Our Mission

Marist-Sion College, Warragul, is a Catholic co-educational secondary school which is inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.

Our mission is to proclaim the Gospel message with joyful hope, to nurture those in our community and to inspire excellence.

Values and Vision

<table>
<thead>
<tr>
<th>Values</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith in Action</td>
<td>We aim to promote an active faith which is guided by the Gospel message,</td>
</tr>
<tr>
<td></td>
<td>scriptural values and the Catholic tradition.</td>
</tr>
<tr>
<td>Excellence in Teaching and Learning</td>
<td>We aim to help students and staff to maximise their capabilities.</td>
</tr>
<tr>
<td>Community</td>
<td>We aim to build a community within which all are nurtured, valued and</td>
</tr>
<tr>
<td></td>
<td>respected.</td>
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<tr>
<td>Resilience</td>
<td>We aim to develop students’ ability to recover from setbacks and persevere</td>
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<tr>
<td></td>
<td>in the face of challenges.</td>
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<tr>
<td>Purpose</td>
<td>We aim to help students find meaning and direction, enabling them to live</td>
</tr>
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<td></td>
<td>active and engaged lives.</td>
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<tr>
<td>Justice</td>
<td>We aim to create a more just and sustainable world.</td>
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</tbody>
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Letter from the Principal

Dear Students,

This curriculum guide provides you with course information about programs of study for Years 7 to 10 next year. For students currently in Years 8 and 9, you need to make decisions about your subject choices. The wide range of options provided gives you, with your parents and teachers, the ability to steer your program in certain directions next year.

With freedom comes responsibility. Whilst you have the freedom to choose, you also have a responsibility to yourself to choose wisely.

Wise subject choices are made for the right reasons: to develop talents which will be of benefit, to pursue interests, to take on subjects which suit you, to prepare for future studies in areas of interest to prepare for intended careers, and so on.

There is a lot of support for you in this process – take advantage of this. Your parents, Tutors, Teachers, Heads of House, Ms Hare, Mrs Lilford, Mrs Moore, Mrs Kee and many others are available to assist you.

I encourage you to consider subjects which will extend your God-given talents and increase your future options.

Best wishes with your selections and enjoy the challenges that next year brings.

Mr Peter Houllahan
Principal
College Structure in 2016 - 2017

Leadership Team

Principal  Mr Peter Houlahan
Deputy Principal - Learning  Mrs Marian Kee
Deputy Principal - Pastoral Care  Mr John Picinali
Director of Faith Development  Mrs Robyn Rebbechi
Director of School Administration  Mr Bernie Gleeson
Director of Staff Development  Mr Ron Ruzzier
Business Manager  Mr Brett McKellar

Curriculum Leaders

Years 7 and 8 Curriculum Leader  Ms Victoria Hare
Years 9 and 10 Curriculum Leader  Mrs Michelle Lilford
Years 11 and 12 Curriculum Leader  Mr Andrew Wood

Education Support Coordinator  Mrs Margot Spencer
eLearning Coordinator  Mr Matthew Sciberras
eCoach  Ms Victoria Hare
Head Librarian  Mrs Gaye Marshall
Psychologist  Mrs Joanna McArthur
School Counsellor  Mrs Melanie Bradley
Sustainability Coordinator  Mrs Michelle Lilford
Teacher Librarian  Ms Vivian Lally

VCAL Coordinator  Mr Michael Beecham
College Structure in 2016 - 2017

Learning Area Mentors

- Computing: Mr Matthew Sciberras
- English: Mr Jacob Sharp
- Health: Mrs Helen Davine
- Humanities: Mrs Elly Martin
- Languages other than English: Mrs Birgit Eriksson
- Mathematics: Mr Andrew Wood
- Performing Arts: Mrs Jill Lawrence
- Religious Education: Mrs Robyn Rebbechi
- Science: Ms Nicole Vanatta
- Technology: Ms Sue Haeusler
- Visual Arts: Mrs Allison Cameron

Heads of House

- Champagnat: Mr Jacob Sharp
- Jericho: Mr Thomas Sandner
- Joseph: Mr John Heatley
- Loreto: Mrs Catherine Mills
- Lourdes: Mrs Christine Haasz
- MacKillop: Mr Andre Ockerse
- Marcellin: Mr Adrian Mitchell
- Sion: Mr Peter Coghlan
An Inclusive Curriculum

The College aims to develop within each student a love of learning, an enquiring mind and the desire to strive for their personal best. A range of learning experiences is provided which will assist students to improve their own study techniques, promote excellence in learning, and develop their self-esteem, confidence and independence. As part of our vision the College ‘affirms the uniqueness of every human being’. Students have varying cognitive, social, emotional and physical needs according to their different capacities, qualities and aptitudes. The College takes account of this in dedicating itself to the education of each student in a Christian environment. The comprehensive and systematic curriculum provides for these varying needs. The range of options offered allows each student to pursue an educational course which will more than adequately prepare them for their lives after secondary school. The curriculum is forward looking and focuses on giving students the capacity for lifelong learning as well as a thorough grounding in foundation knowledge and skills, and the capacity to be adaptable and flexible in a changing world.

Curriculum for Years 7 to 10 Students

Prescribed Studies – Compulsory for all students
In Year 7 and Year 8 students complete a program of Prescribed Studies which is compulsory for each year level. The students study a broadly based curriculum encompassing all of the nine Learning Areas.  In Year 7 students study Religious Education, Mathematics, English, Science, Humanities, Health, Physical Education, LOTE, Digital Literacy, Technology, Visual Arts and Performing Arts all year. In Year 8 students study the same prescribed program of subjects and 6 Semester Units (3 units in Technology and 3 units in The Arts) as set out in the Curriculum Structure Table. In Year 9 and Year 10 students complete a program of Prescribed Studies which is compulsory for each year level. The students study a broadly based curriculum encompassing Religious Education and the Learning Areas of English, Mathematics, Science, Humanities and Health. In addition students study Elective Units.

Elective Studies for Year 9 and Year 10
Students undertake the study of selected Elective Units from a range of Elective Units in all of the Learning Areas. Year 9 and Year 10 students will select to study Elective Units of particular interest and specialisation. The Elective Units allow students to expand their studies within the Learning Areas or to diversify and specialise with Elective Studies in The Arts, Languages Other Than English (LOTE) and Technology.

Selection of Elective Units for Year 9 and Year 10
The unit descriptions for the Electives available for study in Year 9 and Year 10 are provided in this Student Course Guide grouped in Learning Areas. Each unit description indicates which Year Level is able to study the unit. In the selection of Elective Units, students should ensure that over specialisation does not occur. Elective Units are available in most of the Learning Areas, and the study of some subjects is only available through the Elective structure. Students are encouraged to make their Elective choices across a range of areas and they should aim to have a varied Electives Program over the two years. Students will make an initial selection of Elective Units indicating preferences for a specified number of units in August. This information is used to form a Blocked Grid of Elective Units which will best satisfy the student preferences and the allocation of teachers and resources. Each student will then have their final allocation of Elective Units confirmed. This final allocation and confirmation will occur early in Term 4.
Curriculum for Years 7 to 10 Students

Year 7 Program
Students transitioning to Marist-Sion College from Year 6 into our Year 7 Program will benefit from a personalised approach to secondary school learning. Our distinctive, integrated timetable program enables students to adjust more successfully to a new secondary learning environment. The higher demands of secondary school are varied and our program aims to ensure that we build strong learning and pastoral relationships with the students quickly and effectively. This in turn means that students should develop confidence and engagement in their learning environment. Teachers have greater opportunities to focus on the development of each individual student’s literacy and numeracy skills.

This approach provides students with a range of curriculum offerings with a limited number of teachers. The English/Humanities/Information Literacy teacher and Mathematics/Science/Digital Literacy teacher each teach the class for 20% of the time in class each week. Students also study Religious Education, Music, LOTE, Physical Education/Health/Sport, Visual Arts and Technology.

Learning Management System
The College uses an online Learning Management System. Students and parents are able to access the following for each subject that the student studies:

- Subject overview
- Week by Week Course Planning Statement
- Assessment Tasks
- Homework requirements
- Grades
- Other Learning Resources

Homework
Homework is essential for steady progress in the self-discipline that brings success in most areas of learning. Students need quiet time set aside to review lessons, practise skills, and work on projects or assignments. Where specific homework tasks are not set, this time should be spent on sustained reading for interest and pleasure. Parents are encouraged to provide a time and place away from television, mobile phones and other distractions for students to complete homework tasks.

The College recommends that the following amount of time on homework will meet most students’ needs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Year 8</td>
<td>6 - 7</td>
</tr>
<tr>
<td>Year 9</td>
<td>7 - 8</td>
</tr>
<tr>
<td>Year 10</td>
<td>10</td>
</tr>
</tbody>
</table>

Homework Club operates each Tuesday afternoon after school in the College Library to provide assistance and support to students. Organisational skills, time management and assistance with skills and tasks in particular subject areas are available to all students.
Library – Information Literacy and Wide Reading Program

Wide Reading Program

Because reading is an essential life skill, through the College Library we integrate a Reading Program into one English lesson a cycle in Years 7 to 9. A Teacher Librarian works closely with the students to promote and encourage reading so that students of all abilities are given the opportunity to develop enduring reading habits and discover the joy of reading.

In these classes, students are: exposed to a wide range of children's/adolescent literature to encourage a love of reading; taught the value of good reading skills so that they can become independent readers and learners; encouraged to read a variety of genres to broaden their interests; introduced to different forms of information that are available to them, and taught the skills to improve their reading comprehension.

**RWS (Read, Write, Succeed)** was also introduced for students in Years 7 to 9 as a means of fostering a love of reading, improving literacy skills and creating a 'reading culture'. Students are asked to take a novel of their choice to their Lesson 5 class every day, Monday to Friday, and for or the first 15 minutes of the lesson, the students and their classroom teacher, read silently in a calm, undisturbed environment. If students do not have a book to read, they are asked to write a creative piece of writing, with their teacher giving them a 'story starter'. Students and staff in every subject, except Materials Technology and practical Physical Education classes, are expected to participate.

**Through RWS the College hopes to:**
- Foster an interest in reading as a leisure activity.
- Improve students' reading skills.
- Increase concentration.
- Demonstrate the importance of reading by making it a priority.
- Improve the students' vocabulary, comprehension, and fluency in speech and writing.
- Emphasise the importance of reading in all subjects – it is not just an English skill.
- Give students practice in sustained reading – magazines and newspapers are not allowed to be read during RWS.
- Enable students to see teachers in all subjects as role models for reading.

In the Library Wide Reading Program we strive to promote and develop a strong reading culture throughout the College.

The Information Literacy Program

By integrating the teaching of Information and Digital Literacy skills across the curriculum, the Library Information Literacy Program team aims to provide students with an education that will prepare them for a lifetime of learning. Our focus is on teaching students to become competent, independent learners who develop skills that are necessary for them to effectively research and become discerning users of information. Students are also taught the importance of, and given strategies to develop, good skills in time management, organization and study.

