop ideas, trial materials and processes, gain technical knowledge and fashion illustration techniques.</p>	<ul style="list-style-type: none"> <li>Research, Trials, Design and Construction of a Wearable Art piece</li> <li>Fashion Illustration</li> </ul>	Progress Mark: Visual Diary Wearable Art Hat Fashion Illustration
<b>YEAR 9 English</b>	Three terms core	<p>Students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. These include film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts; literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex structures. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings.</p> <p>Students will develop a critical understanding of the contemporary media. They will create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, discussions, literary analyses, transformations of texts and reviews.</p>	<ul style="list-style-type: none"> <li>Advertising Unit – Poster and oral analysis of advertisement</li> <li>Short Story Unit – close analysis and essay response</li> <li>Shakespeare Analysis</li> </ul>	Creative writing in response to short stories comparative task
				Analytical essay
				Oral interpretation
				Examination

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<b>YEAR 9 Health and Physical Education</b>	Three terms core	<p><b>Movement and physical activity:</b> through the study of Physical Education, students are encouraged to develop proficiency in performing complex movement and manipulative skills in a wide variety of activities that may include: dance, korfbal, touch football, self-defence, SEPEP (netball) Design a Game and gymnastics. The design of the program is structured to enable students to maintain regular participation in moderate to vigorous physical activity and students are provided with the opportunity to analyse and evaluate their level of involvement in physical activity.</p> <p><b>Personal, Social and Community Health:</b> The Health Education program is structured to enable students to consolidate their understanding of the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. Authentic learning experiences will provide students with the opportunity to analyse social and cultural factors that influence the formation of one's identity and values.</p>	<p><b>Movement and Physical Activity</b> Students are supported to develop the capacity to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.</p> <p><b>Personal, Social and Community Health</b> Students will focus on the factors that contribute to their identity. Students identify components of fitness and various training techniques. Students apply this when developing their own fitness program based on goals they have identified for themselves. Students explore decision making relating to various relationships that can occur during the youth stage of development. Students identify various legal, illegal drugs that are prevalent in society. Students explore factors that contribute to an individual's decision regarding drugs.</p>	Identity Task
				Observation of performance during physical education classes
				Training program Assessment Task
				Video Analysis Reflection Task
<b>YEAR 9 Horizon</b>	One term	<p><b>Horizon</b> is a term-based program that offers students rich learning opportunities within the community. Horizon is a mix of explicit cross-curricular teaching, inquiry-based learning, and activities based within the school and the Heidelberg and wider Melbourne community. See more detailed description earlier in the document or in the Horizon handbook available through the Portal.</p>	<p>The Inquiry-Based Learning project is a term-based research project based on one of our key themes for the term:</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Justice</li> <li>• Environment</li> </ul>	MyLife@25: A Case Study
				CSI: A Justice Essay
				Inquiry-Based Learning project including three assessments throughout the term
				Environmental Awareness Campaign
				Map My Future
Pathway Exploration and mapping and enterprise skills				
<b>YEAR 9 Humanities</b>	Three terms core	<p><b>History: The Making of the Modern World:</b> students will question, research, analyse and interpret information.</p>	<p><b>Making a Better World? - The Movement of People:</b> an overview of the impact of the Industrial Revolution, the experience of</p>	Document Analysis: Movement of People

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		<p>Throughout this course students become aware that there are competing interpretations and contested narratives and perspectives.</p> <p>Students learn how evidence and values produce different interpretations of events, people and institutions and they develop the ability to synthesise evidence and draw conclusions.</p> <p>The overriding ideas explored are: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p>	<p>convicts and free settlers in Australia, and the long-term and short-term effects on societies.</p> <p><b>Making a Nation:</b> the impact of European settlement on the indigenous population, the experience of non-European settlers (eg the Chinese in the Goldfields) and the development of Australian democracy.</p> <p><b>World War 1:</b> an overview of the causes of World War 1, Australia's involvement and the impact on Australian society.</p>	<p>Circle of Viewpoints Debate</p> <p>Research Essay</p> <p>Website Source Analysis: Anzac</p>
	One semester electives	<p><b>Economics: Shoppersmart</b></p> <p>This subject aims to provide students with the skills and knowledge they need to be well-informed and confident consumers. Students will gain an understanding of how markets operate, the advantages of a competitive marketplace and explore the reasons why we consume.</p>	<ul style="list-style-type: none"> <li>Students examine the impact of consumerism at both a local and a global level and at ways in which consumers can get involved.</li> <li>Students will also be encouraged to develop an awareness of the impact of values and beliefs on consumer decisions, and how to identify, explain and possibly resolve these differences.</li> </ul>	<p>Field Work Analysis</p> <p>Marketing Task</p>
		<p><b>Geography: Food Security and Global Connections</b></p> <p>This subject focuses on the distribution and unique characteristics of biomes as regions. The way humans interact with biomes is explored – how we alter biomes to produce food and industrial materials and the environmental impact of these changes.</p>	<p>Geographical Knowledge:</p> <ul style="list-style-type: none"> <li>Biomes and Food Security</li> <li>Geographies of Interconnections</li> </ul> <p>Geographical Concepts and Skills:</p> <ul style="list-style-type: none"> <li>Place, Space and Interconnection</li> <li>Data and Information</li> </ul>	<p>Annotated Visual Display</p> <p>Fieldwork Report</p> <p>Research Investigation</p>
<p><b>YEAR 9 Languages</b></p> <p>Those students who would like to</p>		<p>Whole year core and elective</p>	<p><b>French</b></p> <p>Students compare and contrast aspects of life in the Language-speaking country with those in Australia. Topics include: French regions, clothing, health, food and transport. Students are encouraged to reflect on their</p>	<ul style="list-style-type: none"> <li>Shopping</li> <li>Transport/directions</li> <li>Describing people – adjectives</li> <li>Present perfect tense</li> </ul>

