



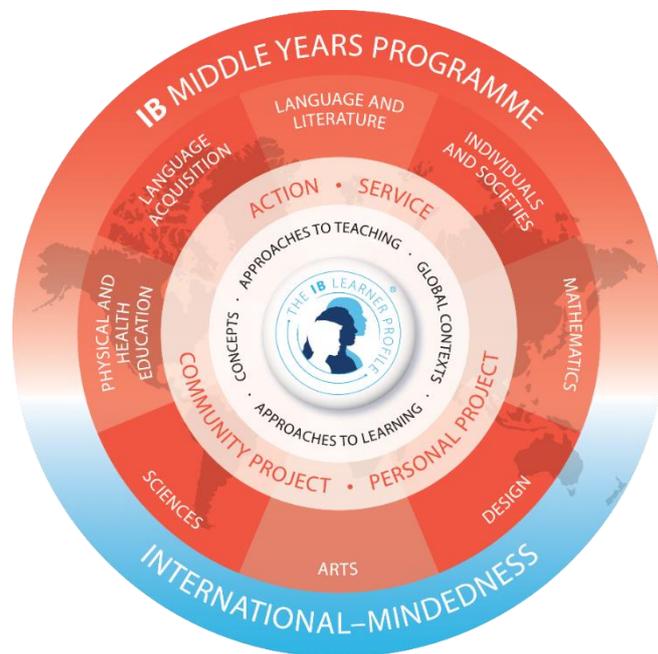
**SANTA MARIA COLLEGE**  
A YEAR 7 TO 12 CATHOLIC GIRLS' COLLEGE

# Year 9 & 10 Village Elective Handbook

Year 10 2021

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# Introduction

Dear Students,

The Year 10 International Baccalaureate Middle Years Program of study at Santa Maria College is made up of Core and Elective based subjects. This Elective Handbook is designed to provide you with information on the structure and content of Year 10 subjects on offer in 2021. Year 10 is the culmination of the Middle Years Program. There are high expectations held of you as you move towards becoming an independent learner who takes responsibility for your own learning. All staff are committed to supporting you in this journey.

Year 10 is seen as a year of transition wherein you can develop and consolidate approaches to learning (ATLs) and consistent approaches to your study, as you prepare to move into senior pathways of study in the Y11/Y12 Village, whether it be a VCE or VCAL pathway. As such, there are still areas that the College sees as essential for all students in Year 10 to study, and these areas will form the core of your Year 10 program. Flexibility exists through elective choice.

As a Year 10 student, you will study Religion and Society Unit 1 or Text and Traditions Unit 2 as part of your core studies. These VCE units are taught across the whole year. Within the elective choices, whilst there are no other VCE units on offer there are electives within Science, Humanities and Interdisciplinary units that prepare students to be able to complete a Unit 3 and 4 sequence in Year 11.

The information in this handbook contains details of the Year 10 program at Santa Maria in 2021 and is designed to assist you and your families with selection of an appropriate program of study. We invite you and your family to familiarise yourselves with the contents of this handbook, as well as utilising all the resources made available to you, such as subject teachers, Learning Area Leaders, Village Leaders and the Careers Leader.

Jeremy Otto  
Deputy Principal – Learning and Teaching

Brad Denny  
MYP Leader

# Core Studies

All Year 10 students must study subjects from the seven compulsory Learning Areas. These are:

- Religious Education – Religion and Society Unit 1 (VCE) or Text and Traditions Unit 2 (VCE)
- English – Language and Literature
- LOTE – Language Acquisition
- Mathematics
- Physical and Health Education
- Science and
- Humanities – Individuals and Societies

All Year 10 students will follow a common program of study, except for Mathematics, wherein some choice within the core study exists.

## Religious Education

As part of your course of study, all students in Year 10 are enrolled in either VCE Religion and Society Unit 1 - The Role of Religion in Society or Texts and Traditions Unit 2 – Texts of Justice. These VCE subjects are taught over the whole year and provide a pathway for further Religious Education subject selection for Years 11 and 12.

### Religion and Society Unit 1 - Role of Religion in Society

#### Course Description

In this area of study students investigate the nature of religion. They identify the features common to religions, especially the nine aspects of religion. They explore why these features are common to all religions studied and investigate a range of religions to show the importance of these aspects. Students also examine the contributions of religions to the development of human society. Within the broad overview of religions, past and present, students will study at least two different traditions in some depth.

Outcome Description
Explain the nature and purpose of religion, past and present
Identify and explain features common to religions, including the nine aspects of religion
Explain the importance of the nine aspects of religion in the context of the specific tradition(s)
Explain the contributions, both positive and negative, of religion in general to the development of human society
Explain the characteristics of at least two religious traditions

#### EXAMPLES OF ASSESSMENT TASKS

- Short answer questions
- Investigation
- Oral presentation
- Research assignment
- Multimedia presentation
- Essay
- Unit Examination

## Texts and Traditions Unit 2 - Texts of Justice

### Course Description

In this unit, students investigate issues of justice, social structures, care for the environment, racism and gender roles. Texts of Justice explores the connections between people, events and texts and the way these have shaped society at the time of writing and in today's society.

Texts and Traditions Unit 2 is great for those who really enjoy reading, English or analysing short passages for deeper meaning. This unit also highlights the links between Scripture, laws and our own society.

