Responsibility

Respect

Teamwork

Resilience

DONCASTER SECONDARY COLLEGE

YEAR 10 COURSE DESCRIPTION BOOKLET 2019

This information book is the 3rd in a series of 3 publications dealing with Senior School matters.

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Dear Year 9 Parents and Students

Moving from Year 9 into the Senior School is a time of transition and consolidation.

We recognise that the diverse social, emotional, physical and intellectual needs of adolescents should inform the structure and educational program of schooling.

The Year 10 curriculum at Doncaster Secondary College emphasises the successful acquisition of a broad general knowledge, skills and attitudes, and is designed to be interactive, accessible and flexible.

Doncaster Secondary College's teaching and learning program in Year 10 reflects the awareness that students are approaching the post-compulsory years when they will begin to follow individual pathways into senior secondary studies, further education, life and work in the wider community.

To address these essential elements of learning fully, Doncaster Secondary College offers programs for all students that encompass the Victorian Curriculum standards. Whilst addressing all of the Standards, the College also tailors programs to meet the needs of individual students.

The timetable links Year 10 classes with Year 11 studies, therefore allowing some students to choose from a selection of VCE subjects within their Year 10 program. The Middle School select students to be part of this program through an application process and use of teacher recommendations.

Assessment in Year 10 is based on Common Assessment Tasks (all students in a subject will complete the same assessment), Compass Learning Tasks (these may vary slightly from class to class), classwork, homework, teacher observation, assignments and examinations. At the senior level, there is an increasing necessity for independent learning as more emphasis is placed on students' ability to develop organisational skills and work progressively towards meeting deadlines.

To facilitate the selection of subjects (studies), and to inform students and parents of the content of the core curriculum, this publication provides descriptions of subjects to be offered in 2019.

While we endeavour to maintain a broad curriculum, unfortunately some subjects on offer may not attract sufficient numbers for them to run. Students are asked to consider their selections carefully, and seek assistance from family, teachers, Year Level Coordinators and Careers Coordinator.

Ty Dennis
Senior School Leader

PURPOSE & VALUES

At Doncaster Secondary College we are working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society. This core purpose is reflected in the College motto 'Working Together, Learning Together' and is underpinned by the following values:

- ***Respect*** *for ourselves, each other and the environment*
- ***Responsibility*** *for our own actions*
- ***Resilience*** *to embrace challenges with optimism and perseverance*
- ***Teamwork*** *working co-operatively and constructively with others*

Working together, learning together

PROFILE

Doncaster Secondary College regularly performs above state and 'like schools' in its academic outcomes. This is reflected by excellent VCE outcomes, which open a variety of pathways for students beyond school. Over 95% of students enroll in tertiary studies at the end of VCE, with over 70% attending university and around 25-30% moving on to TAFE. Regular participation of Doncaster Secondary College students in national and international academic competitions, as well as regular inclusion amongst the Premier's Awards recipients, is another reflection of the high quality outcomes achieved.

At Doncaster Secondary College, there are two sub-schools:

Middle School – Year 7, Year 8 and Year 9
Senior School – Year 10, Year 11 and Year 12

The Sub-Schools reinforce the College values and expectations. They form the basis of a well-defined student management structure. Senior School Leader and Level Coordinators are also responsible for monitoring the academic process, general welfare and counselling of students. Should you have any questions about the College or Senior School, please do not hesitate to contact:

Career Counsellor/VET/VASS Coordinator:	Mrs Anne Wakeham
Careers Development Coordinator:	Mrs Vanessa Ramsay
Year 10 Coordinator:	Mr Ben Hollard
Year 11 Coordinator:	Ms Carly Sayer and Ms Ramya Annavarapu
Year 12 Coordinator:	Ms Elly Stewart
Senior School Leader:	Mr Ty Dennis
Senior Sub-School Coordinator:	Mr Rowan Hore
Assistant Principal (For Senior School):	Ms Belinda McGee
Principal	Mrs Éva McMaster

DONCASTER SECONDARY COLLEGE
CURRICULUM PROFILE – 2018/2019

Periods in the Timetable each week (75 min periods)