From Year 7, students are introduced to the wide range of digital resources that the College Library provides for them in the Library Resources section of Blackboard, and they are taught the importance of working through the six steps of learning process, (Defining, Locating, Selecting, Organising, Presenting, Evaluating), in their study of subjects across the curriculum.
Integrating Information Literacy and Digital Technologies

The Integration of Interdisciplinary Learning into the Curriculum

Interdisciplinary Learning relates to a range of knowledge, skills and behaviors which cross disciplinary boundaries and are essential to ensuring students are prepared as active learners and problem solvers for success at school and beyond. Its areas of focus include ways of thinking, communicating, conceiving and realising ideas and information. The College aims to develop students’ growth in the use of technology, in becoming effective communicators who, as individuals, view learning as a life-long process. Thinking processes, skills, behaviors and awareness of one’s own thinking are essential for functioning in society both within and beyond school. Through the incorporation of Thinking Skills within the curriculum of core disciplines, students are enabled to acquire strategies for thinking which relate to enquiry, the processing of information, reasoning, problem solving and reflection. Communication is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. Students learn to understand that language and discourse differ in different disciplines and that there is a need to learn the different literacies involved in each. Information and Communication Technologies are now extraordinarily broad ranging, and competency in the use thereof is increasingly important. At Marist-Sion College, all students will use computers in all subjects, in different ways and at different times. Students will be given instruction in using this technology for research, presentation, information-sharing and design purposes. This instruction will be integrated into the study in Learning Areas. Students will develop skills in the use of different media, the College’s Intranet and the Internet for research purposes. They will also learn how to select appropriate resources and to discriminate between the resources available. Students will develop skills in word processing, file management for the storage and retrieval of information, the use of spreadsheets for the storage and manipulation of data and the use of presentation software for multimedia arrangements of their own work. Students will make use of Web 2.0 applications such as blogs, wikis and podcasts. Those who are already proficient in computer usage will be able to develop their computer literacy skills and progress to higher levels of application.

Laptop Program

Marist-Sion College has embraced 1:1 technology through the implementation of the student laptop program. The program aims to prepare students for learning in the 21st Century and to live and work in a digital world. The technology provides meaningful learning experiences in more effective and contemporary ways through the integration of Information Communication Technology. The College provides all students in Years 7 to 12 with Windows based laptops and access to the College Network, Learning Management System, digital textbooks, Wi-Fi Internet and IT support. 21st Century technology provides opportunities for students to learn collaboratively with other students in our local classroom and globally in classrooms around the world. The laptops allow students to organise their electronic resources and present them professionally with industry standard software applications and effectively research and analyse information in a range of subjects.
Academic Enrichment Opportunities

The College aims to develop within each student a love of learning, an enquiring mind and the desire to strive for their personal best. Academic enrichment opportunities are available across all areas of the curriculum to extend or enrich student learning.

The Academic Enrichment Program is designed to cater specifically to the needs of students with varied gifts and talents. There are many exciting opportunities available to our students. The Program provides challenge for more able students who have particular interests and talents offering tasks and activities which promote higher order thinking, skill development, problem solving and independent learning. There are exciting extra-curricular activities in the program – some of which are open to all, others are available to selected students by invitation.

In the Academic Enrichment Program all students can work to achieve the award of a Visa Unit which is credited towards a Passport of Excellence.

There are 2 ways for a student to achieve a Visa Unit
1. Classroom based academic unit
   This Visa Unit is awarded to a student who achieves distinction in a subject by completing at least one Excellence Merit, one Encouragement Merit and achieving an 80% or higher unit result in the subject - all within one semester.
2. Outside the classroom academic unit
   Visa Units are awarded to students who achieve distinction in an out-of-classroom academic activity

A Credit Award or higher in a Academic Benchmark Competition
- Debating
- Public Speaking
- Library - reading and writing enrichment activities
- Visual Arts Competitions and other approved Special AEP Projects directed by staff.

The Award of a Passport of Excellence

A Bronze Passport of Excellence is awarded to a student who achieves 9 Visa Units. A Silver Passport of Excellence is awarded to a student who achieves 18 Visa Units in total. A Gold Passport of Excellence is awarded to a student who achieves 27 Visa Units in total. The accumulation of Visa Units is not limited to one academic year. Passport recipients have the opportunity to be selected for special excursions such as the Canberra Tour.

The Merit System

An Excellence Merit can be achieved for extension work of a very high standard that demonstrates excellence in a particular subject in a Learning Area. This type of merit aims to provide challenges to gifted and/or highly motivated students.

An Encouragement Merit can be achieved for sustained or improved discipline towards academic study. This type of merit aims to provide encouragement and reward where a student has made a commendable effort and should be especially acknowledged. Merits are awarded to students who exhibit diligence and discipline in academic work in the tradition of the Sisters of Our Lady of Sion. Merits are achievable in all subjects.

The Gold Merit Year 7 and 8 students can achieve a Gold Merit each year if they receive at least one merit (Excellence or Encouragement) in each of the Learning Areas studied. Year 9 and 10 students can achieve a Gold Merit each year if they receive at least one merit (Excellence or Encouragement) in each of the Learning Areas that they study.
Assessment and Reporting

Assessment and Reporting

Assessment of a student's academic progress reflects the aims and objectives of the College and is carried out on a regular basis, using a variety of assessment methods.

At the end of Term 1 and Term 3 - Parents receive detailed written reports on student progress prepared by each subject teacher. Each subject report includes a continuum of 4 Work Habits – effort, behaviour, organisation, and completion of set tasks. Two written statements describing what the student has achieved and areas for improvement / future learning are included. This type of report provides parents with information on student progress at a point during the semester when a teacher's advice about areas for improvement and future learning can be effectively acted upon by the student. These reports will be followed by Parent/Teacher/Student interviews at the start of Term 2. A second opportunity for interviews occurs at the start of Term 4.

Parents may make an appointment with all of their son's/daughter's teachers when interview evenings are conducted. The interviews enable parents to meet the teachers and to gain an overview of their son's/daughter's performance. Parents are also invited to make contact with the College at any time when they have a particular concern about their son or daughter. In some instances, the College may initiate this contact if concerns arise.

At the end of Semester 1 and Semester 2 - Parents receive final semester reports prepared by each subject teacher. Each subject report includes a continuum of 4 Work Habits as above. Reporting against the AUSVELS Standards using ratings measured by progression points, Final Grades for all Assessment Tasks and a Final Grade Result for each semester unit are included. There are no detailed subject teacher comments at this time.

Promotions Statement

The College aims to help all students to succeed in their studies, as we prepare students for life beyond school. To help students to become 'lifelong learners, dedicated citizens' and ready for employment, we promote a culture of diligence while encouraging individuals to take responsibility for their own learning. In accordance with Marist values, students are expected to work in order to earn promotion to the subsequent year level.

Monitoring of student achievement and engagement occurs throughout the school year, to identify students at risk of unsatisfactory academic achievement. After a student is identified as being at risk, parents are informed and a structured process of support to help him/her successfully complete their studies is initiated. If a student does not satisfy the Promotion Requirements, he/she may be required to repeat some or all of the subjects at the year level in which he/she has not demonstrated success.

Policy Implementation Guidelines

Expectations of Students

Each student is expected to work to achieve successful achievement of the learning outcomes in each unit of study, within the limits of his/her capability.

Promotion and Access to Subject Selections

If the student's progress is not deemed to be acceptable at the end of the year, a meeting will be held between the parents, student, a Deputy Principal and the Principal. The final decision regarding promotion is to be made by the Principal, following consultation with the parent(s), student and relevant College staff. Promotion decisions are to be based on a judgement of what is best for the student. Such decisions consider the child’s academic progress in the context of their psychological and social development. Therefore, promotion to the next year level is not solely dependent on final results in given units.

Students who do not fulfill the Promotion Requirements may be promoted if this is judged to be warranted by their circumstances. Factors to be considered include extended absence, illness, diagnosed learning difficulties or psychological factors.

The College reserves the right to restrict subject/unit choice based on prior academic performance. Such decisions are normally made by the Deputy Principal: Learning, in consultation with the student and parent(s).
Promotion Requirements specific to each Year Level

Entry to Year 12 (Units 3 and 4)
A student should complete at least 9 out of 12 VCE units studied to a satisfactory standard, including 2 units of English. Students should achieve end of semester results of ‘60%’ or above in units which they wish to study in Year 12. VCAL students must satisfy all VCAL requirements.

Entry to Year 11 (Units 1 and 2)
A student should complete at least 10 out of 14 units studied to a satisfactory standard, including 2 units of English. Students are normally be expected to achieve end of semester unit results of ‘50%’ or above in subjects in which they wish to study in Year 11.

Entry to Year 10
A student should complete at least 12 out of 16 units studied in Year 9 to a satisfactory standard, including at least three units of Mathematics and English. Students are normally be expected to achieve end of semester unit results of ‘50%’ or above.

Entry to Year 9
A student should complete at least 16 out of 20 units studied in Year 8 to a satisfactory standard, including at least three units of Mathematics and English. Students are normally be expected to achieve end of semester unit results of ‘50%’ or above.

Entry to Year 8
A student should complete the majority of units studied in Year 7 to a satisfactory standard, including at least three units of Mathematics and English. Students are normally be expected to achieve end of semester unit results of ‘50%’ or above.

Attendance
Students in Years 7 to 12 are expected to attend all of their timetabled classes. All absences must be explained. Students with unexplained absences or an excessive number of explained absences will be monitored to determine whether they can be considered to have reached a satisfactory standard and be eligible for promotion.
Student Services

The College provides a range of student services:
- Library and Information Services
- Pastoral Care and Welfare
- Special Needs Education
- Student Counseling
- Student Leadership
- Co-curricular Programs
- Academic Enrichment Program

Details are provided on the College Website and other publications.

Careers and Course Advice

The Careers Office at the College contains a display of information regarding career and course pathways and is located next to the Learning Support Office. In year 9 students are expected to start thinking about their post-secondary school options. Whether they decide to seek employment at the conclusion of their secondary schooling, or continue their studies at the tertiary level is likely to be a decision that will require ongoing support and guidance. By the time students enter the senior school, they will have had the experience of more secondary school studies and be better able to assess their career interests, abilities and aspirations. In year nine and ten students are encouraged to find out about jobs and the relevance of their school studies to broaden their knowledge base. During Year 9 students undertake the Real Game Project in which the students explore a career and the qualifications required. In Year 10 students complete career related studies in Humanities including resume writing, mock interviews and Work Experience.

During the senior years opportunities for Vocational Education (VET in the VCE and VCAL) and Work Placement exist and are integrated into the curriculum for students who are interested in undertaking these programs. The College provides the students with a range of resources to assist them in their choices about courses and careers. Individual counselling is available for each student and parent/guardian from Mrs. Mandy Moore.

The Careers and Courses Resources available for students to use include:
- Careers online – our College Career webpage is: https://publish.mscw.vic.edu.au/careers/
- My Future - This explores pathways as a response to a student’s personal strengths and preferences and provides facts about job outlooks, growth industries etc.
- Course-Link - which enable students to check the various tertiary courses for which they may be eligible as a result of their particular VCE/VCAL program.
- Information folders about the TAFE Colleges and Universities and the courses they offer.
- Information about traineeships, apprenticeships and local positions of employment.
- Information folders and booklets for job seekers including explanations of the procedures and skills involved such as – job searching, writing a job application, resume writing and interview techniques.
- The Job Guide provides job descriptions and information in career interest categories.
- Representatives from private and government organisations are invited to the College to speak about career related issues.

The College aims to ensure that all of our students have access to the information and advice that is available to assist them in their decisions about post-secondary school options. The changing nature of the employment market and the high level competition for tertiary study places at Universities and TAFE Institutes, traineeships and apprenticeships, require that our students have the support and counselling necessary to be flexible in their attitudes and able to make informed choices.