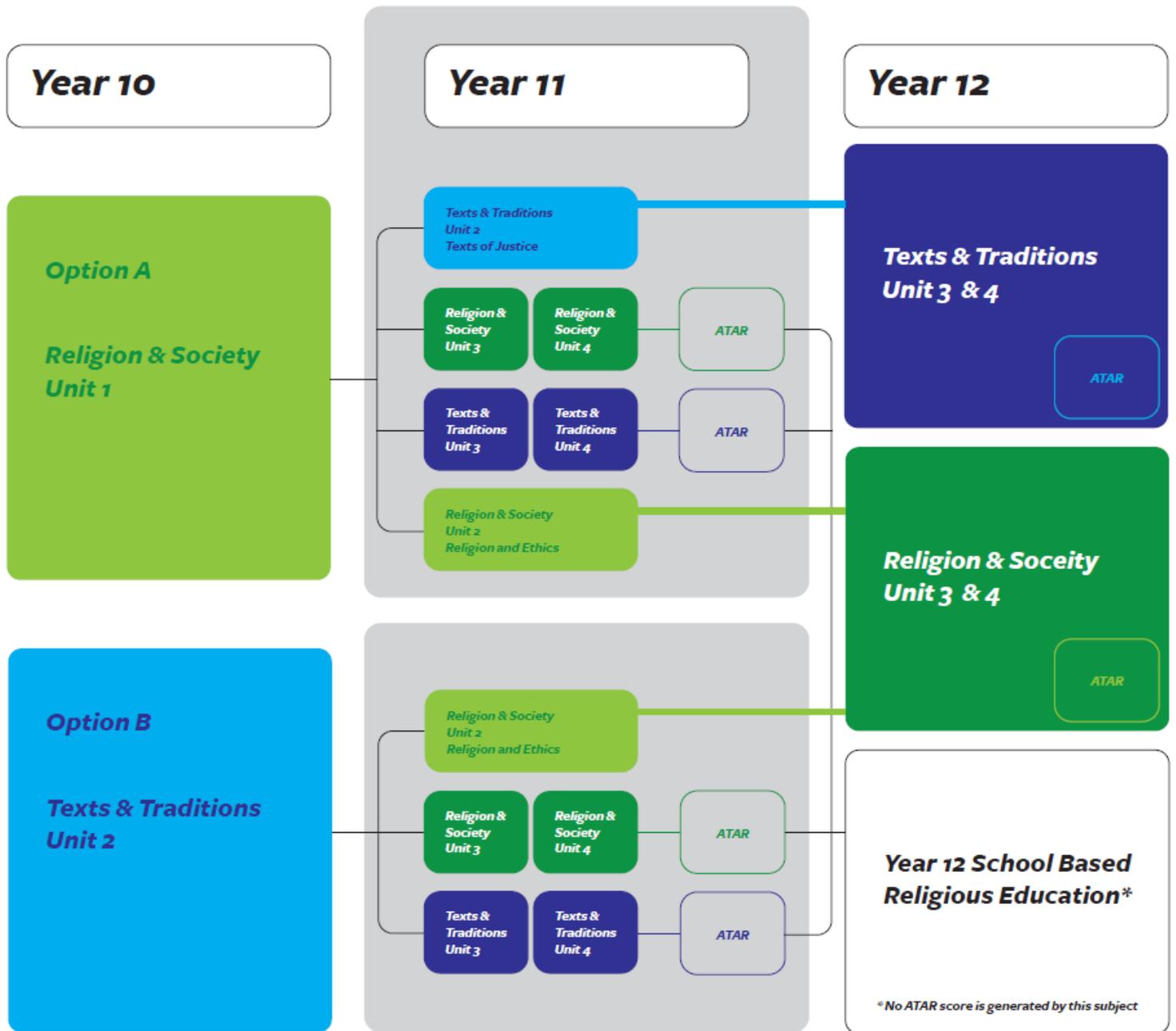
Outcome Description
Explain the connection between texts, their origins and development and their relationship to a society
Explain how texts were developed as well as the historical elements that shaped the text
Explain the importance of attitudes or beliefs such as justice, authority, care for environment and gender roles.
Explain the connection between sacred texts and their effects on society today
Compare religious traditions, their teachings and how they relate to a common social issue

### EXAMPLES OF ASSESSMENT TASKS

- Short answer questions
- Investigation
- Oral presentation
- Research assignment
- Multimedia presentation
- Essay
- Unit Examination

# Pathways in Religious Education

Upon successful completion of Unit 1 Religion and Society or Unit 2 Texts and Traditions, students will have a number of subject pathways made available to them in Year 11. For students who achieve strong results, they can apply to enrol in a Unit 3/4 VCE subject that will contribute directly towards their ATAR.



# Science Elective Units

Biology and Psychology elective units are available for subject offerings. Students wishing to study the following Science electives require preapproval (application process).

These units are **only** offered to students who fulfil **all the criteria for selection of this unit**. Completion of these subjects allows for possible entry (upon application and approval) into Unit 3/4 sequence of Biology or Psychology. Please note that completing these subjects is not a prerequisite for possible Biology or Psychology Unit 3/4 study in Y11.

SCIENCE
<ul style="list-style-type: none"><li>➤ Psychology Unlocked</li><li>➤ Let's Cell-brate the Small Stuff (Biology)</li></ul>

To be eligible to undertake an elective unit in the Science area, you must satisfy the following criteria:

- **Outstanding** performance at the Sciences in the subject that is directly related to the study
- **Better than average** results in all other Year 9 studies as shown in your subject reports
- Mature and responsible approach to study, homework and classes in all subject areas, i.e. a rating of High to Very High in your work habits
- An excellent attendance and punctuality record. (If a student has experienced prolonged absence due to illness or a family holiday, then this will be taken into consideration if the student applies to complete one of the above units)

## Application Process

Year 9 students who may consider applying for these elective options need to complete **the additional application process** before the closing date of subject submission on Web Preferences.

Applications will open 10 August 2020 via a Google Form. The Deputy Principal – Learning and Teaching, Science Learning Area Leaders, Science Teachers and Y9/Y10 Village Leader Learning will review all applications. Students will be notified of their approval/ non approval by the Panel by 19 August 2020. From here, students can enter if approved these subjects as web preferences by 26 August 2020.

*The College reserves the right to reject any application if in the view of this panel the student has not met all the criteria and thus would have difficulty with the elective unit, and/or it would compromise her other Year 10 studies.*

# Elective Studies in The Arts and Technology

## Minimum requirements

Students must complete a minimum of one semester of Arts and one semester of Technology for the year. If students wish to continue with these areas of study, they may select remaining units from these two Learning Areas.

If a student wishes to complete only half a year of Arts and/or Technology, the remainder of the program can be made up of units selected from Humanities, English or Science electives on offer.

Elective units are a semester in length. Students must choose **at least** one unit from The Arts and one unit from Technology.