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<p>choose a second language in Year 9 have the option of selecting either French or Italian through the <b>Fast Track program</b> offered at the College. Japanese will not be offered as part of this program. Both languages must be selected for the full year. Languages are not offered as semester subjects. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9</p>		<p>knowledge of the rules of the language. They begin to develop both knowledge and strategies to maximise and extend their language skills, knowledge and cultural understanding. Students interact to exchange information and opinions on a range of topics. Students are encouraged to expand their knowledge and skills in the Language by being exposed to written and spoken texts, of various text types.</p>	<ul style="list-style-type: none"> <li>Holidays; clothing/fashion/shopping</li> <li>Giving opinions</li> <li>Imperfect tense</li> <li>Direct object pronouns</li> <li>Reflexive verbs</li> <li>Health</li> </ul>	<p>Language Acquisition: Vocabulary and Grammar Tests</p>
				<p>Production: Speaking</p>
				<p>Comprehension: Listening/Reading</p>
				<p>Language Acquisition: Grammar Test</p>
		<p><b>Italian</b></p> <p>Students compare and contrast aspects of life in the Language-speaking country with those in Australia. Topics include: Fashion, Festivals, clothing and shopping. Students are encouraged to reflect on their knowledge of the rules of the language. They begin to develop both knowledge and strategies to maximise and extend their language skills, knowledge and cultural understanding. Students interact to exchange information and opinions on a range of topics. Students are encouraged to expand their knowledge and skills in the Language by being exposed to written and spoken texts, of various text types</p>	<ul style="list-style-type: none"> <li>Housing in Italy</li> <li>Different places around town</li> <li>City versus country life</li> <li>Clothing and shopping</li> <li>Celebrations and festivals</li> <li>Weather/seasons</li> <li>Daily routine</li> <li>The Body</li> <li>Past tenses (present perfect and imperfect)</li> <li>Reflexive verbs</li> </ul>	<p>Comprehension: Reading</p>
				<p>Production: Speaking</p>
				<p>Language Acquisition: Grammar</p>
				<p>Production: Writing</p>
				<p>Language Acquisition: Grammar Progress</p>
				<p>Comprehension: Listening</p>
		<p><b>Japanese</b></p> <p>Students compare and contrast aspects of life in the Language-speaking country with those in Australia and other countries. Topics include: Holidays, Shopping and School Life. Students are encouraged to reflect on their knowledge of the rules of the language. They begin to develop both knowledge and strategies to maximise and extend their language skills, knowledge and cultural understanding. Students interact to exchange information and opinions on a range of topics including the world of adolescence. Students are encouraged to expand their knowledge and skills in the Language by being exposed to written and spoken texts, of various text types</p>	<ul style="list-style-type: none"> <li>Going places and doing things</li> <li>My family</li> <li>School</li> <li>Clothing</li> <li>The Body</li> <li>Making Arrangements</li> </ul>	<p>Comprehension: Listening</p>
				<p>Language Acquisition</p>
		<p>Production: Speaking</p>		
		<p>Comprehension: Reading</p>		
		<p>Language Acquisition</p>		
		<p>Production: Writing</p>		
<p><b>Year 9 Mathematics</b></p>	<p>Three terms core</p>	<p>The Mathematics course in Year 9 in both groupings continues to build on the concepts learned in Year 7 &amp; 8.</p>	<p>At Year 9, there are two Mathematics groupings: Mathematics and Mathematics Gold.</p>	<p><b>Order of assessment tasks will be different depending upon Horizon Programs</b></p>

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		All students will cover the same topics. However, for Mathematics Gold there will be greater emphasis on using the CAS calculator and summary notes for assessment.	In each of these classes, the content studied is the same but will be appropriate to the students' progress of learning in that class. Each student will use a TI-Nspire CX CAS calculator as part of their mathematical learning. <b>Number and Algebra:</b> Arithmetic computations and applications to financial arithmetic. Rearranging and simplifying algebraic expressions. Sketching linear relationships and simple non-linear relations. <b>Measurement and Geometry:</b> Area of composite shapes, surface area and volume. Application of Pythagoras' Theorem and the trigonometric ratios. Use of ratio and scale factors in similar figures. <b>Statistics and Probability:</b> Probabilities of events. Represent data appropriately for statistical analysis.	Pythagoras and trigonometry applications task
				Linear relationships test
				Geometry test
				Indices test
				Expanding and factorising algebraic expressions test
				Measurement application task
				Quadratic relations test
				Probability application task
	One semester elective	<b>Brainstretching:</b> This subject is designed for students who enjoy and are willing to persevere with worded problems. They will work independently and in groups on a variety of tasks with a mathematical basis. This course aims to extend and challenge students thinking and problem-solving skills.	<ul style="list-style-type: none"> <li>Activities involve developing strategies for solving problems, lateral thinking, and communicating procedures to others in the group.</li> </ul>	Problem solving applications Task 1
				Problem solving applications Task 2
<b>YEAR 9 Performing Arts</b>	One semester electives	<b>Dance: Just Dance</b> Students learn appropriate and safe dance practise through development of their own technique in a variety of dance styles. They apply this knowledge when participating in structured improvisations and choreographic workshops. Students explore and express their own dance style in the development of a performance piece to an audience.	<ul style="list-style-type: none"> <li>Safe dance practice</li> <li>Choreographic workshops</li> <li>Dance-making processes</li> <li>Observation, reflection and analysis of own and others dance works</li> </ul>	Warm Up and Cool Down Task
				Group Learnt Work Performance