Year 10 Work Experience

Work experience is a compulsory part of the Year 10 program. Work experience provides a valuable opportunity for students to learn about an industry of interest and can help them to make more informed decisions about subjects to study, programs, courses and future careers. By gaining a wide range of experiences and giving students an insight into the world of employment, students gain confidence in communicating with, working with and relating to people outside the students’ usual circle of contact. The exact nature of the role that a student takes up within an organisation for work experience will vary. It may be that an employer offers the student a ‘shadowing’ role which will involve some ‘hands on’ experience. Alternatively, given that work experience is for one week, it may be a week of work observation which will provide a valuable learning experience.
In 2017 our Curriculum will be updating to incorporate the new Victorian Curriculum Foundation to Level 10 (F – 10 levels). The Victorian Curriculum sets out what every student should learn during their first eleven years of schooling. The Curriculum has been developed as the common set of knowledge and skills required by students for life-long learning, social development and informed citizenship at this time in our society.

The Victorian Curriculum Foundation to Level 10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Victorian Government and Catholic Schools are required to use the Victorian Curriculum Foundation to 10 Levels.

At the College we will continue to develop and enhance curriculum structures and programs to provide our students with every opportunity to achieve high levels of attainment. This includes gifted and talented students who are able to work well above the nominally age expected level of achievement.

The Curriculum is structured as a range of levels of learning and achievement. Starting in Primary School at Foundation Level, the teaching and learning programs develop the students’ learning abilities to progress through the levels of attainment into Year 10 at Secondary School. This enables the development of targeted learning programs for all students, where the curriculum is used to plan for the actual learning level of each student rather than their assumed level of learning based on age. It includes both knowledge and skills. These are defined by Learning Areas and Capabilities as set out in the table below. As a cross curricular priority, students also learn about Aboriginal and Torres Strait Islanders’ histories with a clear focus on their culture.

### LEARNING AREAS
- The Arts
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Arts
  - Visual Communication
  - Design
- English
- Health and Physical Education
- The Humanities
  - Civics and Citizenship
  - Economics and Business
  - Geography
  - History
- Languages
- Mathematics
- Science
- Technologies
  - Design and Technologies
  - Digital Technologies

### CAPABILITIES
- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

There is more information on this website: [http://victoriancurriculum.vcaa.vic.edu.au/](http://victoriancurriculum.vcaa.vic.edu.au/)
## Curriculum Structure for Year 7

### The College Timetable
The timetable will consist of 5 lessons per day in a 10 day cycle. Each lesson will be 60 minutes.

### Year 7 Curriculum Structure Table
The Table shows the allocation of the 50 lessons available per cycle for each Year level.

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>6 lessons</td>
</tr>
<tr>
<td>Year 7 ENGHU Program</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>7 lessons</td>
</tr>
<tr>
<td>Humanities History/Geography</td>
<td>4 Lessons</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>1 Lesson</td>
</tr>
<tr>
<td>Year 7 MSDT Program</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>7 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>1 lesson</td>
</tr>
<tr>
<td>LOTE</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Performing Arts - Music</td>
<td>3 lessons</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3 lessons</td>
</tr>
<tr>
<td>Technology – Materials and Ag/Hort Studies</td>
<td>3 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Sport</td>
<td>2 lessons</td>
</tr>
<tr>
<td>College/ House Assembly</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
Curriculum Structure for Year 8

The College Timetable
The timetable will consist of 5 lessons per day in a 10 day cycle. Each lesson will be 60 minutes.

Year 8 Curriculum Structure Table
The Table shows the allocation of the 50 lessons available per cycle for each Year level

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>4 lessons</td>
</tr>
<tr>
<td>LOTE</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Sport</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Humanities, History and Geography</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Performing Arts Drama / Music</td>
<td></td>
</tr>
<tr>
<td>3 lessons each Semester unit</td>
<td></td>
</tr>
<tr>
<td>Technology Materials / Food / Textiles</td>
<td></td>
</tr>
<tr>
<td>3 lessons each Semester unit</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3 lessons for one Semester unit</td>
</tr>
<tr>
<td>College/ House Assembly</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Wellbeing Program</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
Marist-Sion College has a vision which it shares with other Catholic schools. The College upholds and promotes a Christian philosophy which values a faith-centered approach to life and upholds the uniqueness, integrity and dignity of all those involved in its community life.

The Religious Education program is the formal and most obvious means by which this philosophy is passed on to students; therefore it is an integral part of the College curriculum. All students will complete studies in Religious Education in each year at the College from Year 7 to Year 12 inclusive and are expected to honour the important place of Religious Education through commitment to full participation and effort in their studies. While formal religious education includes knowledge and understanding of the Catholic faith, it will also seek to awaken, nourish and develop the personal faith of students. The content involving Scripture, doctrine, liturgy and morality will be linked to the life experience of students. Celebration of the Eucharist, reconciliation, liturgies and daily prayer are part of College life.

**Prescribed Study of Religious Education**
- Year 7 Religious Education
- Year 8 Religious Education

**English**

**Prescribed Study of English**
- Year 7 English
- Year 8 English

**Health**

**Prescribed Study of Health and Physical Education**
- Year 7 Health and Physical Education
- Year 8 Health and Physical Education
- Year 7 Sport
- Year 8 Sport

**Humanities**

**Prescribed Study of Geography**
- Year 7 Geography
- Year 8 Geography

**Prescribed Study of History**
- Year 7 History
- Year 8 History
Year 7 and Year 8 Studies

Digital Technologies

The Digital Technologies curriculum enables students in Years 7 and 8 to gain understanding of digital solutions. It provides practical opportunities for students to explore ‘block based coding’ using visual computer programming techniques, to systematically and innovatively transform data into digital solutions.

Prescribed Study
Year 7 Digital Technology
Year 8 Digital Technology

LOTE: Languages other than English

Prescribed Study of German or Japanese
Year 7 German or Year 7 Japanese
Year 8 German or Year 8 Japanese

Mathematics

Prescribed Study of Mathematics
Year 7 Mathematics
Year 8 Mathematics

Science

Prescribed Study of Science
Year 7 Science
Year 8 Science

The Arts

Prescribed Study of Visual Arts
Year 7 – Visual Arts
Year 8 – Visual Arts

Prescribed Study of Performing Arts
Year 7 - Music
Year 8 - Drama and Music

Technology

Prescribed Study of Technology
Year 7 Technology - Agriculture and Horticulture
Year 7 Technology - Wood / Plastics
Year 8 Technology - Food
Year 8 Technology - Wood / Metal
Year 8 Technology - Textiles
Curriculum Structure for Year 9

The College Timetable
The timetable will consist of 5 lessons per day in a 10 day cycle. Each lesson will be 60 minutes.

Year 9 Curriculum Structure Table
The Table shows the allocation of the 50 lessons available per cycle for each Year level.

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 9 Semester 1</th>
<th>Year 9 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>6 lessons</td>
<td>6 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Humanities</td>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>6 lessons</td>
<td>6 lessons</td>
</tr>
<tr>
<td>Electives – 2 choices each Semester</td>
<td>2 Electives</td>
<td>2 Electives</td>
</tr>
<tr>
<td></td>
<td>6 lessons x 2 electives</td>
<td>6 lessons x 2 electives</td>
</tr>
<tr>
<td></td>
<td>12 lessons</td>
<td>12 lessons</td>
</tr>
<tr>
<td>College / House Assembly</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Year Level Program</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
## Elective Units: Year 9

### The Elective Units offered to students in Year 9 in 2017

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 9 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td>Year 9 Computing</td>
</tr>
<tr>
<td>Computing</td>
<td>Year 9 Computer Programming</td>
</tr>
<tr>
<td>Computing</td>
<td>Year 9 Media Production</td>
</tr>
<tr>
<td>English</td>
<td>Year 9 Enrichment English and Creative Writing</td>
</tr>
<tr>
<td>English</td>
<td>Year 9 English Skills Booster</td>
</tr>
<tr>
<td>Humanities</td>
<td>Year 9 Justice, Money and Markets</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 9 German Semester 1</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 9 German Semester 2</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 9 Japanese Semester 1</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 9 Japanese Semester 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Year 9 Enrichment Mathematics</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 9 Drama</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 9 Music Performance Semester 1</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 9 Music Performance Semester 2</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 9 Music and Technology</td>
</tr>
<tr>
<td>Technology – Agriculture</td>
<td>Year 9 Agriculture</td>
</tr>
<tr>
<td>Technology – Agriculture/Horticulture</td>
<td>Year 9 Backyard Blitz at Marist-Sion</td>
</tr>
<tr>
<td>Technology – Food</td>
<td>Year 9 Food Technology</td>
</tr>
<tr>
<td>Technology – Metal</td>
<td>Year 9 Introduction to Metalwork</td>
</tr>
<tr>
<td>Technology – Textiles</td>
<td>Year 9 Textiles</td>
</tr>
<tr>
<td>Technology – Wood</td>
<td>Year 9 Making a Model in Wood</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 9 Visual Arts 2D</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 9 Visual Arts 3D</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 9 Visual Communication Design</td>
</tr>
</tbody>
</table>
The College Timetable
The timetable will consist of 5 lessons per day in a 10 day cycle. Each lesson will be 60 minutes. There are 50 lessons available per cycle.

There are 5 Programs available for Year 10 students

Program 1  Year 10 Standard Program
Program 2  Year 10 Applied Learning Program
Program 3  Year 10 LOTE Student Program
Program 4  Year 10 LOTE/Accelerated Student Program
Program 5  Year 10 Accelerated Student Program

The structure and subjects included in each of the five Programs are described on the following pages. Program selection depends on student interest, aptitude, eligibility and preferred electives.
# Curriculum Structure for Year 10

## Program 1

### Year 10 Standard Program

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>History one semester length unit 8 lessons</td>
</tr>
<tr>
<td>3 Electives</td>
<td>3 Semester Length Elective Units 8 lessons x 3 electives 24 lessons</td>
<td></td>
</tr>
<tr>
<td>College / House Assembly</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Year Level Program</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
Year 10 Applied Learning Program

VET in Schools
Vocational Education and Training

What is a VET program?
Students can choose an Applied Learning Program (including a VET course) as their Year 10 Program. This means that students will be undertaking training in a specific vocational area, for example – engineering, plumbing and community services. This training will give students a nationally recognised vocational qualification most commonly at a pre-apprenticeship Certificate II level. The vocational qualification will provide students with access to further training in their chosen industry in courses at diploma level or above and may improve their employment opportunities. Starting a VET course in Year 10 has the added advantage that students can complete the Certificate by the end of Year 11 leaving them free to concentrate on a standard Year 12 VCE Program. VET Course may be completed over two years.

What are the Advantages in Completing a VET Program?
These VET Programs should be of particular interest to students who want to:
- Complete a nationally recognised training credential
- Select a program which is flexible enough to give them some choice with clearer career and studies pathways after secondary school.
- Achieve greater confidence in tackling the labour market
- Contribute to their VCE and ATAR

How will Vocational Education Programs be provided?
Students will attend the campus of the RTO provider every Wednesday. Students will miss an elective class at school on their VET day each week. They must accept responsibility for keeping up with all assessed work and ensure that they follow up all missed class work. Students are allocated to Vocational Preparation classes which includes supervised private study lessons.
Students and their parents, in conjunction with the College, can arrange other Certificate Courses not listed in the Guide if a suitable course provider can be found. These arrangements should not take the student out of the College for more than one day per week. This day must be a Wednesday as the Year 10 Applied learning program classes are timetabled to free up each Wednesday as much as possible.

What are the costs associated with Vocational Training Programs?
Additional course costs for VET Programs will be added to the annual tuition fee. In 2016 an average VET fee charged was from $500 per course. It is likely that the VET fee charged to parents will increase beyond this $500 fee in 2017. VET students will be expected to purchase a VET shirt from the uniform shop, prices will vary dependent on the course undertaken. Additional material costs will be levied by the course provider and are borne directly by the family. The costs for each course vary depending on the course undertaken and the level of government funding provided through the Catholic Education Commission of Victoria and the College itself. Fee Remissions for families may be available in accordance with the General College Fees Policy. Specific costing will be detailed via letter to each family early next year once enrolments, course costs and funding levels are finalised.