THE ARTS	TECHNOLOGY
<ul style="list-style-type: none"> <li>➤ Provoking a Reaction: Exploring Performance Styles (Drama)</li> <li>➤ Dance with Purpose (Dance)</li> <li>➤ Living Large in a Tiny Home (Visual Communication Design)</li> <li>➤ Dial 'S' for Storytelling (Media)</li> <li>➤ Live in Concert (Music Performance)</li> <li>➤ Curtain Call (Musical Theatre)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trends in Food (Food Technology)</li> <li>➤ Shake it up Sleepwear (Design Technology)</li> <li>➤ Digital Worlds, Digital Futures (Part 2)</li> </ul>

If a student chooses to complete only one semester of Arts or Technology, the student can select from the following electives.

HUMANITIES	ENGLISH	SCIENCE	INTERDISCIPLINARY UNIT
Law and Order	Literature and Life	Let's Cell-brate the Small Stuff (Biology)  Psychology Unlocked	Characters on the Couch!  Physics Without Borders  Crunching the Numbers

# Humanities

## Law and Order

The focus on this unit is on Criminal law and Civil law. Criminal law is aimed at protecting the community and maintaining social order. Students will look at the consequences of breaking laws and possible sanctions. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Course Description
Explain the key purposes and concepts of criminal and civil law
Apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios
Use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios

### EXAMPLES OF ASSESSMENT TASKS

- a test
- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question and answer session

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Investigating
C	Communicating
D	Thinking Critically

# English

## Literature and Life: Exploring Art and Culture of the Great War and the Roaring Twenties

Students who love to read and talk about literature and art - this is the subject for you! The time period is the 1920s and the focus of this course is the intensity and confusion of the interwar period. The artwork, poetry, novel and film under study explore the history of World War I and the Roaring Twenties, focusing specifically on the loss of innocence and the emergence of a new frantic, progressive social era of repressed memories and desperate excess.

Course Description
Learn about the nature of humanity and the expression of both good and evil within the context of war and its aftermath.
Understand the ways in which the horror of war and the resentment felt by those greatly affected, is explored through popular culture.
Critically examine literature through the lens of academic critiques.
Consider the views and values as presented, endorsed and/or challenged by artists and writers about this time.
Examine a variety of forms of artistic expression, including artwork, poetry, novel and film.
Develop creative responses to ideas, concerns and themes as portrayed in a variety of texts.

### ASSESSMENT MAY INCLUDE:

- Creative Writing Response
- Close Passage Analysis Essay
- Literary Perspectives Guided Questions
- Transformations and Adaptations Essay

Criterion	MYP Assessment Criteria
A	Analysing
B	Organising
C	Producing Text
D	Using Language

# Technology

## Shake it up Sleepwear (Design Technology)

In this elective, students will use the design cycle to create their own unique sleepwear that is customised to their style, creativity and designs. Students develop the skills needed to safely use machinery in the Design Technology studio and move from concept to creation in the process of making an exclusive design with function and comfort in mind. This course will support students to select Design Technology as a VCE subject.

Course Description
Students learn through project based learning and experience a full Folio assessment.
Create a design brief, exploring and recording steps in the design process to produce a design folio and a functional product.
Evaluate the product against the specifications of the design brief. Students will use specialised tools and equipment to advance their skills in design and production techniques.

Assessment Task	Description
Inquiring and Analysing	Research an existing product and write a design brief covering five major product design factors. Acknowledge all intellectual property sources.
Developing Ideas	Create a mood board conveying the theme of the product. Develop a range of design options that follow the design brief and justify the chosen design.
Creating the Solution	Create a timeline/production plan and follow it to produce the chosen design option. Demonstrate skills in using the required materials, equipment, processes and techniques.
Evaluating	Evaluate the success of the completed product with reference to the design brief criteria. Make recommendations for improvement.

Criterion	MYP Assessment Criteria
A	Inquiring and Analysing
B	Developing Ideas
C	Creating the Solution
D	Evaluating

## Trends in Food (Food Technology)

In this elective, students will be given a great range of choice when cooking in the kitchen. Students will analyse the contemporary food trends seen across the globe and explore the science of cooking processes so students have the ability to create their very own recipe. Students will investigate how these food trends are styled and impact health and wellbeing. This course will support students to select Food Studies as a VCE subject.

Course Description
Students develop a variety of practical skills that can be explained in Food Technology
Innovation and creativity are used to develop unique food products that are personalized and on trend.
An exploration of nutrition in food trends empowers students to be critical of consumption trends. Students are assessed in a variety of ways, including theoretical and practical tasks.

Assessment Task	Description
Food Trends	Creating new and exciting food products has become extremely popular through the use of different types of media. Students will follow the design cycle to create a food item. They can choose their own theme for the recipes and can be as creative as they like. The final product will then be styled & photographed.
Food by Design	Students develop and use their knowledge of the chemical and nutritional properties of food to design their own unique recipe. This recipe is styled, tested and evaluated in the Santa Maria Kitchen

Criterion	MYP Assessment Criteria
A	Inquiring and Analysing
B	Developing Ideas
C	Creating the Solution
D	Evaluating

## Digital Worlds, Digital Futures (Part 2)

In this elective students will bring their digital designs to life using a range of industry tools. These include the Laser Cutter and 3D Printers. Students consider the needs of the world around us and design solutions to common issues that are both functional and fun to use. Students will develop their use of CAD (computer aided design) which is fast becoming an important skill in our world.

For those new in 2021 you will explore the use of these technologies and develop a range of new skills in designing in a digital space. For those students returning for round two of this course, you will be able to extend your skills and introduce circuitry to your products.