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		Students develop the ability to observe, analyse and evaluate their own and other's dance works with the focus on a particular style selected from the student's own interests. They learn to discuss and write analytically, developing the understanding to use dance terminology accurately.		Group Composition Performance
		<p><b>Drama: Dare to be Dramatic</b></p> <p>Students work in teams to research ideas for Drama. They observe, analyse and discuss their own performances and that of their peers, using drama terminology.</p> <p>Students learn about the fundamental elements of non-naturalism, including exaggerated and stylised movement, mime, disjointed time sequences and transformation of character, object, time and space. They also create their own self-devised ensemble performances and experiment with stagecraft elements.</p>	<ul style="list-style-type: none"> <li>• Team building</li> <li>• Dramatic elements</li> <li>• Expressive skills</li> <li>• Play-making techniques</li> </ul>	Group Devised Performance Performance Folio Class Ensemble Performance(s) for an Audience
		<p><b>Music – Performance</b></p> <p>Students will develop performance strategies and skills to enable them to perform to a small audience.</p> <p>They will have the opportunity to perform as a soloist and as a member of a group developing their rehearsal techniques and ability to perform in an authentic style in relation to their performance choices.</p> <p>Students will have the opportunity to listen to and to analyse performances by well-known artists.</p> <p>They will focus on how the artist reaches its intended audience and how they might be able to incorporate these techniques in to their own performances.</p>	<ul style="list-style-type: none"> <li>• Music for an occasion</li> <li>• Musicals</li> <li>• Solo and group performance</li> <li>• Music essentials for performers</li> <li>• Musicianship</li> <li>• Song writing</li> </ul>	Music Design Plan Performance and Presentation Musicianship Test Song writing
<b>YEAR 9 Religious Education</b>	Three terms core	<p><b>Scripture and Jesus:</b> students work towards gaining an understanding of the Literary Forms in the Scriptures; in particular, Prophets of the Old Testament. Students develop an appreciation of the breadth and nature of the Scriptures and the variety of literary styles.</p> <p><b>God, Religion and Life:</b> students explore Redemption and Hope and respond to images about good and evil in music, media and film.</p> <p>Students focus on Mary as the first and most loyal disciple of Jesus. They will investigate her early life. Church teachings and her impact on modern society.</p>	<ul style="list-style-type: none"> <li>• Scripture and Jesus</li> <li>• God Religion and Life</li> <li>• Prayer, Liturgy and Sacraments</li> <li>• Church and Community</li> </ul>	The dates for Year 9 RE assessments vary depending on the timing of the Horizon Program for each class. Images of Good and Evil Oral Presentation Biblical and Modern Day Prophets Research Task/Analysis Mary Essay

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<b>YEAR 9 Science</b>	Three terms core	<p>Students study how the nervous and endocrine systems control the functioning of the human body. They investigate how magnets are used in the generation of electricity and the operation of motors. They explore the diversity of the Universe, its formation and make-up, in a broad astronomy unit. They study different types of chemical reactions and how these are used to advantage in our society.</p> <p>Students design and conduct scientific investigations in ways that lead to the collection, interpretation and presentation of valid data. They look at how science is applied in the world around them.</p>	<ul style="list-style-type: none"> <li>• Nervous and endocrine systems</li> <li>• Electromagnetism</li> <li>• Astronomy</li> <li>• Chemical reactions</li> </ul>	Topic Tests
				Research Tasks
				Student Designed Investigation



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Year 10 Course Outlines				
Domain	Semester	Overview	Semester Units	Assessment Tasks
<b>YEAR 10 Design Arts Technology</b>	One semester electives (Food Production and Design – VET taster is whole year)	<p><b>Art Now</b></p> <p>Art Now is a folio-based subject that focuses on experimentation with contemporary materials, techniques and ideas.</p> <p>There are elements of digital media used to enhance the art making process.</p>	<ul style="list-style-type: none"> <li>Study of the way a variety of artists use materials, techniques and develop ideas to enhance their own art making</li> </ul>	<p>Development of design process</p> <p>Reflecting on Art</p> <p>Folio of artworks</p>
		<p><b>Creative Graphics</b></p> <p>Creative Graphics is a hands-on practical course which will give an appreciation of what makes good design. Students will gain an understanding of what it means to be a graphic designer, as well as an understanding of the culture of design combined with the techniques of a solid design process. This is from the design brief to idea generation and sketching, layout design and finishing in the Adobe suite.</p>	<ul style="list-style-type: none"> <li>Design principles</li> <li>Design analysis</li> <li>Illustrator and Photoshop</li> <li>Technical drawing</li> </ul>	<p>Design principles</p> <p>Research assignment</p> <p>Design process task</p>
		<p><b>Digital Media</b></p> <p>Year 10 Digital Media- This course focuses on the relationship between digital media and audiences. It covers social media, the moving image, photography and print design.</p>	<ul style="list-style-type: none"> <li>Film production unit looks at elements such as lighting, camera, sound and editing. Students will create a group film task</li> <li>Photography unit: camera use, photographic composition, image analysis, Photoshop and print design</li> </ul>	<p>Social media</p> <p>Film folio, practical with written and visual planning and evaluation</p> <p>Photography folio, practical with written and visual planning and evaluation</p>
		<p><b>Fashion Edge Wearable Art</b></p> <p>This subject is designed to allow students who may have an interest in pursuing a fashion related career or who love designing their own unique clothing the opportunity to use the design process to create a wearable art garment. It is designed to give students a better understanding of how fashion can be interpreted in Studio Arts in VCE. A visual diary is used to document the design process, a wearable art garment is produced and a fashion photograph is created.</p>	<ul style="list-style-type: none"> <li>Development of the design process through a visual diary</li> <li>Construction of a wearable art piece</li> </ul>	<p>Practical task: design and drawing Themeboard</p> <p>Production/Evaluation task: practical and written task</p>