Please note:
Students undertaking VET course are not able to concurrently study an accelerated VCE subject at this College. If a student is offered the opportunity to accelerate their studies the students must choose between this opportunity and a VET course.
Year 10 Applied Learning Program

VET Programs available through the Baw Baw VET Cluster or the Latrobe Valley VET Cluster

Certificate II in Agriculture

Certificate II in Animal Studies

Certificate II in Automotive Studies

Certificate II in Building and Construction - Bricklaying

Certificate II in Building and Construction - Carpentry

Certificate II in Building and Construction - Painting and Decorating

Certificate II in Civil Construction

Certificate II in Community Services – Aged, Disability Care and Child Care

Certificate II in Electrical

Certificate II in Engineering

Certificate II in Equine Studies

Certificate III in Fitness

Certificate II in Furniture Making – Cabinet Making

Certificate II in Hairdressing

Certificate II in Horticulture (Landscaping)

Certificate II in Hospitality

Certificate II in Plumbing

Certificate II in Retail Make-up and Skin Care

Further details of all possible programs are available from Mrs Mandy Moore, the Careers and Pathways Coordinator. Courses will not run if there are insufficient numbers.
## Program 2
### Year 10 Applied Learning Program

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>6 lessons</td>
<td>6 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>6 lessons</td>
<td>6 lessons</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 lessons</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Vocational Preparation</td>
<td>2 lessons</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Humanities Applied</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>2 Electives</td>
<td>Elective Unit 6 lessons out of 8 lessons</td>
<td>Elective Unit 6 lessons out of 8 lessons</td>
</tr>
<tr>
<td>College / House Assembly</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Year Level Program</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>VET Course: One day per week</td>
<td>10 lessons</td>
<td>10 lessons</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
## Program 3
### Year 10 LOTE Student Program

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>LOTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Elective Units</td>
<td>LOTE Elective Unit 1</td>
<td>LOTE Elective Unit 2</td>
</tr>
<tr>
<td></td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>2 Electives</td>
<td>Elective Unit 8 lessons</td>
<td>Elective Unit 8 lessons</td>
</tr>
<tr>
<td>College / House Assembly</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Year Level Program</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
Curriculum Structure for Year 10

Acceleration into VCE Units 1 and 2 in Year 10

Students considered eligible for acceleration because of a high standard in their overall Year 9 program will have received a letter of recommendation for acceleration prior to subject selection time. These selected Year 9 students may proceed to a particular VCE Units 1 and 2 Study in Year 10 if they have satisfied the necessary acceleration requirements including: a high standard (over 80% on average) in their overall Year 9 program, Academic Office recommendation, Head of House support, parent support and timetable feasibility.

Final acceleration decisions will be made by the Deputy Principal-Learning in consultation with the Years 9 and 10 Curriculum Leader. Accelerated students will select Program 4 (Accelerated and LOTE study Program) or Program 5 (Accelerated Program) and make appropriate choices in these Programs.

Students and parents should note that the study of a VCE Units 1 and 2 sequence whilst in Year 10 is a bonus not an alternative to the College requirement for VCE Year 11 students to study 5 VCE studies plus 2 units of Religious Education in Year 11.

Acceleration is not available for students undertaking Vocational Studies such as VET Courses.

VCE Units 1 and 2 offered for acceleration to selected Year 10 Students

Accounting  Units 1 & 2
Art  Units 1 & 2
Biology  Units 1 & 2
Business Management  Units 1 & 2
Computing  Units 1 & 2
Drama/Theatre Studies  Units 1 & 2
Environmental Science  Units 1 & 2
Food Studies  Units 1 & 2
Health and Human Development  Units 1 & 2
Legal Studies  Units 1 & 2
Music Performance  Units 1 & 2
Philosophy  Units 1 & 2
Physical Education  Units 1 & 2
Product Design and Technology (Wood)  Units 1 & 2
Product Design and Technology (Textiles)  Units 1 & 2
Psychology  Units 1 & 2
Studio Arts  Units 1 & 2
Visual Communication Design  Units 1 & 2

This is a list of the VCE Units that the College is offering to Year 10 students eligible for acceleration to VCE Unit 1 and 2 level of a study. The VCE Study descriptions were included in a booklet provided to students offered acceleration by letter recently.

The VCE Units that are actually taught in the Year 2017 will depend on VCE student demand, timetable grid placement, viable class size, teacher availability and College resources. This could mean that students may need to review their choice.

The complete list of VCE Unit 1 and 2 studies offered to Year 11 students for 2017 includes additional studies not available to Year 10 students. (See Page 55)
## Curriculum Structure for Year 10

### Program 4

**Year 10 LOTE / Accelerated Student Program**

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>2 VCE Elective Units</td>
<td>VCE Unit 1 8 lessons</td>
<td>VCE Unit 2 8 lessons</td>
</tr>
<tr>
<td>LOTE 2 Electives</td>
<td>LOTE Elective Unit 8 lessons</td>
<td>LOTE Elective Unit 8 lessons</td>
</tr>
<tr>
<td>College / House Assembly</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Year Level Program</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
</tbody>
</table>

**Total Lessons per cycle**

|                | 50 lessons | 50 lessons |

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## Curriculum Structure for Year 10

### Program 5
**Year 10 Accelerated Student Program**

<table>
<thead>
<tr>
<th>Prescribed Studies</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>English</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Science</td>
<td>8 lessons</td>
<td>8 lessons</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4 lessons</td>
<td>4 lessons</td>
</tr>
<tr>
<td>2 VCE Elective Units</td>
<td>VCE Unit 1 8 lessons</td>
<td>VCE Unit 2 8 lessons</td>
</tr>
<tr>
<td>2 Electives</td>
<td>Elective Unit 8 lessons</td>
<td>Elective Unit 8 lessons</td>
</tr>
<tr>
<td>College / House Assembly</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Year Level Program</td>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Total Lessons per cycle</td>
<td>50 lessons</td>
<td>50 lessons</td>
</tr>
</tbody>
</table>
Elective Units: Year 10

The Elective Units offered to students in Year 10 in 2017

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td>Year 10 Computer Programming</td>
</tr>
<tr>
<td>Computing</td>
<td>Year 10 Multimedia and Web Design</td>
</tr>
<tr>
<td>English</td>
<td>Year 10 Enrichment English and Literature</td>
</tr>
<tr>
<td>English</td>
<td>Year 10 21st Century Media Studies</td>
</tr>
<tr>
<td>Health</td>
<td>Year 10 Mind and Body</td>
</tr>
<tr>
<td>Health</td>
<td>Year 10 Outdoor and Environmental Studies</td>
</tr>
<tr>
<td>Humanities</td>
<td>Year 10 Commerce</td>
</tr>
<tr>
<td>Humanities</td>
<td>Year 10 Geography</td>
</tr>
<tr>
<td>Humanities</td>
<td>Year 10 History</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 10 German Semester 1</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 10 German Semester 2</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 10 Japanese Semester 1</td>
</tr>
<tr>
<td>LOTE</td>
<td>Year 10 Japanese Semester 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Year 10 Enrichment Mathematics</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 10 Drama: Performance</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 10 Production and Management</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 10 Music Performance Semester 1</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Year 10 Music Performance Semester 2</td>
</tr>
<tr>
<td>Technology – Food</td>
<td>Year 10 Food Technology</td>
</tr>
<tr>
<td>Technology – Horticulture</td>
<td>Year 10 Horticulture</td>
</tr>
<tr>
<td>Technology – Textiles</td>
<td>Year 10 Textiles</td>
</tr>
<tr>
<td>Technology – Wood</td>
<td>Year 10 Designing and Making in Wood</td>
</tr>
<tr>
<td>Technology – Wood and Metal</td>
<td>Year 10 Lead-Light and Cabinet Making</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 10 Art Inspired by Tradition</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 10 Art with Class</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 10 Visual Communication Design</td>
</tr>
</tbody>
</table>
Marist-Sion College has a vision which it shares with other Catholic schools. The College upholds and promotes a Christian philosophy which values a faith-centered approach to life and upholds the uniqueness, integrity and dignity of all those involved in its community life. The Religious Education program is the formal and most obvious means by which this philosophy is passed on to students; therefore it is an integral part of the College curriculum. All students will complete studies in Religious Education in each year at the College from Year 7 to Year 12 inclusive and are expected to honour the important place of Religious Education through commitment to full participation and effort in their studies. While formal religious education includes knowledge and understanding of the Catholic faith, it will also seek to awaken, nourish and develop the personal faith of students. The content involving Scripture, doctrine, liturgy and morality will be linked to the life experience of students. Celebration of the Eucharist, reconciliation, liturgies and daily prayer are part of College life.

Prescribed Study of Religious Education

Year 9 Religious Education
Year 10 Religious Education

Year 10 Religious Education Journeying Together

Religious Education at Year 10 level is studied in accordance with the Curriculum of the Diocese of Sale, aptly named Journeying Together in Hope. Students complete an academic program of study which includes knowledge and understanding of the Catholic faith, and are assessed on their knowledge of the units studied. Alongside the academic content covered, students are also given opportunities to broaden their own faith experience, and to experience prayer, liturgy and reflective activities. Topics covered as part of the Journeying Together unit include, but are not limited to, the following: The Catholic Church through time, particularly the Reformation and 20th century changes in the Church; The study of other religious traditions, particularly Indigenous Spirituality; Saints of the Church; The Eucharist.

Year 10 Religious Education Journeying Together with CSYMA unit

The study of Religious Education at Year 10 includes an option of completing the Core Study listed above as well as an ‘Introduction to Youth Ministry’ Unit, devised by Catholic Schools Youth Ministry Australia. This sequence of studies in Youth Ministry, which has been adopted by the Diocese of Sale, offers students the opportunity to develop an understanding of the principles of youth ministry, as well as to plan and participate in youth ministry experiences.

An application form must be completed for this subject in order to be considered for selection. Forms will be available from the Director of Faith Development on Course Information Day.
The specialist areas of Computing continue to grow in depth and complexity. To cater for students interested in IT applications such as programming, multimedia and generalist Information and Communications Technology (ICT) skills, we have developed a range of Year 9 and 10 electives.

Elective Units in Computing

**Year 9 Computing**

This unit will challenge students to learn how to use and apply a range of different types of software and hardware to create a variety of information products relevant to both modern workplaces and everyday use. The areas of study in this unit include:
- Computer Hardware and its application
- File management
- Safe use of the computer, including ergonomics and cyber safety
- Word Processing
- Spreadsheets
- 3D Drawing using Google Sketchup
- Web Authoring

**Assessment Tasks**

Students will use a variety of IT skills in assignments and projects.

**Year 9 Computer Programming**

This unit introduces students to the concepts involved in using a computer programming language. Students will be shown how to methodically develop their problem solving strategies by breaking information problems into manageable parts that can be solved through the writing of a list of logically developed instructions. The Visual Basic programming language will be used to enable students to create computer animations, simple computer games and other projects intended to produce information solutions.

**Assessment Tasks**

Students will complete a series of basic tasks to develop their knowledge of fundamental programming techniques. A major programming project will be undertaken in the second term of the unit so that students can provide evidence of being able to effectively use the skills they acquired in the first part of the unit. This project will involve either significant extension or adaptation of an existing programming task or the development of an original idea for an information solution. An evaluation process will be part of the assessment, so that students can honestly reflect on the efficiency and effectiveness of their work.