Course Description
In this course students set their own pace as they plan the use of their time to meet key dates.
Students are provided with the challenge of designing and creating products that satisfy the needs of both the user and the wider community
Students will utilise their imagination and creativity to design unique products
Students will use parts of the design cycle to create a solution to a design brief

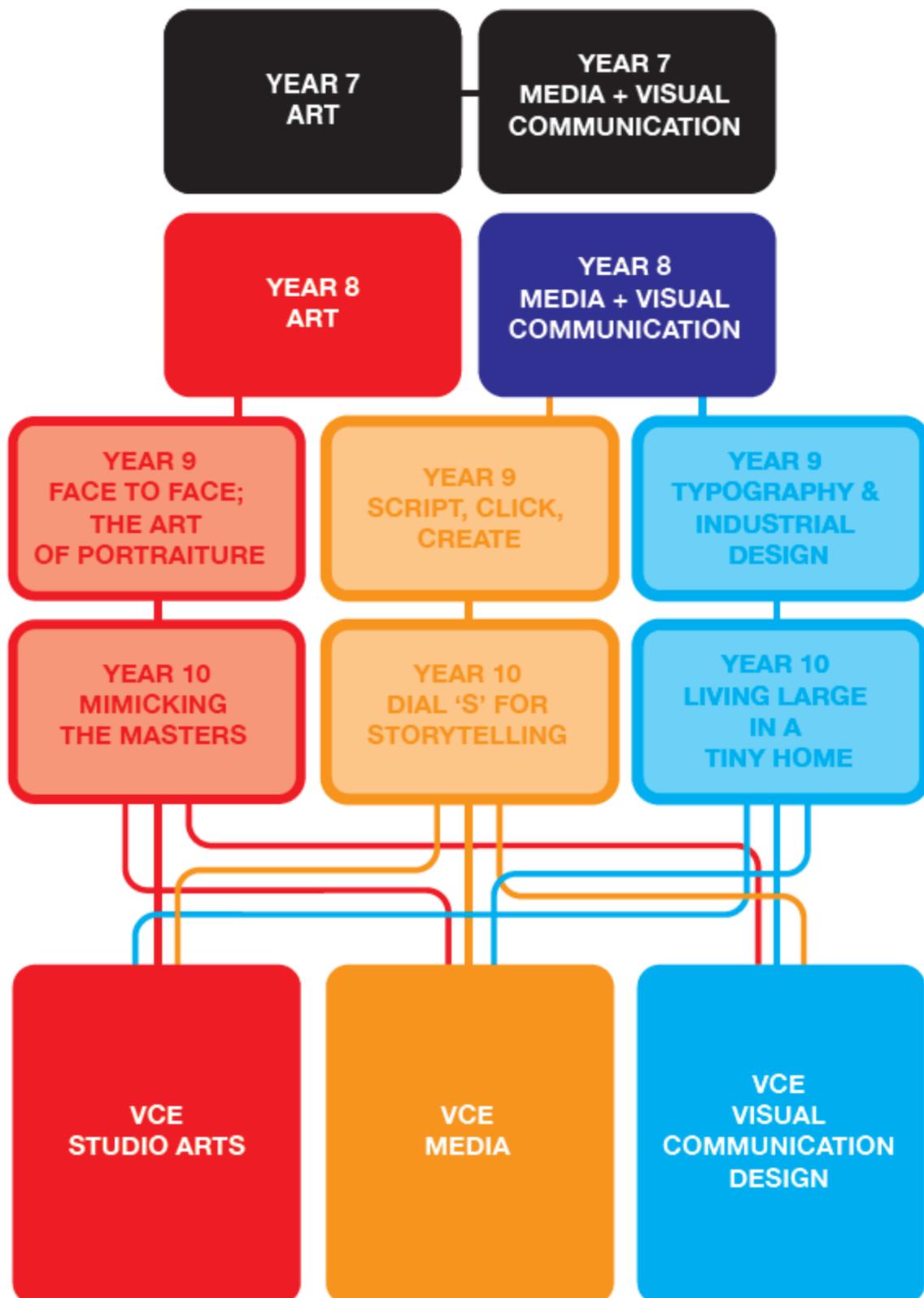
Assessment Task	Description
Design Challenge	Students work in teams to create a solution to a brief presented to the class. Each year this is a surprise! In 2020 this was a car building challenge. What could 2021 be?
Individual Design	Students create their own design brief and time-plan for responding to the needs of their chosen client. They create a user friendly and fun product that could be used every day by individuals and the wider community.

Criterion	MYP Assessment Criteria
A	Inquiring and Analysing
B	Developing Ideas
C	Creating the Solution
D	Evaluating

# The Arts

## Arts Pathways

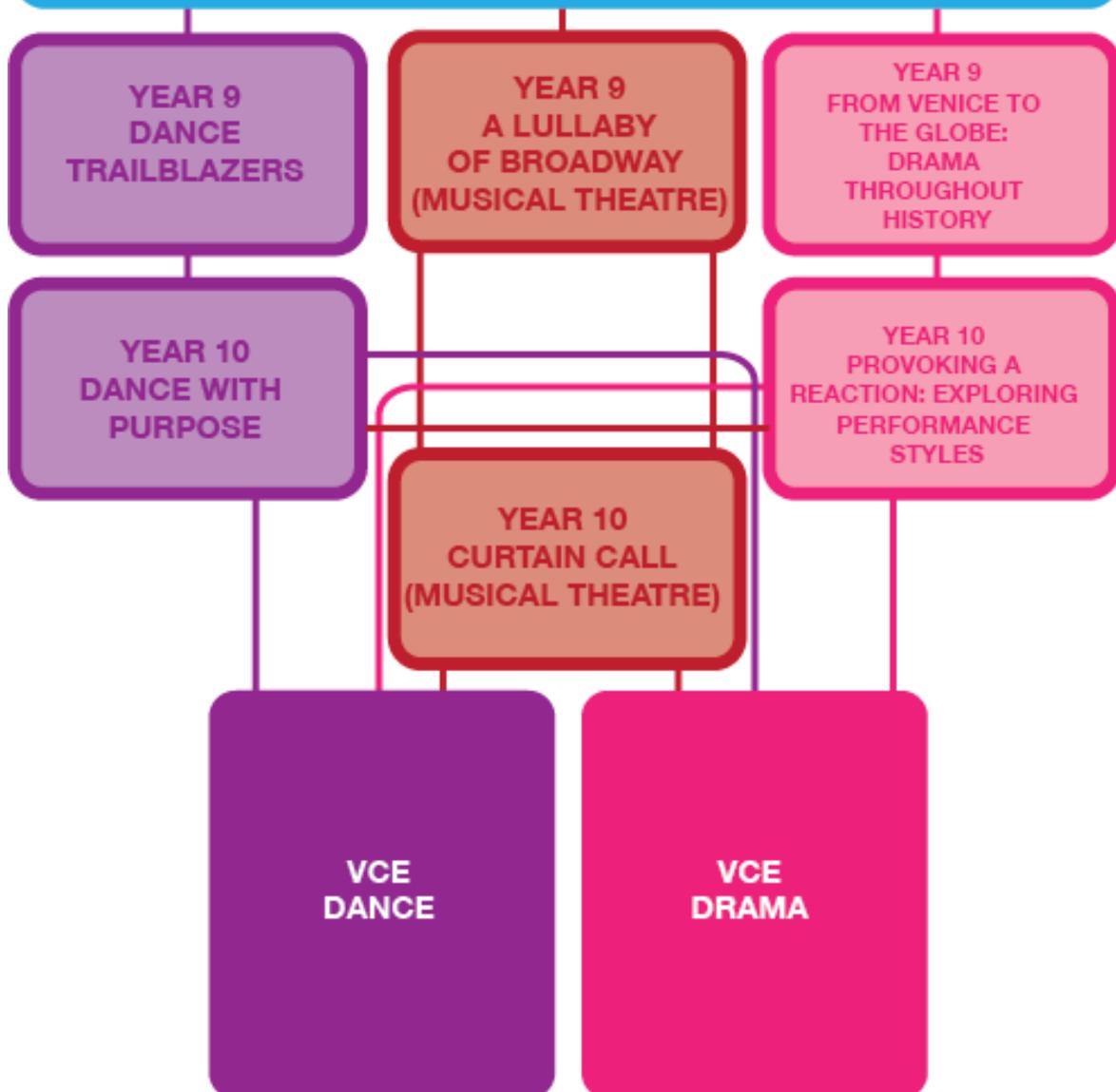
The following pages outline the pathway in the Arts Learning Area. Students who are currently thinking about selecting a unit in The Arts for VCE, should consult these pathways carefully and seek advice from The Arts Learning Area Leader, Ms Ngaire Wallace.