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		<p><b>Food Studies</b> Students design food using the principles of healthy eating and wellbeing. They examine nutrition and food trends within social and cultural contexts to make informed decisions about food choices.</p>	<ul style="list-style-type: none"> <li>• Current food trends and preparation of modern recipes designed for health and wellbeing</li> </ul>	<p>Practical assessment: production skills, and food choices</p>
		<p><b>Food Production and Design – VET taster</b> The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.</p>	<p><b>Units of competence</b></p> <ul style="list-style-type: none"> <li>• Clean kitchen premises and equipment</li> <li>• Maintain quality of perishable supplies</li> <li>• Prepare simple dishes</li> <li>• Participate in safe work practices</li> <li>• Produce dishes using basic methods of cookery</li> <li>• Source/use information on hospitality industry</li> <li>• Use food preparation equipment</li> <li>• Use hygienic practices for food safety</li> <li>• Work effectively with others</li> </ul>	<p>Written assignment: case study of nutrition and diet related disease</p> <p>Practical tasks and tests (ongoing throughout the year)</p>
<p><b>YEAR 10 English</b></p>	<p>Whole year core</p>	<p><b>English</b> Students will continue to engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.  Literary texts that support and extend students in Level 10 as independent readers are drawn from a range of genres and involve complex, structures. Through reading these texts they will engage with issues involving high order reasoning and they will be encouraged to make comparisons between different texts.  Students will develop critical understanding of the contemporary media, and the differences between media texts.  They will create a range of imaginative, informative</p>	<p>Students will study 'classic' literary works including a Shakespearian play as well as works of contemporary fiction and film</p>	<p>Creative and analytical response</p>
				<p>Oral presentation on a scene or character</p>
				<p>Comparative and creative tasks</p>
				<p>Analytical response</p>

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		and persuasive types of texts including narratives, performances, discussions, literary analyses, transformations of texts and reviews They will learn how to synthesise ideas from a range of sources to create their own written texts.		Written analysis of persuasive language
	One semester elective	<b>Literature</b> On completion of the unit students should be able to: <ul style="list-style-type: none"> <li>Identify structures and features of a range of spoken texts presenting complex themes and issues.</li> <li>Analyse critically the relationship between texts, contexts, speakers and listeners.</li> <li>Read a range of texts to discuss different perspectives on complex themes and issues.</li> <li>Develop and justify detailed interpretations of texts.</li> <li>Evaluate characteristics that define an author's individual style.</li> <li>Create imaginative texts that make relevant thematic and intertextual connections with other texts.</li> </ul>	Semester 2 Students will study 'classic' literary works	Passage analysis
				Oral presentation
				Literary Perspectives Essay
<b>YEAR 10 Health and Physical Education</b>	Core Choice of one semester subject from four options elective	<b>Movement and physical activity</b> This elective is designed to engage students through movement. During this elective the link between physical activity and health and wellbeing will be reinforced. Students will raise their awareness of the barriers to physical activity and the factors that promote an increase in physical activity levels. Students will also identify what cultural factors are at play when an individual makes choices around physical activity levels. The current health status of Australia's youth is explored.  During practical lessons students will perform and refine movement skills in a variety of team and individual sports which may include indigenous games, aquatics and racquet sports. Practical classes will also provide opportunities to give feedback to develop leadership and collaboration skills.	<b>Movement and physical activity</b> <ul style="list-style-type: none"> <li>Health status of Australia's Youth</li> <li>Analysis of a variety of individual and team based sports</li> <li>Enabling factors and barriers that relate to physical activity</li> </ul>	Observation of performance in practical activities
				Written report
				Proposal of intervention program
		<b>Health in Our Community</b> This elective is designed to develop a deeper understanding of the concepts of health and wellbeing	<b>Health knowledge and promotion</b> <ul style="list-style-type: none"> <li>Dimensions of health and</li> </ul>	Health issue research task

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		<p>by focusing on the case of a mother and her baby. Students may have access to a virtual baby during the elective to help achieve this outcome. Students will analyse and critique factors that impact on the health of a mother and baby in both a local and global context. Students will develop their understanding of how physical environment, social environment and behaviours all impact on the health status of an individual. Students will also participate in physical activities that can be continued in the middle and late stages of adulthood.</p>	<p>wellbeing</p> <ul style="list-style-type: none"> <li>• Health status indicators</li> <li>• Protective factors and risk factors for health</li> <li>• Australia's health system</li> <li>• Maternal health services</li> </ul> <p>Maternal health in a global setting</p>	<p>Research task on a developing country</p>
		<p><b>Sports Coaching and Event Management (VET Taster)</b></p> <p>Sports Coaching and Event Management is a course designed to explore the variety of skills required to take on the role of coach and how they could be applied in our local community. Students will have the opportunity to develop skills they required in the Sports Education in Physical Education Program. Students will raise their awareness of the qualities of a good coach and traditional coaching styles. Emphasis will also be placed on organisational skills, time management and effective communication techniques. These skills will be applied in a sport setting but the way in which they can be transferred to other aspects of the student's life will also be highlighted. Sports Coaching and Event Management also provides a "taster" for those students interested in the VET Sport and Recreation course.</p>	<p><b>Units of Competence</b></p> <ul style="list-style-type: none"> <li>• Qualities and skills required of a coach</li> <li>• Coaching styles</li> <li>• Elements required for event management</li> </ul>	<p>Reflection on virtual baby experience</p> <p>Observation of performance in practical activities</p>
		<p><b>Sports Science</b></p> <p>Sports Science is a course that is designed to be a pathway towards VCE Physical Education. In this course, students will develop a greater understanding of the musculoskeletal, cardiovascular and respiratory systems and their role during exercise. Students will also learn about the interplay of energy systems when an individual is exercising. Sports Science will emphasize how the advances in science and technology can be utilised to improve sports performance. This will be a focus when exploring topics including Biomechanics, Sports Psychology and the use of Ergogenic Aids</p>	<ul style="list-style-type: none"> <li>• Musculoskeletal cardiovascular and respiratory systems</li> <li>• Energy systems</li> <li>• Role of science and technology in sports performance</li> </ul>	<p>Written folio</p> <p>Test</p> <p>Performance folio on body systems</p> <p>Observation of performance in practical activities</p> <p>Lab reports</p> <p>Video analysis</p> <p>Test</p>