**Year 9 Media Production**

This unit requires students to develop skills in stop motion animation, video production, audio editing and graphics manipulation. Students will be required to use advanced features of editing and encoding software to create finished products in a format suitable for a variety of delivery methods – such as DVD, CD and the web using Adobe Photoshop, Premiere Pro and Soundbooth. Students will be required to work collaboratively through online forums when developing solutions and record their processes in a blog. Students also take into account ethical and legal responsibilities when generating solutions to information problems.

**Assessment Tasks**

Students will be assessed on their ability to work in groups, the processes used in producing and editing video footage, graphics and audio, and finally in their ability to encode multimedia files for particular audiences.
Computing

Computing Pathways from Year 9 Electives

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Year 9 Computer Programming</td>
<td>Year 10 Computer Programming and Science/Physics units</td>
<td>VCE Computing and VCE Software Development</td>
</tr>
<tr>
<td>Elective Year 9 Computing</td>
<td>Year 10 Multimedia and Web Design or Year 10 Computer Programming</td>
<td>VCE Informatics and VCE Computing</td>
</tr>
<tr>
<td>Elective Year 9 Media Production</td>
<td>Year 10 Multimedia and Web Design</td>
<td>VCE Informatics</td>
</tr>
</tbody>
</table>

Year 10 Multimedia and Web Design
The production of modern and dynamic advertising, web content, learning and teaching materials, information sources and games relies entirely on Computer-based Multimedia design. In this course, students will be introduced to Adobe design software (Flash, Dreamweaver and others). They will use ICT tools to plan, design, implement and evaluate their projects, and will be able to publish their work in a number of formats.

Assessment Tasks
Students will be assessed on the quality of their Folio work. This assessment will take into account all the steps which resulted in the finished product: Planning, Design, Implementation and Evaluation.

Year 10 Computer Programming
This unit in programming with Visual Basic is designed to develop student skills in solving information problems, as well as giving them greater control over their use of computers as tools. It is seen as important to equip interested students with skills in using a major programming language. The Visual Basic programming language is widely used around the world. It easily allows for the development of solutions to information problems of varying complexity, whilst at the same time, providing the stages of planning, design, construction and evaluation that are required in the study of any discipline involving technology. The course is open ended in that it allows students to develop skills at their own pace and to extend these skills through their major individual projects. The programming tasks for this unit have a focus of computer gaming and the construction of these programs.

Assessment Tasks
Students develop a major individual programming project based on an original concept. There is an end of semester examination designed to test the key theory knowledge which students should have acquired. A formal evaluation process will be part of the assessment, so that students can honestly reflect on the efficiency and effectiveness of their work.

Computing Pathways from Year 10 Electives

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Multimedia and Web Design</td>
<td>VCE Computing 1 and 2</td>
<td>VCE Informatics 3 and 4 or VCE Software Development 3 and 4</td>
</tr>
<tr>
<td>Year 10 Computer Programming</td>
<td>VCE Computing 1 and 2</td>
<td>VCE Informatics 3 and 4 or VCE Software Development 3 and 4</td>
</tr>
</tbody>
</table>
English

Prescribed Study of English
Year 9 English
Year 10 English

Elective Units in English

Year 9 English Skills Booster
This course works alongside the standard English curriculum and provides the opportunity for middle to lower level students who are engaged in English to boost their skills. Content will be focused on each individual student’s needs within the areas of Reading and Viewing, Writing and Speaking and Listening. This will include specific activities based on developing comprehension skills, developing a stronger working vocabulary as well as the fundamentals such as the mechanics of our written language.

Assessment Tasks
Students are required to compile a folio of work. Success will be measured on the individual development of student needs.

Year 9 Enrichment English and Creative Writing
This extension course is designed to allow students to develop and extend their skills in a variety of forms. The analytical study in this course will extend beyond the standard Year 9 English curriculum by providing a focused study through prescribed content, assisting students in enhance their analytical skills and extend the complexity of their written responses. In the creative writing section, students will be challenged with a range of creative writing tasks for different purposes and audiences. Writer’s workshops throughout the course include topics such as: characterisation, plot structures, genre requirements, learning from the work of others, writing to ‘show’ and not ‘tell’, and learning to write effectively at different lengths.

Assessment Tasks
Students are required to maintain and submit a range of writing experiences as part of their folio.

Year 10 Enrichment English and Literature
This extension course aims to engender in its students a love of literature, in all its forms (novels, short stories, poetry and film) and to assist students in developing their English skills to a higher standard. Through the study of the literary features of texts students learn to critically analyse the way in which meaning is created. Students study text construction and how structural and literary features contribute to the interpretation of meaning. A large focus will be placed on developing a working vocabulary to assist in developing these observations within student’s own writing, thus assisting them in all areas of English in the future.

Assessment Tasks
Students are required to compile a folio of written analyses and creative responses to texts studied.

English Pathways

<table>
<thead>
<tr>
<th></th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prescribed Study</strong></td>
<td>VCE English 1 and 2</td>
<td>VCE Literature 3 and 4</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>VCE Literature 1 and 2</td>
<td>VCE English 3 and 4</td>
</tr>
<tr>
<td>Year 10 English</td>
<td>VCE Foundation English 1 and 2 (VCAL)</td>
<td>VCAL Senior Literacy</td>
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<tr>
<td><strong>Elective</strong></td>
<td>VCE English 1 and 2</td>
<td>VCE English 3 and 4</td>
</tr>
<tr>
<td>Year 9 English Skills Booster</td>
<td>VCE Literature 1 and 2</td>
<td>VCE Literature 3 and 4</td>
</tr>
<tr>
<td>Year 9 Enrichment English and Creative Writing</td>
<td>VCE English 1 and 2</td>
<td>VCE English 3 and 4</td>
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<tr>
<td><strong>Elective</strong></td>
<td>VCE Literature 1 and 2</td>
<td>VCE Literature 3 and 4</td>
</tr>
<tr>
<td>Year 10 Enrichment English and Literature</td>
<td>VCE English 1 and 2</td>
<td>VCE English 3 and 4</td>
</tr>
</tbody>
</table>
Health

Prescribed Study of Health and Physical Education
Year 9 Health and Physical Education
Year 10 Health and Physical Education

Elective Units in Health
Year 10 Mind and Body
Year 10 Outdoor and Environmental Studies

Year 10 Mind and Body
This course is a study of the theory and practice of health and wellbeing. Students will study a range of issues including mental health, body image, self-esteem, coping skills, sleep and personal development and recreational and alternative ways to improve health and wellbeing. Students will undertake a range of practical sessions selected from activities such as yoga, self defence, aerobics, water aerobics, power walking, dance and meditation.

Assessment Tasks
Students are required to prepare a group role play on a selected health issue, a PowerPoint on Sleep Disorders, a major project on a health issue of their choice as well as an examination.

Please note: The study of Year 10 Mind and Body is strongly recommended for students intending to study VCE Health and Human Development VCE Units 1 – 4 during Year 11 and Year 12.

Year 10 Outdoor and Environmental Studies
The course focuses on understanding nature and why people are motivated to seek outdoor experiences. Students learn how to plan for safe participation in outdoor experiences and how to have a minimal impact on nature and the environment. A second key concept is developing understanding and knowledge about different natural environments such as alpine, marine, coastal, wetlands, grassland, forest and arid. Students will learn about the impact that humans have on nature through conservation, commercial and recreational activities. This subject is theory based and has a one day excursion and a three day expedition.

Assessment Tasks
Students are required to keep an orderly and complete workbook, complete a practical diary, satisfactorily complete topic tests and the end of semester exam.

Please note: The study of Year 10 Outdoor and Environmental Studies is strongly recommended for students intending to study VCE Outdoor and Environmental Studies Units 3 and 4.

Health, Outdoor Education and Physical Education Pathways

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Study Year 9 Health and Physical Education</td>
<td>Prescribed Study Year 10 Health and Physical Education</td>
<td>VCE Physical Education 1 and 2</td>
<td>VCE Physical Education 3 and 4</td>
</tr>
<tr>
<td>Electives Year 10 Mind and Body</td>
<td></td>
<td>VCE Health and Human Development 1 and 2</td>
<td>VCE Health and Human Development 3 and 4</td>
</tr>
<tr>
<td></td>
<td>Year 10 Outdoor and Environmental Studies</td>
<td></td>
<td>VCE Outdoor and Environmental Studies 3 and 4 (Selected students only in Year 11)</td>
</tr>
</tbody>
</table>
Humanities

Prescribed Study of Humanities
Year 9 Geography
Year 9 History

Studies of Humanities in Year 10

<table>
<thead>
<tr>
<th>Year 10 Program</th>
<th>Humanities Studies Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Standard Program</td>
<td>Prescribed study</td>
</tr>
<tr>
<td></td>
<td>Year 10 History</td>
</tr>
<tr>
<td>Year 10 Applied Learning Program</td>
<td>Prescribed study</td>
</tr>
<tr>
<td></td>
<td>Year 10 Humanities Applied</td>
</tr>
<tr>
<td>Year 10 LOTE Student Program</td>
<td>Students may choose to study one or more</td>
</tr>
<tr>
<td></td>
<td>Year 10 Humanities electives</td>
</tr>
<tr>
<td>Year 10 LOTE/Accelerated Student Program</td>
<td>Students do not study a</td>
</tr>
<tr>
<td></td>
<td>Year 10 Humanities elective</td>
</tr>
<tr>
<td>Year 10 Accelerated Student Program</td>
<td>Students may choose to study one or more</td>
</tr>
<tr>
<td></td>
<td>Year 10 Humanities electives</td>
</tr>
</tbody>
</table>

Year 9 Justice, Money and Markets
This course seeks to expose students to the intriguing world of economics and business. In particular students will have the opportunity to investigate and develop their understanding of economic decision-making from personal, business and national perspectives. They will develop an appreciation for the risks, rights and responsibilities associated with being an ethical consumer and entrepreneur in the modern world. A business entrepreneur task will be a highlight of this course.

Assessment Tasks
Include folio of economic considerations, topic test, enterprise investigation and a consumer report.

Year 10 History
Year 10 Elective/Core
The Modern World and Australia (1918 to the Present)
This course provides an overview of significant events in the decades since World War One. The Topics studied include:
- World War Two with a focus on Australia’s role and the experiences of Australian men and women.
- Rights and Freedoms 1945 to the Present - review of the civil rights campaigns of African Americans and Aborigines within their own countries and the ongoing work of the United Nations in the pursuit of human rights.
- The Globalising World – global influences that has shaped Australian society in depth since WW2, e.g. the Vietnam War, new waves of immigration and a progression of changing media – film, the introduction of television and new forms of music.

Assessment Tasks
Include topic tests and research projects, reported through written and oral reports.

Year 10 Humanities Applied
Year 10 Applied Learning Core (full year)
This course provides students with exposure to some of the key concepts relating to a broad range of humanities areas including history, geography, business, economics, personal finance, and the legal and political systems which operate within Australia.

Assessment Tasks
Maintenance of a workbook, topic test/research tasks, community engagement activity.
Humanities

Year 10 Commerce
This course aims to provide students with a broad knowledge of areas key to business. Personal finance, pathways and associated decision-making will form the springboard for links to the world of business. In this course, practical concepts and skills relevant to the areas of economics, accounting, finance, management and business law will be explored.

Assessment Tasks
Include topic test, business activity, folio, investment report, economic issue task.

Year 10 Geography
With a focus on human-induced environment changes and variations in human wellbeing across a range of locations, this exciting course aims to engender a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world. Students will have the opportunity to deepen their geographical knowledge, inquiry and skills which will in turn better equip them to be informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Assessment Tasks
Include topic tests, case study, field trip and associated report, and an end of semester examination.