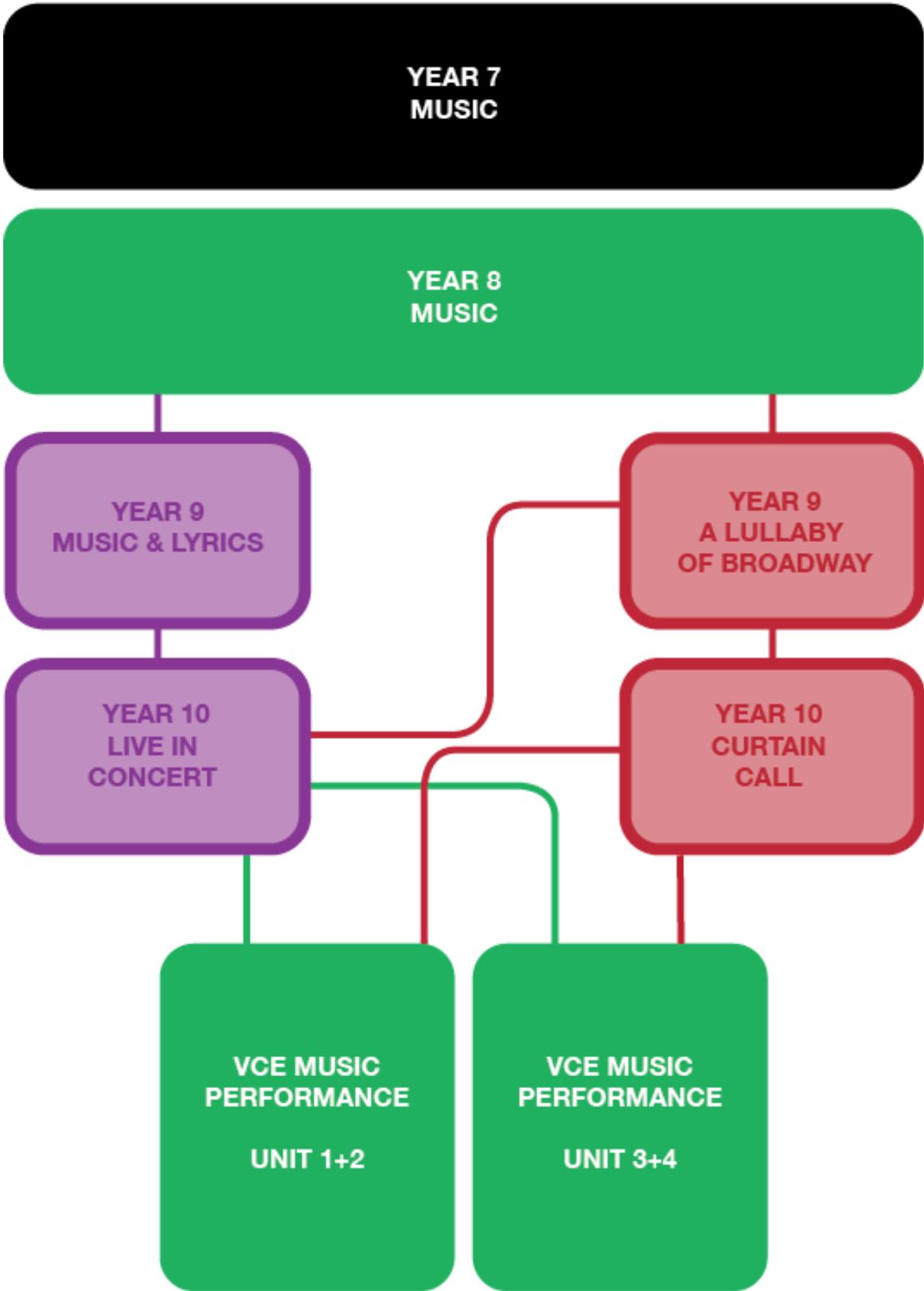
It is **highly recommended** by the Arts Learning Area that **ALL** students intending to study a VCE Visual Arts Subject have selected Visual Arts Elective Subjects at Year 9 and 10.

**YEAR 7  
DANCE + DRAMA**

**YEAR 8  
DANCE + DRAMA**



It is **highly recommended** by the Arts Learning Area that **ALL** students intending to study VCE Dance or VCE Drama have selected a dance, drama or musical theatre elective at Year 9 and 10.