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	One semester elective	<p><b>Mind, Body and Soul</b></p> <p>'Mind, Body and Soul' is designed to focus on the three main areas of health and wellbeing: the mind, the body and soul, and to introduce students to concepts found in VCE subjects such as Physical Education and Health and Human Development. Students will engage in a variety of theoretical and practical based activities to develop skills, knowledge and understanding of Unit topics.</p> <p>In this unit, students will develop an understanding of the cardiovascular systems and explore how it adapts when undertaking exercise and how it changes due to training. Through laboratory activities, they will investigate how their body system contributes and interacts during physical activity. Sports psychology will also be introduced to students and students will investigate psychological strategies that can lead to increases or decreases in performance.</p> <p>Students will undertake a Sports Nutrition Unit and then investigate how the food fuels are used by the body to create and utilise/store energy.</p> <p>Throughout this unit, students will develop their time and resource management skills by undertaking inquiry based projects related to the concepts being studied. Students who undertake this subject will establish strong links across other health related areas including biology, human development, physiology, psychology and environmental science.</p>	<ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Sports Nutrition and Pathways</li> <li>• Acute and Chronic responses of the Cardiovascular System</li> <li>• Drugs in Sport/Morals and Ethics in Sport</li> </ul>	<p>Test</p> <p>Oral Presentation/Debate</p> <p>Observation of performance in practical activities</p> <p>Exam</p>
		<p><b>VCE Physical Education Unit 1 (Accelerated Study)</b></p> <p><b>Bodies in Motion:</b> In this unit, students will look at how the musculoskeletal system works to produce movement. Students will identify how the cardiovascular and respiratory systems functions at rest and during physical activity.</p> <p>Through practical activities, students explore the structure and functions of these systems and their contributions during sport and physical activity.</p> <p>Students will explore the actual and perceived benefits and harms to the athlete of legal and illegal substances and methods that enhance performance.</p>	<ul style="list-style-type: none"> <li>• Body systems and human movement</li> <li>• Musculoskeletal, cardiovascular and respiratory systems</li> <li>• Management of musculoskeletal injuries</li> <li>• Practices to enhance performance</li> <li>• Ethical considerations associated with the use of illegal practices associated with aiding sports performance</li> </ul>	<p>Assessment tasks may include:</p> <p>Practical laboratory reports</p> <p>Data analysis</p> <p>Case Study</p> <p>Written Analysis</p> <p>Written report</p> <p>Exam</p>

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<p><b>YEAR 10 Humanities</b></p> <p>Students may choose either Civics or Citizenship and Enterprise</p>	<p>One Semester</p>	<p><b>Civics</b></p> <p>Civics will provide students with the knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. They will undertake an Inquiry Based Project that will allow them to examine issues at a Global, National and Local level.</p>	<p>Students complete one of the following units to investigate based on their choice:</p> <ul style="list-style-type: none"> <li>• Power, Conflict and Identity</li> <li>• The Everyday Citizen</li> <li>• Citizens and the Law</li> </ul> <p><b>ALL Students</b> complete a Core Unit called Global Citizen where four key issues are explored.</p> <ul style="list-style-type: none"> <li>• Indigenous Affairs</li> <li>• Refugees and Asylum Seekers</li> <li>• Gender Equality</li> <li>• Environment Issues including Global Warming</li> </ul>	
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	<p>One Semester</p>	<p><b>Citizenship and Enterprise (VET Taster)</b></p> <p>The Australian work environment is changing at rapid speed and this is impacting on the choices available to young people entering the labour market. Civics and Enterprise looks to introduce students to the fundamentals needed when obtaining and retaining work in a practical way.</p> <p>Students identify the types and purposes of communication in workplaces as well as changes occurring in work and workplaces. They also investigate skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. Students will also outline 21st Century approaches to recruitment and the skills required when responding to them.</p> <p>Tasks will involve planning, implementing and completing a negotiated action project – evaluating findings, proposing actions and making recommendations to and for a range of people. Major projects could be drawn up within several frameworks including:</p> <ul style="list-style-type: none"> <li>• school industry cooperative project</li> <li>• contemporary work challenges and opportunities</li> <li>• gender and work</li> </ul> <p>Students will also explore the different levels of government. They explore a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. Work and its place in broader Australian society will form part of the framework for this exploration.</p> <p>Students will be required to complete work experience or community service as part of the study of Citizenship and Enterprise.</p> <p>Citizenship and Enterprise is recommended for students interested in trying a different approach to learning that is focused on practical skills and experience. For students interested in pursuing VCAL or VET in Years 11 and 12 this elective would be a useful introduction to that style of learning.</p>	<p>Students will examine:</p> <ul style="list-style-type: none"> <li>• Exploring school and industry links</li> <li>• Analysing Local issues and devising solution</li> <li>• Gender and work</li> <li>• Contemporary work challenges and opportunities</li> </ul> <p>Other topic areas include:</p> <ul style="list-style-type: none"> <li>• How government works.</li> <li>• Active and informed citizenship</li> <li>• Work and its effect on society</li> </ul>	<p>Assessment will be competency based and be derived from:</p> <ul style="list-style-type: none"> <li>• A portfolio of students work containing selected pieces completed throughout the year</li> <li>• A major investigative project focusing on work and citizenship issues that will culminate with an exhibition</li> </ul>
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	One Semester Elective	<p><b>Commerce</b></p> <p>Throughout this unit students will analyse current economic issues affecting Australia. They will explore economic issues such as unemployment, inflation, global trade and economic growth. An examination of the role key stakeholders play in the economy will be undertaken; including the role of individuals, business groups and the government. Their role in the Australian economy will be explored. Students will investigate the ways in which they can influence government policy. They will also develop an understanding of the role tax plays in their lives and in generating government income.</p>	<ul style="list-style-type: none"> <li>• The Australian economy</li> <li>• Tax</li> </ul>	Case Study on the Market System
				Test on Inflation and Unemployment
				Essay on Globalisation
		<p><b>History: World War II</b></p> <p>Students investigate wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history. An examination of war in Europe and the Pacific will be undertaken. The impact this conflict had on Australian society will also be explored.</p> <p>Students investigate struggles for Human Rights, including how rights and freedoms have been ignored, demanded or achieved in Australia, the US and in the broader context. A comparison between the 1960s Civil Rights movement in the USA to the Indigenous Rights movement in Australia will be undertaken. Students will examine significant events in Australia's history that have impacted upon the Civil Rights movement in this country. These events could include: the 1967 Referendum, Right to Vote, Mabo Decision, the Apology.</p>	<ul style="list-style-type: none"> <li>• World War II</li> <li>• Rights and Freedoms (Civil Rights Movements)</li> </ul> <p>The overriding ideas explored are; evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p>	Test
				Document Analysis
				Comparative Essay
<b>YEAR 10 Languages</b>	Whole Year Elective	<p><b>French</b></p> <p>The aim of this course is to build confidence and competence in reading, writing, listening and speaking in French within the world of teenage experience. Topics studied include holidays, environment, shopping and work.</p> <p>On completion of the unit, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of main ideas in a range of listening tasks;</li> <li>• Communicate ideas orally in a range of situations,</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion</li> <li>• Direct/indirect object pronouns</li> <li>• Imperfect tense</li> <li>• Food</li> <li>• Environment</li> <li>• Imperative</li> <li>• Adverbs</li> <li>• Pronouns – indefinite and relative</li> </ul>	Production: Writing
				Language Acquisition: Grammar Progress
				Production: Speaking
				Semester Exam (written only)
				Comprehension: Listening