Humanities Pathways

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (No prerequisites)</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Study</td>
<td>Prescribed Study/Elective</td>
<td>VCE History 1 and 2</td>
<td>VCE History (Revolutions) 3 and 4</td>
</tr>
<tr>
<td>Year 9 History</td>
<td>Year 10 History</td>
<td>(Year 10 History preferred)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>VCE Philosophy 1 and 2</td>
<td>VCE Philosophy 3 and 4</td>
</tr>
<tr>
<td>Prescribed Study</td>
<td>Elective</td>
<td>VCE Accounting 1 and 2</td>
<td>VCE Accounting 3 and 4</td>
</tr>
<tr>
<td>Year 9 Geography</td>
<td>Year 10 Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>VCE Business Management 1 and 2</td>
<td>VCE Business Management 3 and 4</td>
</tr>
<tr>
<td>Year 9 Justice, Money and Markets</td>
<td>Year 10 Commerce</td>
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<tr>
<td></td>
<td></td>
<td>VCE Legal Studies 1 and 2</td>
<td>VCE Legal Studies 3 and 4</td>
</tr>
</tbody>
</table>
German and Japanese

Benefits of LOTE study

Learning German or Japanese will
- Broaden a student's horizons by introducing a wider environment and understanding of the international community. The student learns about the culture, history and geography of a country other than their own.
- Enable a student to gain some proficiency in speaking a language other than English. It provides the student with access to a wider audience through the internet and pen friends.
- Develop an awareness of language as a tool for communication and an awareness of how it works. The learner gains a deeper understanding of grammar, sentence structure and vocabulary in both English and the LOTE.
- Develop learning strategies, problem solving skills and analytical thinking.
- Provide learners with access to the power of communication in a multicultural society and world.
- Enhance job skills and career paths later in life in a wide range of career pursuits such as tourism, trade and commerce, the hospitality industry, medicine and nursing, social welfare work, diplomacy, journalism and tourism.

LOTE Career Pathways

Knowledge of another language is highly rated by many employers because of the combined skills it brings: literacy, communication skills, cultural awareness and analytical thinking. This range of skills results in considerable flexibility, which is very important in today's employment market. Languages are useful in many occupations such as tourism, the diplomatic service, foreign banking, journalism, immigration, flight attendant, interpreting services, social services, engineering, medicine, optics, international law, teaching and hospitality. Languages are a step towards training students as citizens of the world and providing them with a job passport that they can take anywhere with them.

The LOTE Program at Marist-Sion offers
A biannual trip to Japan for students in Years 10 to 12
An opportunity to participate in the Bavarian Student Exchange
Scholarship opportunities through the two language associations
Cultural and language excursions and special events
Food tasting sessions
Participation in LOTE competitions such as poetry recital speech contest and performance
Japanese - Computer word processing and Quizlet
German – Linguascope, Duolingo and Quizlet
Visits from our Aoki sister school and German exchange students
LOTE: Languages other than English

Elective Units in LOTE

Year 9 German Semesters 1 and 2
This course achieves a basic social proficiency in reading, writing, listening and speaking. Students are able to participate in role-plays and casual conversations on familiar topics such as hobbies, daily routine, travel, shopping or a day's activities with a friend. Students will learn how to write a simple text message, make a list, ask and give directions, ask for train and bus tickets and give an order in a restaurant. Students will be able to write a short account of a trip, journal entries and a text message. Finally students will read and answer questions about a simple brochure, advertisement, notice, description of a place or a biography. Students consolidate their listening, reading, speaking and writing skills by using and completing the German Linguascope intermediate level and Quizlet sets throughout the year. The Year 9 Immersion Day is held annually at the German Club Astoria.

At Year 9 students have the opportunity to apply for a student exchange with ‘Bayerischer Jugend Ring’

Please Note: In order to proceed to the study of Year 10 German, students must successfully complete both semester units of German in Year 9.

Year 9 Japanese Semester 1 and 2
This course achieves a basic social proficiency in reading, writing, listening and speaking. Students are able to express a range of personal information including asking and answering questions on familiar topics such as leisure time activities, hobbies, daily routine, travel, shopping and school. Students will learn how to listen to a recording and write a simple text message, make arrangements for an outing, conduct an interview, write journal entries, learn word processing in Japanese, as well as talk about the seasons and clothing. Students are encouraged to fully develop their Hiragana and Katakana writing skills. In addition to this students are introduced to the reading and writing of Kanji. Students will also develop an insight into the cultural background of Japan by conducting research and participation in a variety of activities. The students also participate in both language and cultural exchanges with our Japanese sister school, Aoki Junior High School.

Please Note: In order to proceed to the study of Year 10 Japanese, students must successfully complete both semester units of Japanese in Year 9.
LOTE: Languages other than English

Year 10 German Semester 1 and 2 and Year 10 Elective
This course achieves further social proficiency in reading, writing and spoken language and preparation for VCE German. Students will be able to converse with friends and family, meet and greet visitors appropriately, answer the telephone, engage in friendly small talk, offer an opinion, talk about the weather or a custom, take a telephone message or compose a basic message. They should also be able to listen to a short oral presentation and make notes. Students will be able to write a short account of a trip, or an experience at work describing the place visited or make diary/journal entries over several days. Finally students will read and answer questions about a simple brochure, advertisement, notice, description of a place or a biography. Throughout the year students continue to develop their listening, reading and writing skills by completing the German Linguascope Intermediate Level Program. * At year 10 students have the final opportunity to apply for a student exchange with the ‘Bayerischer Jugend Ring’. Successful completion of the two semester units are compulsory for students who wish to proceed to VCE German Units 1 and 2.

* Students complete the Fit in Deutsch Certificate offered by the Goethe Institute, which is an internationally recognised certificate.

Year 10 Japanese Semester 1 and 2 and Year 10 Elective
This course achieves further social proficiency in reading, writing and spoken language and preparation for VCE Japanese. The themes covered include caring for the environment, Japanese youth culture, family life and the life of the Japanese business man/woman. It has also been designed to introduce more advanced verb and adjective forms necessary for VCE study. Students are encouraged to fully develop their Hiragana, Katakana and Kanji writing skills. Students will also develop an insight into the cultural background of Japan through research and participation in a variety of activities. The Japanese students also have the opportunity to take part in the Japanese in-country study tour to visit our sister school in Aoki. Successful completion of the two semester units are compulsory for students who wish to proceed to VCE Japanese Units 1 and 2.

Assessment Tasks for German and Japanese
Assessment will be holistic and on-going. For both German and Japanese assessment tasks are based on the four skills: Listening, Speaking, Reading and Writing. Students will be assessed using formal and informal methods. These include observation of role-plays and pair work, interviews, presentations, practical exercises, reading comprehensions, listening comprehensions, portfolios of written work, online tasks, written tests, reports, projects and observation of group and class work. Homework: It is expected that students complete set tasks, learn new vocabulary and phrases, role-plays and complete class work.

LOTE Pathways

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<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>VCE</td>
<td>VCE</td>
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<tr>
<td>Year 9 German</td>
<td>Year 10 German</td>
<td>German 1 and 2</td>
<td>German 3 and 4</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>VCE</td>
<td>VCE</td>
</tr>
<tr>
<td>Year 9 Japanese</td>
<td>Year 10 Japanese</td>
<td>Japanese 1 and 2</td>
<td>Japanese 3 and 4</td>
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</table>
Mathematics

Prescribed Study of Mathematics

Year 9 Mathematics

Year 10 Mathematics
Students will be allocated to ability groupings on the basis of their semester performance, examination result and work habits in their previous three years of Mathematics. Movement between all ability groups may be possible at the end of term 1 and/or end of semester 1 in Year 10.

Elective Units in Mathematics

Year 9 Enrichment Mathematics
This unit aims to introduce students to aspects of Mathematics that are not currently part of the compulsory study of the Year 9 mathematics course, and in doing so, to provide stimulating and enriching challenges for the students. It is an enrichment program designed for students with an aptitude for Mathematics who wish to develop a more thorough and extensive background to assist with future studies of Mathematics. The course will introduce students to problem solving techniques, the use of graphics calculators, network mathematics and Microworlds. Students may also study the history of Mathematics.

Assessment Tasks
Assessment will consist of skills assignments, extended investigations, experiments, problem solving and topic tests.

Year 10 Enrichment Mathematics
This unit aims to introduce students to aspects of Mathematics that are not currently part of the compulsory study of the Year 10 course, and in doing so, to provide stimulating and enriching challenges for the students. It is an extension program designed for students with an aptitude for Mathematics who wish to develop a more thorough and extensive background to assist with future studies of Mathematics. A student wishing to study this elective should be in the Advanced group for their core Maths. The course will introduce students to functions and their graphs, including the use of graphics calculators and extend their knowledge of Trigonometry and use of spreadsheets for mathematical problem solving. Students may also study vectors, matrices and explore CAS (Computer Algebra Systems) calculators.

Assessment Tasks
Assessment will consist of skills assignments, and extended investigations, experiments, problem solving and topic tests.
Mathematics

The Pathways available to students in their selection of Mathematics Units in VCE

Students are encouraged to attempt the highest level of Mathematics that they are capable of studying to maximise their future career options. Progression in accordance with the flowchart below is dependent on student achievement and teacher recommendation. Students and parents should seek information and advice from the student’s Mathematics teacher. Recommendations will be based on semester one performance and may be reviewed if semester two performance varies significantly.

Please note:
- VCE Specialist Mathematics Units 1 and 2 must be studied in conjunction with Mathematical Methods Units 1 and 2.
- VCE Specialist Mathematics Units 3 and 4 must be studied in conjunction with Mathematical Methods Units 3 and 4.
Performing Arts

Introduction to the Study of Elective Units in the Performing Arts

The ability to be a good actor or a talented musician is an extremely useful facility to have in one’s repertoire regardless of the chosen career path. Students will be actively involved in creating, making and exploring while learning subject specific language to enable them to respond to various stimuli. A high level of commitment is required of students selecting elective units in the performing arts.

Elective Units in Music

Year 9 Music Performance Unit 1 and Unit 2       Year 9 Electives
Students create ensemble pieces for class performance and create arrangements. In this subject students will focus on practical pieces. Students will monitor their own progression and ask for more complicated music. Small group work will require motivation levels and ability levels to be monitored and enhanced when needed. Students already studying an instrument would find this to be an advantage but it is not essential.

Assessment Tasks
Practical tasks, compositional/arranging tasks and research tasks.

Year 9 Music and Technology       Year 9 Elective
This subject focuses on music technology as a basis for composition, manipulation and recording. Students develop skills which are used during live performances such as the College’s Musical Production. They study Occupational Health and Safety issues that surround the planning, development and implementation of live performances. Students will use musical scoring to accompany films and develop lighting sequences for these films. Students do not need to be able to play an instrument or have previously learnt an instrument or be actively involved in formal music lessons.

Assessment Tasks
Film task, class practical participation, class written tasks

Year 10 Music Performance Unit 1 and Unit 2       Year 10 Electives
Students need to be learning a musical instrument or voice in order to undertake this study, but may negotiate with the teacher if their focus is primarily music technology/industry.
This unit has a focus on the performance of music at a higher level with the ideal of preparing students to undertake further studies in the future. There is also a technical focus on the unit for students who are interested in gaining a foundation in music industry skills. Students already studying an instrument would find this to be an advantage but is not essential. The course includes studying the development of music through the ages, working in ensembles to create and perform original works, manipulating a sound recording using Pro tools, a written response to a musical performance, music score writing and intensive development of aural skills. This subject is for students who would enjoy a hands on unit, working independently and collaboratively to experiment with, select and use the appropriate skills needed to perform, mix, and record sound across a range of arts forms and styles. They will also learn about industry specific safety skills. Students need to maintain a record of the creating and making of their work and explain their decisions and offering informed responses and opinions about how they present works for specific purposes and audiences. Students need to be learning an instrument to undertake this unit.