It is **highly recommended** by the Arts Learning Area that students complete Year 10 Music Performance and have studied Music since Year 7 if they intend to study any VCE Music Subject. It is also a **requirement** to be learning an instrument/voice

## Mimicking the Masters (Art)

People borrow ideas from one another all the time. Good ideas spread because people take them, use them, and pass them along. Picasso once said “Good artists copy. Great artists steal.” In this elective, students are introduced to the art of Appropriation. Students explore the concept of change and how an artwork can be changed and reinterpreted. Students apply a studio process, researching a variety of iconic artworks to generate personal responses and ideas and to complete finished artworks. Students will create an individual response to an iconic image reinterpreting its original idea and/or meaning.

Course Description
Make and present art works that explore a range of elements and principles through a variety of mediums and techniques.
Structure and present art works appropriate to chosen styles.
Analyse and interpret the content, structure and aesthetic qualities of art works.
Analyse the characteristics and role of art in different cultural contexts.

Assessment Task	Description
Appropriation 1. Analysis 2. Trial artworks 3. Studio process 4. Final artwork	<ul style="list-style-type: none"> <li>- Research and explore the different ways that artists change and reinterpret the work of others.</li> <li>- Complete a series of small class directed exercises, exploring the concepts of copying, interpreting and appropriating the work of others to influence and inspire their own art making</li> <li>- Complete steps in a studio process, including research, collecting inspiration and exploring ideas</li> <li>- Use elements of an existing image or artwork to create a new artwork</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

## Dial 'S' for Storytelling (Media)

Want to create nail-biting suspense? Want your audience hanging on tenterhooks? In this elective, students will look to the experts to gather some tips and techniques for creating edge-of-your-seat tension in your own work. Students will also explore the use of photographic techniques and digital imaging to create powerful and effective images for a range of audiences and genres in *Dial 'S' for Storytelling*. For film production, students will complete a production design plan for a short film in a particular genre, implementing appropriate codes and conventions using both the camera and editing software. Students then shoot and edit their film, developing a range of technical skills. In photography, students will continue to explore different ways to generate images using various production and editing techniques. Students will develop your practical photography skills with hands-on experience working on a wide range of photographic tasks.

Course Description
Make and present media productions, which explore themes and genres.
Structure and present media texts appropriate to chosen styles and forms.
Analyse and interpret the structure, content and aesthetic qualities of media texts.
Analyse the characteristics and role of the media in different cultural contexts.

Assessment Task	Description
Genre Analysis - Video Production	<ul style="list-style-type: none"> <li>- Analyse film sequences focusing on the characteristics of the genre of each.</li> <li>- Collaboratively create a video in a particular genre following the design process.</li> <li>- Use digital video cameras and the digital editing software - Adobe Premiere Pro</li> <li>- Produce an in-depth analysis of a feature film</li> </ul>
Photography Portfolio	<ul style="list-style-type: none"> <li>- Work in a chosen photography style; art, commercial, photojournalism</li> <li>- Use the design process to plan and create a series of images in chosen style</li> <li>- Use DSLR camera and edit in Adobe Photoshop</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

## Living Large in a Tiny Home (Visual Communication Design)

Students explore the role of visual communication and the importance of environmentally sustainable architecture in our contemporary society. The concept of the brief is explored with students designing their own brief for a home design that includes a communication need, purpose and target audience. Students study contemporary design practices and technical drawing systems for the Environmental Design field. Students discuss and evaluate their own work and that of professional designers, using appropriate visual language to describe and critically analyse the work.

Course Description
Make and present visual communication presentations which explore themes, issues and ideas
Use a visual communication design process to develop and present visual communications appropriate to a brief
Analyse and evaluate the purposes and content of visual communication presentations
Analyse the characteristics and role of the visual communication in different cultural contexts

Assessment Task	Description
Environmental Design Folio	<ul style="list-style-type: none"> <li>- Produce a brief and a folio of working drawings and ideas, including research, brainstorming, generation, development and refinement of ideas</li> <li>- Explore design analysis techniques that will encourage a critical analysis of Professional designers' work</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

## Dance with Purpose (Dance)

Why do we dance? What effect does it have on the community and those around us? In this elective, students will explore how they can use their body to create dance with purpose. Students will develop their technical and physical skills, performance skills and movement vocabulary. They will continue to explore the elements of dance and manipulate a range of physical skills and movement categories in creating works for a range of purposes and audiences. Students will expand their vocabulary of appropriate dance language and terminology. They will develop skills in dance analysis through viewing and discussing dance works. Students will analyse the impact dance companies and organisations have in bringing dance to the wider community. They explore an opportunity for bringing dance to the wider community and plan, prepare for and execute this.

Course Description
Explore expressive intention through choreography, working with the processes of improvisation, selection, arrangement, refinement and evaluation.
Develop skills in dance analysis and dance appreciation.
Explore dance in community, through an investigation of local dance companies and organisations and carrying out a community-based dance project.

Assessment Task	Description
Creating & Critiquing Dance	<ul style="list-style-type: none"> <li>- Participate in class workshops and a range of composition tasks</li> <li>- View live dance works and analyse these in a written report</li> </ul>
Dance & Community	<ul style="list-style-type: none"> <li>- Plan for, prepare and deliver a community based dance project</li> <li>- Oral presentation evaluation the project</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

## Provoking A Reaction: Exploring Performance Styles (Drama)

Have you ever thought about becoming an actor? And how to make your audience think and feel? In this elective, students explore what it is to be a great stage actor through the study of Naturalistic and Eclectic Performance Styles of Drama. Students will develop expressive and performance skills through a range of workshops on voice and movement. They will explore dramatic elements and manipulate these for a range of purposes and audiences. They will also develop skills in performance analysis through viewing, exploring and discussing a range of works including live theatre performances.