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		<p>including poetry and conversation</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of main ideas contained in a range of written texts; and</li> <li>• Convey ideas and opinions through a variety of written tasks, such as email, letter and diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Partitive article</li> <li>• Tourism</li> <li>• Future tense</li> <li>• 'si' clauses</li> <li>• Conditional mood</li> <li>• Comparative/superlative</li> </ul>	<p>Production: Writing</p> <p>Language Acquisition: Grammar Progress</p> <p>Semester Exam (written and speaking test)</p>
		<p><b>Italian</b></p> <p>The aim of this course is to build confidence and competence in reading, writing, listening and speaking in Italian within the world of teenage experience. Topics studied include a comparison of the school systems, hobbies, leisure activities, holidays, sports and work. Students are also provided with appreciation of culture and society through various activities and through the use of technology.</p> <p>On completion of the unit, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of main ideas in a range of listening tasks;</li> <li>• Communicate ideas orally in a range of situations including poetry, conversation and monologue;</li> <li>• Demonstrate comprehension of main ideas contained in a range of written texts; and</li> <li>• Convey ideas and opinions through a variety of written tasks such as e-mail, letter or diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays/travel</li> <li>• Imperfect tense</li> <li>• Relationships</li> <li>• Personal qualities</li> <li>• Environment</li> <li>• Future tense</li> <li>• Imperative</li> <li>• Technology</li> <li>• Direct/indirect object pronouns</li> <li>• School/work/careers</li> </ul>	<p>Production Writing</p> <p>Language Acquisition: Grammar Progress</p> <p>Comprehension: Reading</p> <p>Semester Exam (written)</p> <p>Production Speaking</p> <p>Comprehension: Listening</p> <p>Language Acquisition: Grammar Progress</p> <p>Semester Exam (Written and Oral Exam)</p>
		<p><b>Japanese</b></p> <p>The aim of this course is to broaden students' vocabulary and active use of grammar to allow them to freely express themselves in Japanese. A focus on oral skills aims to increase students' confidence and competence in speaking. Students understand and use Japanese within the context of topics relevant to teenagers. Through cultural activities students also gain an appreciation of Japanese culture, history and society.</p> <p>On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of main ideas in a range of listening tasks;</li> <li>• Communicate ideas orally in a range of situations,</li> </ul>	<ul style="list-style-type: none"> <li>• My house</li> <li>• The Japanese neighbourhood</li> <li>• Seasons and weather</li> <li>• Plain form (casual speech)</li> <li>• Schooling</li> <li>• Restaurants and Shopping</li> <li>• Going on Exchange</li> </ul>	<p>Language Acquisition</p> <p>Production: Speaking</p> <p>Comprehension: Listening and Reading</p> <p>Semester Exam (Written Exam Only)</p> <p>Comprehension: Listening and Reading</p> <p>Production: Writing</p>