Assessment Tasks
A performance examination at the end of the semester or a presentation of a composition, performance tasks, concert review, aural tests, score writing, score reading and ensemble work. These assessment tasks are preparatory for VCE Music Performance.
Performing Arts

Elective Units in Drama

Year 9 Drama
Students will experiment with and apply a range of exercises, skills and techniques and seek to refine their own skills in performance. This will take place in the context of a study of realism and acting theory as developed by Russian practitioner, Stanislavski. They will explore concepts such as emotional memory and ‘the Magic If.’ Students will study realism with a focus on acting method, stagecraft, conventions and performance style, and apply their learning through the realisation of scripts, working on both collaborative and individual tasks.

Assessment Tasks
Ensemble performance, applying stagecraft to scripts; monologue performance; a selection of written tasks including theatre history research and journal.

Year 10 Production and Management
The aim of this course is to equip students with a basic introduction to Stagecraft and further music study at various technical institutions. Aspects include: lighting, sound, multimedia, front-of-house, management and publicity, properties, set design and construction, costumes, stage-management, make-up, acting, PA set up, protools recording and manipulation and music management processes. No acting, performing or specific music skills are required.

Assessment Tasks
Practical participation and application of performing art skills; for example, the successful implementation of a school run event. Folio presenting evidence and analysis of application of selected stagecraft; Class work; evidence of a recorded and manipulated performance using ‘Protools’.

Year 10 Drama Performance
Students will have the opportunity to experiment with a range of performance styles. They will continue to work on skills in characterisation, and utilise playmaking techniques to develop and refine devised ensemble pieces culminating in prepared polished performances. They will also study theatre history as relevant to the performance styles chosen.

Assessment Tasks
Workshops - practical participation, ensemble performance; a selection of written tasks including theatre history research task; journal, reviews and examination.
## Performing Arts

### Performing Arts Pathways

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<thead>
<tr>
<th>Year 9</th>
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<th>Year 11</th>
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</thead>
<tbody>
<tr>
<td>Electives&lt;br&gt;Year 9 Drama</td>
<td>Electives&lt;br&gt;Year 10 Drama Performance&lt;br&gt;Year 10 Production and Management</td>
<td>VCE Drama Units 1 &amp; 2 and Theatre Studies Units 1 &amp; 2</td>
<td>VCE Theatre Studies 3 and 4 and / or&lt;br&gt;VCE Drama 3 and 4 (These VCE studies are available in alternate years)</td>
</tr>
<tr>
<td>Electives&lt;br&gt;Year 9 Music Performance&lt;br&gt;Year 9 Music and Technology</td>
<td>Electives&lt;br&gt;Year 10 Music Performance&lt;br&gt;Year 10 Production and Management</td>
<td>VCE Music Performance 1 and 2</td>
<td>VCE Music Performance 3 and 4&lt;br&gt;VCE Music Investigation 3 and 4</td>
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</table>
Prescribed Study of Science

Year 9 Science
Year 10 Science – including Biology, Chemistry, Physics and Psychology

Students continue to build on their understanding of the world around them through questioning and inquiry. The fundamental ideas of Biology, Chemistry, Physics, Psychology and Environmental Science are explored.

Science Pathways

<table>
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<tr>
<th>Years 9 and 10</th>
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<tbody>
<tr>
<td>Prescribed Study</td>
<td>VCE Biology 1 and 2</td>
<td>VCE Biology 3 and 4</td>
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<tr>
<td>Year 9 and 10 Science</td>
<td>VCE Chemistry 1 and 2</td>
<td>VCE Chemistry 3 and 4*</td>
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<td></td>
<td>VCE Environmental Science 1 and 2</td>
<td>VCE Physics 3 and 4*</td>
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<td></td>
<td>VCE Physics 1 and 2</td>
<td>VCE Psychology 3 and 4</td>
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<td></td>
<td>VCE Psychology 1 and 2</td>
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</tbody>
</table>

Entry into VCE Biology, Chemistry, Physics and/or Psychology shall require a minimum grade of 60% in the relevant study at Year 10.
VCE Chemistry Units 1 and 2 are prerequisites for the study of VCE Chemistry Units 3 and 4.
VCE Physics Units 1 and 2 are prerequisites for the study of VCE Physics Units 3 and 4.
Exceptions may only be granted following consultation with the Learning Mentor of Science or the VCE Units 3 and 4 level teacher of the study.
Technology

The AusVELS learning areas of Design, Creativity and Technology provides the framework for the development of the elective units in Technology. There are five areas included in Technology:

- Technology - Agriculture and Horticulture
- Technology - Food
- Technology - Metal
- Technology - Wood
- Technology - Textiles

Elective Units in Agriculture and Horticulture

Year 9 Backyard Blitz at Marist-Sion
Throughout the semester students will undertake various landscaping projects at the College. Students will be required to research, plan, design and construct various landscaped regions. Basic landscaping and propagating skills will be taught and implemented throughout the semester. 

Please note: This is a practical unit that requires a significant amount of physical labour.

Assessment Tasks
Students are required to complete research tasks, journal entries, pre-construction tasks and participate in all practical activities.

Year 9 Agriculture
This class focuses on a range of local Agricultural enterprises including Dairy and Beef farming. The major focus is on Cattle with topics including: Introduction to cattle (breeds, structure, feed requirements, pests and disease); Basic cattle handling skills (working in cattle yards, grooming and washing). Basic ring craft (leading); Caring for livestock/livestock management, understanding of the beef industry. (MLA, NLIS). Old clothes and steel capped work boots are required for this subject.

Assessment Tasks
Practical skills including knots, leading, grooming, washing, cleaning pens, feeding and monitoring. A range of theory tasks including cattle information poster, cattle yards design research task, bull selection research project and Journal will be assessed.

Year 10 Horticulture
This unit will focus on various local plant enterprises, occurring in the Gippsland region, selected by the students. Possible topics could include Potato or Asparagus farming. This will include researching the requirements and undertaking the management of the plants involved. Theory components will include soil types, fertiliser application and rotational cropping. Practical components of this course will include soil testing, propagation of plants and maintenance of gardens.

Assessment Tasks
Practical skills such as plant propagation, written reports and research tasks.
Elective Units in Technology: Food

Year 9 Food Technology Around the World
In this unit students identify and examine food consumption trends in Australia and compare these with those in other countries. Students obtain an understanding of the major nutritional requirements and use this knowledge to investigate relationships between diet and current health issues. A focus of this subject is to incorporate the elements of design in food preparation. This requires students to follow a design brief to create, produce and evaluate their final food design outcomes. This unit caters for students with interests in the food, entertainment and hospitality industry, whether it is through TAFE courses, apprenticeships, or university degrees in dietetics, new food development and production industry, nutrition agencies or teaching.

Assessment Tasks
Theoretical and practical topic tests; Practical work and reports; Research exercises; Workbook.

Year 10 Food Technology Independent Living
This unit develops knowledge about the nutritional requirements throughout the lifespan. The students research the influences on individuals and groups, regarding their nutritional status and how communities (both organizations and individuals) work at promoting better nutritional health, growth and development. As part of the understanding of food in the local community the students will develop a design brief based on the Dairy Australia module of Cows Create Careers, encompassing a unit on cheese making. As such knowledge is developed, practical work will be undertaken using appropriate materials and equipment, to make and examine products relevant to the nutritional information discussed. A focus of this subject is to incorporate the elements of design in food preparation. This requires students to follow a design brief to create, produce and evaluate their final food design outcomes. Advances in food production and selected dietary diseases are examined, so that students can make informed and correct food selections throughout their lives.

Assessment Tasks
Design Brief Folio; Practical work and reports; Research exercises and assignments.

Technology – Food Pathways

<table>
<thead>
<tr>
<th>Years 9 and 10</th>
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<tbody>
<tr>
<td>Electives</td>
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<tr>
<td>Year 9 Food Technology</td>
<td>VCE Food Studies 1 and 2</td>
<td>VCE Food Studies 3 and 4</td>
</tr>
<tr>
<td>Year 10 Food Technology</td>
<td>Certificate II in Hospitality (Operations)</td>
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</tbody>
</table>
Elective Units in Technology: Wood and Metal

Year 9 Introduction to Metalwork

Investigating and Designing
Students clarify their understanding of design brief requirements and their design ideas. They develop evaluation criteria and use a variety of drawing and modelling techniques to visualize design ideas and concepts.

Producing
In this introductory unit students learn about different metals and their common applications, as well as how they differ in terms of welding, shaping, cutting and fabrication. Skill-tasks include forming sheet metal projects using rivet joints and spot welding and fabrication of small projects using mild steel. Students learn about the characteristics of metal using specialist tools such as the magna bend and scroll tool. Students interested in entering a trade, engineering career or TAFE/VET, should consider this unit.

Analysis and Investigation
Students evaluate the level of safety and performance of their productions. They suggest modifications to improve their products in light of their performance, function and appearance.

Assessment Tasks
At least 3 sheet metal tasks; a metal rolling project; some small welding tasks; and a unit test.

Year 9 Making a Model in Wood

Investigating and Designing
Students clarify their understanding of design brief requirements and their design ideas. They develop evaluation criteria and use a variety of drawing and modeling techniques to visualize design ideas and concepts.

Producing
Students respond to design problems such as a storage issue and they design and build small items of furniture to solve those problems. The design briefs have constraints on the overall size and level of complexity. Students interested in entering a trade, engineering career or TAFE, VET, should consider this unit.

Analysis and Investigation
Students evaluate the level of safety and performance of their productions. They suggest modifications to improve their products in light of their performance, function and appearance.

Assessment Tasks
At least two completed projects and a design folio with research drawings and full evaluation; and a unit test.
Technology

Year 10 Designing and Making in Wood

Investigating and Designing
Students develop their understanding of a design brief and how these requirements relate to their design ideas. They also develop an understanding of how to construct evaluation criteria and use a variety of drawing and modeling techniques to visualise design ideas and concepts.

Producing
Students learn to use different equipment and resources safely and accurately. The students will design their models based on a set brief, produce working drawings, select materials to be used and cost the production. The projects require students demonstrate high standards in the use of tools and equipment. Students interested in following a trade qualification an engineering career, doing VCE Product Design and Technology TAFE, VET, VCAL, or wishing to balance their academic development with practical skills should consider this unit.

Analysis and Investigation
Students evaluate the workability and problems of producing their model. They suggest modifications to improve their products in view of their performance, function and appearance.

Assessment Tasks
Students complete a skill task in wood; a student subject manual as provided including all design considerations and drawings; a major production and an examination.

Year 10 Leadlight and Cabinet Making

Investigating and Designing
Students develop their understanding of a design brief and how these requirements relate to their design ideas. They also develop an understanding of how to construct evaluation criteria and use a variety of drawing and modelling techniques to visualise design ideas and concepts.

Producing
This unit integrates the use of several materials, including wood, glass and metal in both practical and theoretical components. Students will design pieces that incorporate a stain glass design in a wooden structure learning new skills such as soldering and glass cutting. Productions could include cabinets, picture frames, mirrors and windows. This unit will suit students who have an interest in both artistic glass design and woodwork. Students interested in following a trade qualification an engineering career, doing VCE Product Design and Technology TAFE, VET, VCAL, or wishing to balance their academic development with practical skills should consider this unit.

Analysis and Investigation
Students evaluate the workability and problems of producing their model. They suggest modifications to improve their products in view of their performance, function, and appearance.