Year	Sem.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
7	1	DiSCovery	English			Mathematics			Science			History			Languages		PE, Health & Sport			Art/Tech	
	2											Geography								Art/Tech	
8	1		English			Mathematics			Science		History			Languages		PE, Health & Sport			Art/Tech	
	2										Geography									Art/Tech	
9	1		English			Mathematics			Science		History		Languages		PE/Health		Art/Tech		MYSELF	
	2										Geography						Art/Tech		MYSELF	
10	1		English, Maths & Science compulsory in Year 10						Three other studies must then be selected												
	2								Students in Year 10 may be recommended to select a VCE subject in their program												
			Victorian Certificate of Education - VCE																		
11			VCE English			VCE Subject			VCE Subject			VCE Subject			VCE Subject			VCE Subject			ISP
12			VCE English			VCE Subject			VCE Subject			VCE Subject			VCE Subject			Independent Study Period (ISP)			
Combined Senior Certificate: School Based Apprentice/Trainee & VCAL Certificate - SBAT																					
11		Inter Literacy		PDS		Numeracy		WRS	VET Certificate Studies						Apprenticeship/Traineeship						
12		Senior Literacy		PDS		Numeracy		WRS	VET Certificate Studies						Apprenticeship/Traineeship						

VCE SUBJECTS

ENGLISH English English as An Additional Language English Language English Literature	**MATHEMATICS** Mathematics Foundation Mathematics Further Mathematics Methods Mathematics Specialist	**SCIENCE** Biology Chemistry Environmental Science Physics Psychology	**HUMANITIES** Accounting Business Management Economics History – Ancient/20th century Legal Studies Sociology
Language Chinese (1st Language) Chinese as a Second Language French Italian	**The Arts** Art Drama Media Music Performance Studio Arts Visual Communication and Design	**Technology** Food and Technology Computers Software Development Product Design and Technology (Wood) Systems Engineering	**Health and PE** Health and Human Development Physical Education Outdoor & Environmental Studies

CO-CURRICULAR ACTIVITIES AND PROGRAMS

Educational Enhancement

- Australasian Schools English Competition
- Australian Schools Writing Competition
- Mathematics Challenge for Young Australians (MCYA)
- Australian Mathematics Competition (AMC)
- Australian Mathematical Olympiad (AMO)
- Year 7 – 10 Maths Games Day
- UNSW Science Competition
- Science Talent Search
- LOTE Competition e.g. Italian Poetry Competition
- Biology, Chemistry & Physics Olympiad
- National Chemistry Quiz
- Interschool Debating Competition
- Rotary Public Speaking Competition
- Hospitality catering
- Subject specific weeks e.g. Geography awareness week
- AMEB Music Examinations
- Breakfast club
- Vocal Ensemble
- VCE Lounge
- Chess Club
- Games Room
- EAL Homework Club

Camps and Excursion

- Year 11 Central Australia Camp
- Year 10 Careers Experience
- Instrumental Music Camp
- Year 10, 11 & 12 University Visits
- Subject based excursions e.g. Royal Melbourne Zoo
- Driver Education
- International Study Tours e.g. Italy, France
- Clubs
- Ski Tour

Sports

- Whole-school College sporting carnivals – swimming, cross-country, athletics
- Inter-College Sports: Sports include; badminton, baseball, basketball, cricket, football, hockey, netball, soccer, softball, tennis, volleyball

Visual and Performing Arts

- College Theatre Production
- House Drama Festival
- Instrumental Music and musical bands and ensembles including Rock Band
- Musical soirees
- VCE Drama performances
- Student Art Gallery
- College Magazine 'Cornucopia'
- Student Sound/ Lighting Technicians
- Presentation Ball

Leadership

- Student Representative Council
- Middle and Senior School Captains
- Sports teams captains; student coaching of sporting teams
- Student led level assemblies, house meetings, drama activities
- College Council Student Representatives
- Year 12 Sport, Drama, Magazine Committees
- Events Captains
- Social Justice Captains
- Fund raising activities for causes e.g. State Schools' Relief fund, World Vision
- World's Greatest Shave
- Social Events e.g. Valentine's Day
- Talent Quest
- International Student Leadership Program
- Interact club

CAREERS

What is a Career?
Originally the term “career” referred to paid employment. Today, it covers a broader range of activities associated with learning, education, working and lifestyle. So in a way, your career is your life. Put into perspective, what you do in paid employment takes up a smaller role in this whole journey. It is therefore important to consider all of these aspects of life when thinking about ‘career’.