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		<p>including conversation and monologue;</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of main ideas contained in a range of written texts; and</li> <li>• Convey ideas and opinions through a variety of written tasks such as a letter, speech, script or diary entry.</li> </ul>		Language Acquisition Test
				Semester Exam (Written and Oral Exam)
<b>YEAR 10 Mathematics</b>	Whole year core	<p><b>Year 10 Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number and Algebra:</b> Solving linear equations, inequations and simultaneous equations. Graphical representation of linear relationships.</li> <li>• <b>Measurement and Geometry:</b> Surface area and volume of composite solids. Application of Pythagoras' Theorem and trigonometric ratios in contexts. Use of similarity and congruence of plane shapes.</li> <li>• <b>Statistics and Probability:</b> Represent data using diagrams for statistical analysis. Describe bivariate numerical data from scatterplots. Determine probabilities of a range of events.</li> </ul>		Pythagoras and trigonometry test
				Financial arithmetic test
				Linear relationships application task
				Expanding and factorising test
				Measurement test
				Statistics application task
				Geometry test
				Probability test
		<p><b>10A Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number and Algebra:</b> Perform mathematical computations with surds. Application of the logarithm laws. Factorisation of a wide range of quadratic equations. Solving linear equations, inequations and simultaneous equations. Graphical representations of a variety of linear and non-linear relationships (parabolas, circles, hyperbolas).</li> <li>• <b>Measurement and Geometry:</b> Surface area and volume of a greater variety of composite solids. Applications of Pythagoras' Theorem and trigonometric ratios in contexts. Use of similarity and congruence of plane shapes. Apply angle and chord properties of circles.</li> <li>• <b>Statistics and Probability:</b> Represent data using diagrams for statistical analysis. Describe bivariate numerical data from scatterplots. Determine probabilities for a range of events using appropriate mathematical language.</li> </ul>		Linear relationships application task
				Surds test
				Expanding and factorising test
				Quadratic functions test
				Pythagoras and measurement application task
				Trigonometry and unit circle test
				Probability and statistics test
<p><b>VCE Foundation Mathematics Units 1 and 2</b></p> <p>These units provide for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and</p>		Arithmetic test		
		Drinking and driving presentation		

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		<p><b>do not</b> intend to undertake unit 3 and 4 studies in VCE Mathematics in the following year.</p> <p>There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. The areas of study are space, shape and design, patterns and number, handling data, and measurement. Students are encouraged to use appropriate technology in all areas of their study.</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Confidently and competently use mathematical concepts and skills from the areas of study.</li> <li>2. Apply and discuss mathematical procedures to solve problems in familiar and new contexts and communicate their results.</li> </ol> <p>Select and use technology to apply mathematics in a range of practical contexts.</p>	<p>Interpreting bills test</p> <p>Money application task</p> <p>Travel application task</p> <p>Income test</p> <p>Measurement application task</p>
	One semester (2) elective if student is undertaking 10A Mathematics	<p><b>VCE Mathematical Methods Unit 1 (Accelerated Study)</b></p> <p>In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.</p> <p>The appropriate use of the TI-nspire CX CAS calculator will be used to support and develop the teaching and learning of mathematics throughout the course.</p> <p>Students will draw on knowledge and skills outlined in all the areas of study. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.</li> <li>• Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.</li> <li>• Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas and produce results.</li> </ul>	<p>Quadratics test</p> <p>Quadratics application task</p> <p>Functions and graphs test</p> <p>Probability test</p> <p>Cubics/quartics test</p> <p>Cubics/quartics application task</p> <p>Transformations, matrices and linear graphs test</p>
	One semester (2) elective if student is undertaking 10A Mathematics	<p><b>VCE General Mathematics Unit 2 (accelerated Study)</b></p> <p>In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as</p>	<p>Applications of trigonometry test</p> <p>Number patterns and recursion test</p>

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		<p>applicable.</p> <p>The appropriate use of the TI-nspire CX CAS calculator will be used to support and develop the teaching and learning of mathematics throughout the course.</p> <p>Students will draw on knowledge and skills outlined in all the areas of study. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.</li> <li>Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.</li> <li>Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.</li> </ul>	<p>Network test</p> <p>Financial arithmetic application task</p> <p>Investigating relationships between two numerical variables test</p>		
<p><b>YEAR 10 Performing Arts</b></p>	<p>One semester elective</p>	<p><b>Designing Drama</b></p> <p>This unit focuses on the performance style of non-naturalism. Incorporating character development and performance skills that students have developed in previous years, students will now work predominantly on self-devised group ensemble work that will be performed for an audience. Technical and physical skills are developed through a wide range of activities and workshops in class.</p> <p>Students enrich their understanding of Drama through research, observation, analysis and discussion of their own performances and that of peers. They increase their understanding of drama terminology, analysis skills and their understanding of a variety of performance styles.</p>	<ul style="list-style-type: none"> <li>Introduction to non-naturalistic performance styles</li> <li>Theatre practitioners</li> <li>Play-making techniques for ensemble performance works</li> <li>Play-making techniques for solo performance works</li> </ul>	<p>'Drama Practitioners Workshop'</p> <p>Ensemble Performance</p> <p>Solo/duologue Performance</p>	
		<p><b>Music Group Performance and Composition</b></p> <p>Students will have the opportunity create and perform in small and large ensembles. Students enrich their understanding of best performance and rehearsal techniques. Students will explore ways to compose music for their group and develop arranging skills. Students will also develop their musicianship skills through written and practical work.</p>	<ul style="list-style-type: none"> <li>Best Practice: Rehearsal Techniques</li> <li>Musicianship</li> <li>Composition and Arrangement</li> </ul>	<p>Performances</p> <p>Rehearsal Reflections</p> <p>Musicianship</p> <p>Composition/Arrangement</p>	
		<p><b>Music Solo Performance and Styles</b></p> <p>Students will have the opportunity to explore a variety of music genres in performance and through the</p>	<ul style="list-style-type: none"> <li>Elements through time</li> <li>Performance skills</li> </ul>	<p>Group/Solo Performance</p>	