Assessment Tasks
Assessment will be based on both practical and theoretical aspects including: shaping glass; and soldering lead and copper; the construction of a wooden frame with glass inserts; a major project such as a cabinet with a stained glass door and an examination.

Technology – Wood and Metal Pathways

<table>
<thead>
<tr>
<th>Year 9</th>
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<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Elective Year 9 Making a Model in Wood</td>
<td>Elective Year 10 Designing and Making in Wood</td>
<td>VCE Product Design and Technology (Wood) 1 and 2</td>
<td>VCE Product Design and Technology (Wood) 3 and 4</td>
</tr>
<tr>
<td>Elective Year 9 Introduction to Metalwork</td>
<td>Elective Year 10 Leadlight and Cabinet Making</td>
<td>VCAL and VET A number of Certificates</td>
<td>VCAL and VET A number of Certificates</td>
</tr>
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</table>
Elective Units in Technology – Textiles

Year 9 Textiles

Investigating and Designing
Students clarify their understanding of design brief requirements and their design ideas. They develop evaluation criteria and use a variety of drawing and modeling techniques to visualize design ideas and concepts, including pattern interpretation. Students investigate the range of fibres available and the variety of ways in which fibres can be made into fabrics. Using these handmade fabrics, students will then design and construct useable textile items. They will study a variety of ways in which recycling and re-using materials can create textile based items.

Producing
This course is designed to give students an introduction to techniques involved in textile art; for example hand and machine sewing, techniques such as batik, tie-dye and stenciling are used to enhance individual projects; fibres including knitting and felting. Students create folios following the design brief principles to document their studies.

Analysis and investigation
Students evaluate the level of safety and performance of their productions. They suggest modifications to improve their products in light of performance, function and appearance.

Assessment Tasks
Boxer/pyjama shorts, tie-dye, batik and stenciled fabric incorporated into re-cycled jeans bag, wet-felt embroidered article, knitted item, development of a range of knitting stitches, folio and assignment.

Year 10 Textiles

This course explores fibres and fabrics and their uses in a variety of ways to construct useful items of textile art. Students will learn pattern reading and fashion drawing in the creation of a folio and practical pieces, including a stretch fabric dog coat and a simple, gored skirt. Environmental issues in the textile industry and the use of recycled materials will be explored throughout the unit. Students will make an article of clothing using re-cycled garments and re-vamping techniques. Students will study the properties of fibres and the more ancient fibre based techniques of spinning, weaving, felting and crocheting, creating a piece from each of these crafts. A visual diary will be created based around product design and manufacture process and a written analysis/evaluation of the processes involved in the finished pieces.

Assessment Tasks
Stretch fabric dog coat, simple, gored skirt including pattern reading and fashion drawing, needle felted item, crocheted granny squares, inkle loom weaving, revamping of a re-cycled item, spinning fleece, problem solving; Visual Diary; Written Analysis, Assignment and an Examination.

Homework expectations
Students to maintain a regularly check their Visual Diary is up to date also completion of assignments when required.

Technology – Textiles Pathways

<table>
<thead>
<tr>
<th>Years 9 and 10</th>
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<tbody>
<tr>
<td>Electives</td>
<td>VCE Studio Arts 1 and 2</td>
<td>VCE Studio Arts 3 and 4</td>
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<tr>
<td>Year 9 Textiles</td>
<td>VCE Product Design and Technology (Textiles)</td>
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<tr>
<td>Year 10 Textiles</td>
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</tbody>
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Some of the different specialist subjects that students can study at University or TAFE include: Fashion Design, Textiles Design and Costume Design.
Visual Arts

Elective Units in Visual Arts for Year 9

Year 9 Visual Arts: 2D
With a focus on 2D artwork students will use a variety of media, materials and technologies drawn from a range of contexts and prepare and present artworks of different audiences. Students will experiment with imaginative and innovative ways of using contemporary and traditional skill, techniques and processes. Students will cover the dimensions of creating and making, and exploring and responding. Students will learn and explore a range of art forms.

Areas studied in this unit:
- Visual Art Analysis (Art elements and principles)
- Drawing
- Painting
- Printmaking

Assessment Tasks
Written analysis, folio including annotations, finished artworks and topic tests.

Year 9 Visual Art: 3D
With a focus on 3D artwork students will use a variety of media, materials and technologies drawn from a range of contexts and prepare and present artworks of different audiences. Students will experiment with imaginative and innovative ways of using contemporary and traditional skill, techniques and processes. Students will cover the dimensions of creating and making, and exploring and responding. Students will learn and explore a range of art forms.

Areas studied in this unit:
- Visual Art Analysis
- Ceramics
- Recycled materials
- Sculpture

Assessment Tasks
Written analysis, folio including annotation, finished artworks and topic tests.

Year 9 Visual Communication Design
This course will focus on developing skills and confidence in the following areas: technical drawing (using equipment), freehand drawing from observation and rendering surface textures, and creative thinking in a design task with reference to the design elements. A written task analysing existing visual communication examples.

Areas studied in this unit:
- Technical drawing.
- Free hand drawing and rendering techniques.
- Problem solving through a design task.
- Written analysis.

Assessment Tasks
Folio exercises, annotations and written analysis.
Visual Arts

Elective Units in Visual Arts for Year 10

Year 10 Art Inspired by Tradition

Students develop advanced knowledge of selected visual art techniques through the exploration of the art elements and art principles. Students will explore, at a more advanced level, the cultural influence on artists and their artworks with a focus on traditional artists from the past.

Areas studied in this unit:
- Visual Art analysis (with reference to artists studied)
- Drawing (portraits with pattern and shapes inspired by Klimt)
- Painting (Oil on Canvas)
- Sculpture (Clay Teapots)

Assessment Tasks
Written Analysis, Folio including annotation, finished artworks and examination.

Year 10 Elective

Year 10 Art with Class

This course introduces students to many practical techniques and provides insight into the world of contemporary visual art. Students will be engaged and connected to the innovative techniques and materials of contemporary artists.

Areas studied in the unit:
- Visual analysis (with reference to artists studied)
- Drawing and painting (mixed media)
- Stencil art
- Sculpture (Clay Portraits)

Assessment Tasks
Written Analysis, Folio including annotation, finished artworks and examination.

Year 10 Elective

Year 10 Visual Communication Design

This course will aim at building skills required in the VCE study of Visual Communication Design. The focus will be on interiors and exteriors.

Areas studied in the unit:
- One and two point perspective drawing: Interiors and exteriors.
- 3 dimensional drawing: Isometric and planometric drawing.
- 2 dimensional drawing: Orthogonal drawing.
- Environmental design: Plans and elevations.
- Landscape design: Generating observational drawings from nature.
- Logo Design for a related business to interior or exterior design focusing on the design elements and design principles.
- Research project related to an Industrial or environmental designer.

Assessment Tasks
Folio, final presentations, written report and examination.
## Visual Arts

### Visual Arts Pathways

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<tr>
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</tr>
<tr>
<td>Year 9 Visual Arts: 2D</td>
<td>VCE Art 1 and 2</td>
<td>VCE Art 3 and 4</td>
</tr>
<tr>
<td>Year 9 Visual Arts: 3D</td>
<td>VCE Studio Arts 1 and 2</td>
<td>VCE Studio Arts 3 and 4</td>
</tr>
<tr>
<td>Year 10 Art Inspired by Tradition</td>
<td>VCE Visual Communication Design 1 and 2</td>
<td>VCE Visual Communication Design 3 and 4</td>
</tr>
<tr>
<td>Year 10 Art with Class</td>
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</table>

### Year 11

- VCE Art 1 and 2
- VCE Studio Arts 1 and 2

### Year 12

- VCE Art 3 and 4
- VCE Studio Arts 3 and 4

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Some of the different specialist subjects that students can study at University or TAFE include: Graphic Design; Visual Communication; Printmaking; Photography; Multimedia; Animation; Web Design; Computer Graphics; Industrial Design; Product Design; Vehicle Design; Furniture Design; Environmental Design; Interior Design; Architecture; Landscape Architecture; Colour and Design; Fine Arts; Visual Arts; Ceramics; Jewellery Making; Metal Smithing; Glass Design; Fashion Design; Textiles Design; Costume Design; Film/ TV and Theatre Design; Visual Merchandising; Design/Visual Arts Education.
VCE Units offered for 2017

English

English Units 1, 2, 3 & 4
Foundation English (VCAL students only) Units 1 & 2
Literature Units 1, 2, 3 & 4

Arts/Humanities

AccountingUnits 1, 2, 3 & 4
ArtUnits 1, 2, 3 & 4
Business ManagementUnits 1, 2, 3 & 4
DramaUnits 2, 3 & 4
Health and Human DevelopmentUnits 1, 2, 3 & 4
HistoryUnits 1 & 2
History (Revolutions)Units 3 & 4
Legal StudiesUnits 1, 2, 3 & 4
LOTE (German)Units 1, 2, 3 & 4
LOTE (Japanese)Units 1, 2, 3 & 4
Music InvestigationUnits 3 & 4
Music PerformanceUnits 1, 2, 3 & 4
Outdoor and Environmental StudiesUnits 3 & 4
PhilosophyUnits 1, 2, 3 & 4
Physical EducationUnits 1, 2, 3 & 4
Religion and SocietyUnits 1, 2, 3 & 4
Studio ArtsUnits 1, 2, 3 & 4
Texts and TraditionsUnit 1
Theatre StudiesUnit 1
Visual Communication DesignUnits 1, 2, 3 & 4

Mathematics/Science/Technology

BiologyUnits 1, 2, 3 & 4
ChemistryUnits 1, 2, 3 & 4
ComputingUnits 1 & 2
Environmental ScienceUnits 1 & 2
Food StudiesUnits 1, 2, 3 & 4
Further MathematicsUnits 3 & 4
General MathematicsUnits 1 & 2
InformaticsUnits 3 & 4
Mathematical MethodsUnits 1, 2, 3 & 4
PhysicsUnits 1, 2, 3 & 4
Product Design and Technology (Wood)Units 1, 2, 3 & 4
Product Design and Technology (Textiles)Units 1 & 2
PsychologyUnits 1, 2, 3 & 4
Software DevelopmentUnits 3 & 4
Specialist MathematicsUnits 1, 2, 3 & 4

The College also provides opportunities for students to participate in a selection of VET in the VCE (Vocational Education and Training in Schools) and Vocational Programs.

This is a list of the Units that the College is offering to Year 11 and 12 students. The VCE units that are actually taught in the Year 2017 will depend on student demand, viable class sizes, teacher availability and College resources.
Distance Education Centre and Victorian School of Languages

If students wish to study a subject which is not available at our College in a particular year, we may be able to enrol them in their preferred subject at the DISTANCE EDUCATION CENTRE or THE VICTORIAN SCHOOL OF LANGUAGES. Marist-Sion College takes on the responsibility for the provision of information to the students and the administration tasks involved in such an enrolment.

Please note that in general:

1) No subsidy will be offered for subjects that are not offered at Marist-Sion College.
2) No subsidy will be offered if the student is already undertaking a full load for their Year level – that is - the Distance Education subject is on top of the normal load.
3) A subsidy of $500 per subject will be offered for a student to study a subject that the College is considering as a subject offer in future years and the student does not have a full load.
4) A subsidy of $500 per subject will be offered for a student to study a subject that is offered at the College which the student is unable to study due to a subject clash and the student does not have a full load.

The parent is obliged to pay the fees associated with the provision of such courses of study in addition to the student’s full year College Tuition Fees.

Further information relating to Distance Education is available from the Academic Office at the College.
This guide has been prepared by
Mrs Marian Kee, Deputy Principal - Learning

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Marist-Sion College is a foundation member of the
Association of Marist Schools of Australia