What does a Careers Counsellor do?
Careers Counsellors work with people to empower them to explore their understanding of themselves and the world of work and to make meaningful connections between the two. Like all forms of counselling, the purpose of careers counselling is not to provide answers, but to provoke new thought by asking the right questions. Some may feel that they do not know where to start thinking about their career. Some people get ‘stuck’ with certain ideas or thoughts and need help in moving ahead and learning how to make decisions.

We make use of assessments and tools that outline dominant interest areas, personality types or skills and abilities to facilitate the thinking process. However, the key is for the student to use this information to research and evaluate options in their own life. No teacher, counsellor or test will ever be able to give the full picture in isolation. Only the student has the self-knowledge to make the right decisions. Career Development is all about facilitating self-understanding and the desire and enthusiasm to seek out choices.

By encouraging and strengthening students’ ability to investigate and evaluate choices for their own lives, we are building skills that they will use for a lifetime. Research has suggested that ‘Generation Z’ will change aspects of their career more than five times in their life with over 17 different jobs. It is imperative, therefore, that we develop the skills for students to be able to make an informed choice with confidence as well as the skills to adapt to change.

Careers Centre
The Career Centre is a dedicated space in the Senior Centre where careers and course information is displayed. The Careers Coordinator and Counsellor are available to students for questions, information and counselling. There is material displayed from institutions as well as information available by industry area. Students are welcome to visit the centre during recess, lunchtime, after school and during study periods. Normally there is an open-door policy for students however, occasionally appointments are required, particularly during peak periods (e.g. VTAC applications, course counselling).

In addition to material kept on site for students, there are resources and information disseminated to students and parents that is worth looking out for.

These include:
- The Doncaster Careers website – www.doncastercareers.com
- The weekly “*Career News*” available on www.doncastercareers.com
- Senior School Handbook part 1 (rules, processes, procedures and general information regarding VCE and VCAL)
- The Senior Pathway Course Selection Handbook part 2 (for Year 11 and 12 students) available on College website
- Compass NewsFeed
- Information and resource booklets distributed to students from external providers (including VTAC and VCAA) at the Senior Years Career Expo.

Regular information is emailed to parents via Compass. If you don’t receive emails from the College, it may be that we do not have an email address registered. Please contact the General Office if you need to update your details.

Careers Experience

As part of the Year 10 Curriculum, all students will undertake a one week Careers Experience Placement. The Program is designed for students to develop key skills and gain valuable experiences that assist them with making informed choices about their future. It is an integral stepping stone in our curriculum that merges with DiSCovery and Senior School Course Selection.

Careers Experience allows students to develop key transferable skills which link directly to the classroom through better engagement, learning and achievement. These include:

- Interpersonal communication,
- Team work,
- Lifelong learning,
- Self-management, and
- Initiative

Skills such as these are essential in order to maintain motivation and success in senior years. Careers Experience allows students to develop these skills in an authentic environment and to see the connections between different study areas.

Students are expected to make contact with employers to arrange their own placement; however the College can provide support for students who may feel nervous about cold calling or visiting employers. Students may find a placement in a variety of ways including searching an organisation's website, contacting employers directly by telephone or in person, or speaking with family friends who may work in the student's industry of choice. We also suggest that parents avoid employing their child as it can be difficult for children to separate home life from work life. We stress that this program is designed for students to investigate future careers, and as such we discourage students from working at their part time job.

Students will also undertake occupational health and safety assessments to ensure that they can conduct themselves in a safe manner in the workplace. These assessments will be completed during their DiSCovery classes.

Most schools incorporate Careers Experience into their curriculum so finding places with employers is very competitive. **Students are urged to begin sourcing a suitable placement as soon as possible. Applications for some highly sought after places like hospitals, Police Force and the Zoo are only accepted Semester 2 of Year 9.** Please enquire at the Careers Office if you have any questions.

ASSESSMENT & REPORTING

Student assessment seeks to promote a positive attitude towards learning and to encourage the pursuit of personal excellence. It gives students advice on what they have done well and suggests strategies for further improvement. As such, assessment practices at Doncaster Secondary College focus upon the positive aspects of student learning and provide the basis for further learning. Subject teachers, Level Coordinators and Heads of School, continually monitor student performance and progress within the classroom.