Course Description
Make and present drama which explores a range of themes, issues and ideas
Structure and present dramatic works appropriate to chosen styles and forms
Analyse and interpret the structure, content and aesthetic qualities of drama
Analyse the characteristics and role of drama in different cultural contexts

Assessment Task	Description
Naturalistic Drama	<ul style="list-style-type: none"> <li>- Participate in a range of workshops exploring Naturalistic drama.</li> <li>- Research elements of Production Areas and apply it to a performance script extract</li> </ul>
Eclectic Theatre	<ul style="list-style-type: none"> <li>- Devise an ensemble performance exploring Eclectic Performance Styles</li> <li>- View and analyse a live theatre performance</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

## Live in Concert (Music Performance)

It's your turn to step into the Spotlight and Shine! Students will perform Live in concert, by preparing a program as a soloist, and as a member of a group. Students will research and analyse different styles of music, then perform in front of a live audience. Students will extend their understanding of tonality and music theory, as well as their aural and musicianship skills. Thus, continue to expand their collaborative and organisational skills through individual and group rehearsals in preparation for their performance

Course Description
Make and present music that explores different genres and themes
Structure and present music works appropriate to chosen styles and forms
Analyse and interpret the structure, content and aesthetic qualities of music works
Analyse the characteristics and role of music in different cultural and historical contexts
Make and present music that demonstrates understanding of performance techniques

Assessment Task	Description
Solo Performance	<ul style="list-style-type: none"> <li>- Perform examples of music in different styles</li> <li>- Analyse music being prepared for performance</li> </ul>
Music Folio	<ul style="list-style-type: none"> <li>- Complete a glossary of music terms and theory to notate music</li> <li>- Review music genre in written responses</li> </ul>
Musicianship and Aural Skills	<ul style="list-style-type: none"> <li>- Complete a series of practical and written aural and technical exercises</li> </ul>
Recital and Listening Quiz	<ul style="list-style-type: none"> <li>- Solo performance/presentation of two pieces and a study</li> <li>- Aural and theory quiz</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

## Curtain Call (Musical Theatre)

Lights, Camera, Action! As a class, students will create, develop and compose a short musical including a story line, characters, script, scenes, music and choreography. Students explore the foundations and structure of music theatre repertoire as well as the purpose of songs within a musical. Students will continue to use their understanding of music elements to compose show tunes for the musical. Furthermore, students will create a rehearsal plan including a full dress rehearsal and tech run leading up to the performance night where students will put on the show.

Course Description
Make and present music that explores themes, issues and ideas
Structure and present music works appropriate to chosen styles and forms
Analyse and interpret the structure, content and aesthetic qualities of music works in musical theatre
Analyse the characteristics and role of music in different cultural and historical contexts
Make and present music that demonstrates understanding of aesthetic considerations

Assessment Task	Description
Class Musical	<ul style="list-style-type: none"> <li>- Discuss ideas for a new musical, decide on a story line and create characters.</li> <li>- Compose songs for the new musical - they will rehearse all songs, dialogue, choreograph and perform.</li> </ul>

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Developing Skills
C	Thinking Creatively
D	Responding

# Science

## Let's Cell-brate the Small Stuff (Biology)

In this unit students study how organisms function at the cellular level. They explore what cells look like, how their sizes vary, and how they function. Students investigate the role of the cell membrane in meeting the needs of the cell and how they carry out cellular processes. They study how cells reproduce and how genetic information is passed on. They build on their understanding of genes, interpret patterns of inheritance and predict outcomes of genetic crosses. Social and ethical implications of genetic applications are also considered.

Course Description
Investigate and explain how cellular structures and systems function to sustain life
Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the use of genetic screening and decision making related to inheritance

### EXAMPLES OF ASSESSMENT TASKS

- Practical activities, questions and problems
- A student-designed practical investigation
- End of unit examination

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Inquiring and Designing
C	Processing and Evaluating
D	Reflecting on the Impacts of Science

## Psychology Unlocked

In this subject students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. In this unit students will also investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student directed investigation is also undertaken.

Course Description
Describe how understanding of the brain has changed over time
Explain how different areas of the brain co-ordinate different functions
Identify influences of nature or nurture on a person's psychological development
Undertake a practical investigation related to external influences on behaviour and draw conclusions based on evidence from collected data

### EXAMPLES OF ASSESSMENT TASKS

Assessment tasks are selected from the following:

- Research investigations
- Analysis and evaluation of research
- Tests
- Oral or visual presentations
- Media analysis
- End of unit examination

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Inquiring and Designing
C	Processing and Evaluating
D	Reflecting on the Impacts of Science

# Mathematics

There are three subject choices for Mathematics at the College for Year 10 in 2020 that will lead into different pathways for Mathematics at VCE. These Year 10 courses are based on the Victorian Curriculum.

The three subject choices are:

- Life Mathematics
- Mainstream Mathematics
- 10A Mathematics

In making their choices, students should consider whether they enjoy Mathematics, how manageable they find the subject and how they are performing in their current Mathematics class. Students should also consider the Math subject that they may need for studies in Year 11 and 12.

Teachers of Year 9 will be making recommendations about which Mathematics course they believe the student is most capable of doing, based on results and work ethic this year.

Please note that the 10 Advanced course is recommended for students who think they will go on to study Mathematical Methods in Year 11 or may need Mathematical Methods as a prerequisite for a tertiary course. It is important to understand that in order to be able to manage this subject in Year 11 and the 10A course next year, students would ideally need to be achieving at a level 6, 7 or 8 in their MYP assessments in Year 9 in order to be able to adequately cope with level of difficulty and pace of these courses in Years 10 and 11.

If students are having trouble making a decision they are encouraged to speak to their parents, their teachers and the Careers Leader or the Mathematics Learning Area Leader, Mrs Deylen.

Criterion	MYP Assessment Criteria
A	Knowing and Understanding
B	Investigating Patterns
C	Communicating
D	Applying Mathematics in Real Life Contexts

# Interdisciplinary Units

## Physics without Borders

Physics without Borders is a unique unit offered only to Year 10 students, where you will engage in project based learning and make connections with scientists in the community. Through a partnership with scientists, students will have the chance to interact with professionals and work on research projects that increase their understanding of the application of physical sciences to real-world issues. There are several opportunities to attend workshops at Latrobe University through the Outreach Program and at other special events. If you have ever considered the question ‘How will Science help me in my real life?’ then this is your opportunity to explore and seek answers to these questions while preparing you for VCE Science and beyond.