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		analysis of compositions. Students will investigate a number of different genres of music from baroque to contemporary. They will investigate how society influenced the development of music. Students will undertake and extended investigate in the style of their own choice. Students will complete a group performance and a solo recital and oral presentation focusing on a style of their choice.	<ul style="list-style-type: none"> <li>• Ensemble skills</li> <li>• Musicianship</li> </ul>	Investigation and Analysis
				Performance Recital
	One semester elective	<p><b>Theatre Production: (VET Taster)</b></p> <p>This course covers many facets of the theatre production industry: ushering, ticketing, seating, staging, lighting, make-up, set production, properties, occupational health and safety and industry knowledge. This course doesn't require students to perform; it is about all of the other facets of putting on a performance.</p> <p>It is a practical skills-based course that focuses on all of the stagecraft areas needed to put on a show and work in the industry. As a part of the subject, this class will form the backstage crew for the OLMC junior production 2018. You will be responsible for running the sound and lights, stage management, design and advertising. You will also go and see live performances that you will learn to analyse in terms of the design and stagecraft</p>	<p><b>Some of the skills you will develop are:</b></p> <ul style="list-style-type: none"> <li>• Basic lighting skills and knowledge</li> <li>• Basic audio skills and knowledge</li> <li>• Analysis of live performance work</li> <li>• Ushering</li> <li>• Follow a design process</li> <li>• Basic prop construction</li> <li>• Work effectively with others</li> <li>• Occupational Health and Safety</li> </ul>	Practical tasks and tests (ongoing throughout the year)
<b>YEAR 10 Religious Education</b>	Whole year core	<p>Through the study of God, Religion and Life, students examine the nature and exercise of conscience, relating their experience to practical life choices.</p> <p><b>Scripture and Jesus:</b> the focus is on the synoptic gospel of Luke. In this unit the students identify the main elements of Luke's Gospel portrayal of Jesus. The themes, literary structure and historical concept of Luke's Gospel are explored in depth. The students undertake an exploration of the Book of Exodus from the first testament, and make connections between the story of Moses and rituals in Judaism.</p> <p><b>Morality and Justice:</b> students critique the value systems in contemporary Australian society, the reality</p>	<ul style="list-style-type: none"> <li>• Scripture and Jesus</li> <li>• Morality and Justice</li> <li>• Church and Community</li> <li>• Prayer, Liturgy and Sacraments</li> </ul>	Catholic Social Teaching Presentation
				Christian Denominations Task

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		<p>of oppression and the Christian call to work for justice in the world. The value of each individual's potential to be involved in promoting justice is emphasized in this unit. Students are encouraged to identify ways in which individuals develop personal responsibility and moral maturity.</p> <p>Students will then look at the <b>Church and Community</b> through a study of the Church in history. Students develop an awareness of the changing Church.</p> <p>The students develop a greater understanding of the nature of <b>Prayer, Liturgy</b> and <b>Sacraments</b> through these celebrations. They prepare and participate in various expressions of private prayer and communal celebrations.</p>		<p>Exodus and Passover Test</p> <p>Luke's Gospel exegesis</p>
<p><b>YEAR 10 Science</b></p>	<p>Whole year core</p>	<p><b>The Big Ideas of Science</b></p> <p>The Big Ideas of Science is designed to give a solid foundation in a range of Science disciplines and a pathway into each of the four VCE Science subjects. Students will explore the big ideas of each of the four Sciences in core units.</p> <p><b>Biology:</b> focuses on the Science of genetics and evolution. Students will learn how information is passed on from generation to generation and investigate some of the ethical issues that have arisen in this area as technology has advanced in recent times.</p> <p><b>Chemistry:</b> students will unlock the power of the periodic table; exploring the extent to which it can be used as a tool to understand atomic structure and predict chemical bonding patterns as well as the properties of compounds formed.</p> <p><b>Psychology:</b> students will learn about the fundamental process of scientific methodology by studying human behaviour. They will also investigate the various roles and responsibilities of psychologists in today's society.</p> <p><b>Physics:</b> students will explore Newton's laws of motion. They will discover the Science behind every day phenomena that is taken for granted, including walking, cycling, driving and flying. Here again, students will utilise their knowledge of the scientific method to conduct a detailed investigation.</p>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> </ul> <p>In addition to these core topics, students will study two applied science topics that look at one area of science in more depth with a real world context. The application of this field and the ethics of the technology will be explored.</p>	<p>Topic Test</p>
				<p>Student Designed Investigations</p>
				<p>Research Tasks</p>
				<p>Examination</p>

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	<p>One unit core Foundation Science is <b>not</b> intended for students who are considering studies of VCE Biology, Chemistry, Physics or Physical Education.</p>	<p><b>Foundation Science – Semester 2 only</b></p> <p>Students will study genetic inheritance and consider the ethical issues that have arisen as the technology in this area has advanced. In an introduction to Psychology, they will look at the breadth of focus of this discipline and its application in various fields.</p> <p>In the preparation for carrying out an Extended Research Activity on a Psychology topic, students will gain an appreciation of the importance of good scientific method and the appropriate use of statistics to present and analyse the data collected.</p>	<ul style="list-style-type: none"> <li>Genetics</li> <li>Psychology</li> </ul>	<p>Topic Test</p>
				<p>Research Tasks</p>
				<p>Examination</p>
	<p>One unit elective This elective is a pre-requisite for students wishing to undertake VCE Biology Units 3 and 4 in Year 11.</p>	<p><b>Enhanced Biology (Accelerated Study)</b></p> <p><b>Cells and Functioning Organisms:</b> Just as life of a human begins with a single cell, so too does the life of all living things; plants, animals, bacteria and fungi all share this basic building block of life in common. In this unit, we will uncover why similarities and differences exist between humans and all other living things by investigating the inner-workings of the cell and the systems they make up in the body. We will also relate living organisms' requirements to how each individual cell grows, multiplies, functions and responds to its environment.</p>	<p>This unit has been developed to incorporate the essential concepts from the current VCE Biologys Units 1 and 2 courses that best prepare students to accelerate their study of Biology.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.</li> <li>Explain the relationship between features and requirements of functioning.</li> </ul>	<p>Topic Test</p>
				<p>Summary Reports</p>
				<p>Student Designed Investigation</p>
				<p>Examination</p>