A variety of assessment practices are embedded into the Year 10 curriculum. Assessment can be based on:

- Formal testing;
- Individual written work e.g. exercises, essays, reports, assignments, research, book work, folios;
- Individual and group projects;
- Oral presentations, dramatic or musical performances;
- Creative works e.g. models, painting, constructions; and
- Participation and skill demonstrated.
- Self- and peer-assessment, reflection and goal setting are also employed at various stages within a unit of work; these practices, plus timely and relevant feedback, ensure for a personalised approach to student learning.

All the assessment practices mentioned above, plus observations, provide the basis on which teachers report student progress. Parents/Guardians receive regular information regarding their child, with detailed feedback on learning tasks available every six weeks on Compass.

SEMESTER REPORTS

Reports completed at the end of each semester provide a summary of the student achievement profile for each subject, together with an indication of student achievement in relation to the Victorian Curriculum Standards.

STUDENT LED CONFERENCES

Conferences are held late in Term 1 and Term 3. You are encouraged to attend these conferences to discuss progress with classroom teachers. You are also invited to contact the College, via the Level Coordinators, at any time should they have concerns about their child's progress.

AWARDS

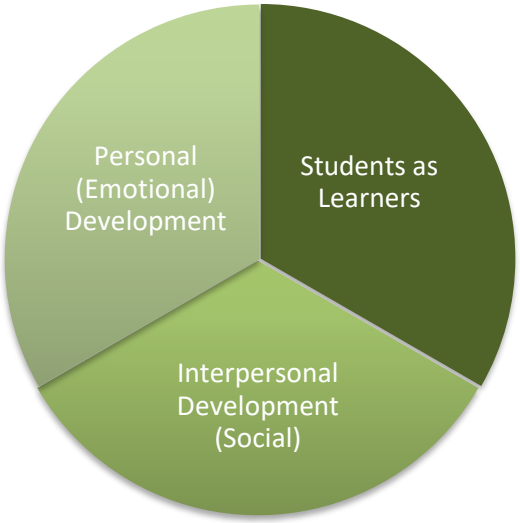
Each year the College holds a Presentation Evening to celebrate student achievement. Awards are presented to students for:

Academic Excellence
Excellence in the Performing Arts
Sporting Achievement
Personal Achievement
Service to the College

Throughout the year, Level and General Assemblies are held at which certificates recognising specific student achievement and contributions are presented.

DISCOVERY PROGRAM

The DiSCovery program focuses on enhancing student learning, promoting student connectedness with the College community and the monitoring of student progress through personalised learning. It explores the relationship between students as learners, their interpersonal (social) and personal (emotional) development with the aim of preparing them to become productive members of society.



As part of the DiSCovery Program, each student will be required to develop an Individual Learning Plan which consists of the following learning goals and plan:

- Short term learning goals
- Long term learning goals
- Career action plan

The DiSCovery program and classroom teachers will provide strategies to support students in their achievement of these goals. Students will also be encouraged to showcase their learning and growth. Each year level has a particular focus ranging from “Belonging” at Year 7 to “Self-Awareness” and “Preparing for Life Beyond School” at Year 12. The key ideas for Senior School students include:

A levy for DiSCovery provides for DiSCovery folders, guest speakers and resources to support the program. The College has purchased an excellent online study program (Enhanced Learning Educational Service) that can be accessed at home and all students are encouraged to further their learning by completing study modules that are relevant to their learning.

Enhanced Learning Education Services (ELES) Online Study Skills Handbook
Through the DiSCovery program all students have access to the Enhanced Learning Education Services (ELES) Online Study Skills Handbook (www.studyskillshandbook.com.au).

Username: doncastersc **Password:** 168results

The study skills program provides a comprehensive and interactive online guide for the school community (students, parents and teachers) to enable our students to develop the necessary study skills for success in their schooling. The handbook has a huge amount of information as well as a large range of interactive activities. We strongly encourage all parents and students to take advantage of this opportunity to further develop their students’ study skills abilities through this online resource.