Course Description
Make predictions based on research and test these predictions
Understand how variables impact on results
Collect, record and interpret qualitative and quantitative data
Develop hypothesis and reflect on how realised these predictions are
Understand the importance of reliability and validity in conducting experiments
Describe how the development of Physics can affect the world
Experience the human ingenuity needed to resolve real-world problems

Assessment tasks might include:

- Laboratory Reports
- Designing and conducting investigations
- Communication through various presentations styles
- Tests
- Journals

Criterion	MYP Assessment Criteria
A	Disciplinary Grounding
B	Synthesising
C	Communicating
D	Reflecting

## Characters on the Couch

A class for lovers of Literature and Psychology, this interdisciplinary unit has students embark on an exploration of key social psychological concepts through literary texts. The unit draws specifically on ideas explored in VCE Psychology, such as what shapes a person’s perception of the world and how people are influenced to behave. With these concepts established, students critically investigate fictional characters through literature and film and examine how authors and directors comment on these aspects of human psychology. Therefore, this unit directly supports VCE Literature in its focus on the ways in which the interaction between text and reader creates meaning and the ways literary texts connect with each other and with the world.

Course Description
Learn the principles of key social psychological concepts including observational learning, power, conformity, cognitive dissonance, prejudice and discrimination
Understand and evaluate the findings of famous experiments in social psychology
Critically explore the social influence on the behaviour of characters in texts such as Stand By Me, To Kill a Mockingbird and other fictional texts
Consider and examine the role of context with the creation of texts and reading of texts
Examine the messages and perspectives presented by authors and directors in fictional texts
Develop articulation and structural approaches to critical expression

### EXAMPLES OF ASSESSMENT TASKS

- Psychology report
- Letter
- Film
- Magazine article
- Interview

Criterion	MYP Assessment Criteria
A	Disciplinary Grounding
B	Synthesising
C	Communicating
D	Reflecting

## Crunching the Numbers - People, Places & Data

Does data tell us about our world - past, present and future? In what ways can data influence decision-making? Is the data always right? Should you be able to control your data?

The importance and prevalence of data in our lives cannot be underestimated. Previously data has been confined to the world of mathematics and academia. The digital age has brought about data in all aspects of life. Analysis of this data allows us to predict trends and form theories that serve as a basis for action. This interdisciplinary elective brings together the study of mathematics and humanities. It draws on mathematics through investigating, collecting, generating and analysing data visualisations, and applies this to a student-led inquiry into the humanities including history, geography, archeology, economics and politics. Students will develop an inquiry question into a humanities field of their choice and collect data to demonstrate trends that give insight.

Course Description
Use of data collection and analysis
Research the humanities
Evaluate infographics to visualise data
Critically analyse primary and secondary sources
Develop ethical decision-making processes
Inquiries into sustainability
Synthesise data and sources to draw conclusions

### EXAMPLES OF ASSESSMENT TASKS

- Data analysis
- Presentation
- Report
- Infographics

Criterion	MYP Assessment Criteria
A	Disciplinary Grounding
B	Synthesising
C	Communicating
D	Reflecting

# Duke of Edinburgh Silver

Any student who wishes to complete Silver Duke of Edinburgh in 2021, needs to seek preapproval as space is limited.

Applications will open 10 August 2020 via a Google Form. In the event over subscription, the Deputy Principal – Learning and Teaching, Duke of Edinburgh Leader, Physical Education teachers and Y9/Y10 Village Leader Learning will review all applications. Students will be notified of their approval/ non approval by the Panel by 19 August 2020. From here, students can enter if approved these subjects as web preferences by 26 August 2020.

In 2021 Year 10 students will have the opportunity to complete the Silver Duke of Ed as a subject, replacing two terms of PE theory and running with 2 periods per cycle. This means that for Terms 1 and 3 during core PE, Silver Duke of Ed theory and planning will occur. Practical PE will remain unchanged, as a year-long subject.

In class, students will cover all areas of map reading, navigation and camp craft. Students will prepare for their practice and qualifying camp in class time, completing all the necessary documentation in preparation for these activities.

Monitoring of the other Duke of Ed requirements will also be completed within structured class time. Assessment will be both test and practical, based on the content covered.

# Year 10 2021 Elective Planning Sheet

Each student is to choose **4 electives** for the year.

Each unit is a semester in length. Students must select a **minimum of one unit** from the Arts and **one unit** from Technology for the year.

NB: that if you are applying for Science electives, application and approval is required before the elective can be chosen.

ARTS – Select at least one	
Mimicking the Masters (Art)	Dial 'S' for Storytelling (Media)
Provoking A Reaction: Exploring Performance Styles (Drama)	Live in Concert (Music Performance)
Dance with Purpose (Dance)	Curtain Call (Musical Theatre)
Living Large in a Tiny Home (Visual Communication Design)	
TECHNOLOGY – Select at least one	
Trends in Food (Food Technology)	
Shake it up Sleepwear (Design and Technology)	
Digital Worlds, Digital Futures (Part 2)	

## Choices:

- If a student chooses to complete four subjects from the Arts and Technology areas for the entire year then no other subjects can be selected (maximum of two from each area)
- If a student chooses to complete only one Art and one Technology subject for the year, the student can select two subjects from the following electives
- If a student chooses to complete three subjects from the Arts and Technology areas, the student can select one subject from the following electives

HUMANITIES	ENGLISH	SCIENCE	INTERDISCIPLINARY UNIT
Law and Order	Literature and Life	Let's Cell-brate the Small Stuff (Biology) Psychology Unlocked	Characters on the Couch! Physics Without Borders Crunching the Numbers

Planning Sheet:

Selections for 2021		
Arts Choice 1		
Technology Choice 1		
Elective Choice 1		
Elective Choice 2		
Mathematics and LOTE for 2021		
<input type="checkbox"/> 10 Mainstream Maths	<input type="checkbox"/> 10A Mathematics	<input type="checkbox"/> 10 Life Maths
LOTE continuing in 2021:	<input type="checkbox"/> Italian <input type="checkbox"/> Japanese	
Duke of Edinburgh - Silver		
<input type="checkbox"/> I am applying to continue with the Duke of Edinburgh Silver and understand that this will be conducted during Terms 1 and 3 Physical Education theory class in 2021.		
<input type="checkbox"/> I acknowledge and understand that to continue with the Duke of Edinburgh Silver in 2021 that I will incur an extra cost.		

Please note, the College reserves the right to not offer a subject in 2021 if there is not an adequate level of student interest.

*Web Preferences will open Monday 11 August 2020 at 9.00am and close at 3.30pm  
Wednesday August 26 2020*