CURRICULUM PROFILE 2019 YEAR 10

Subject Area	Year 10 Subjects	VCE Studies
English	English English as an Additional Language	English English as an Additional Language English Literature English Language
Maths	Mathematics Further Mathematics Methods Mathematics Extension	Mathematics Foundation units 1 and 2 only Mathematics - General Further units 1 - 4 Mathematics Methods units 1 – 4 Mathematics General Specialist units 1 - 4
Science	Science	Biology Chemistry Environmental Science Physics Psychology
Health & Physical Education (HPE)	HPE - General HPE – Basketball HPE – Soccer HPE – Sports Science	Physical Education Health & Human Development Outdoor & Environmental Studies
Languages	French Italian Mandarin	French Italian Mandarin (Chinese First Language,; Chinese Second Language; Chinese Second Language Advanced)
Art/Technology Students select two different electives from this subject grouping (semester based)	Art Ceramics Design and Technology (Metal) Design and Technology (Wood) Drama Electronics Food Technology Introduction to Practical Coding Media Arts Music Surface Design Visual Communication	Art Computing: Software Development Drama Food Technology Media Music Performance Studio Arts Systems Engineering Visual Communication & Design
Humanities Students select two different electives from this subject grouping (semester based)	Economics and Business Geography History	Accounting Business Management Economics History – Ancient History History – 20th Century Legal Studies

YEAR 10 CURRICULUM PROGRAM

All Students must complete **English, Mathematics and Science.** In addition, students may select subjects from the following subject areas:

Health and PE – 1 year
Languages – 1 year
Art & Technology - semester
Humanities – semester

In general, the studies should be selected from different subject groupings. However, if students wish to specialise in a particular subject they may select the same Year 10 and a Year 11 (if eligible) subject. Eg. Year 10 History and VCE History.

In Year 10 Mathematics, we provide students with a range of learning activities and flexible groupings to ensure students' needs are met. Students may be required to change their grouping based on teacher recommendations and assessments.

ART

Overview

Students will complete tasks in a variety of practical areas from: painting, drawing, printing, and three dimensional activities.

An inclusive introduction to art appreciation through class discussion, observation and assignments is also included, based where possible, on direct viewing of artists' works in galleries.

Students will aim for sophisticated conclusions from their initial conceptualisation.
Emphasis will be on developing from the simple ideas to the complex.

Key Concepts & Skills

- Able to study and work in the practical areas of painting, drawing, printing & three-dimensional activities
- Given a general introduction to arts appreciation through class discussion, observation and assignments
- Involved, where possible, on direct viewing of artists' works in galleries
- Encouraged to explore various techniques and apply them towards satisfying personal outcomes
- Developing from the simple to the complex (emphasis)

Assessment:

- Folio of practical work, accompanied by appropriate written material.
- End of semester exam

CERAMICS

Overview

Students will work within a co-operative environment which caters for the needs of all studies. They will produce a variety of forms, pursuing a range of techniques. These will be introduced simply at first and gradually increase in level of difficulty as the students' progress. Design is an integral part of the program and students will keep a record of ideas. The number of projects may vary according to the actual time spent in class and degree of difficulty of the projects.

Key Concepts & Skills

- Development of advanced decoration techniques - texture and colour - use of underglazes
- A range of different hand building methods
- Advanced sculptural work - building, modelling and carving
- Oxides, underglazes, glazes
- Basic firing knowledge: electric kiln
- Designing ceramics - more complicated designs and more emphasis on this area of work.
- Safety in the ceramics studio
- Appreciation and response to specific works, written and oral work
- To further explore and utilise clay as an expressive medium
- To develop students' range and quality of hand building skills
- To further develop an appreciation and response to the clay work of others, individuals, and past and present cultures

Assessment:

- Finished practical pieces
- Documented procedures of practical tasks completed in a visual diary

DESIGN AND TECHNOLOGY (METAL)

Overview

Students will focus on design, silver soldering and manipulation of metals to create an individually designed project. This area of study enables students to design and construct larger functional models.

Key Concepts & Skills

- Occupational Health and Safety Practices
- Knowledge of tools and techniques
- Development of personal design
- Quality finishing and completed projects
- Silver soldering

Assessment:

Assessment will be continuous, in that consideration is given to all aspects of class work, particularly that pertaining to general attitude, the ability to work with other students, and to display initiative and thoughtfulness. A Visual Diary will be part of the overall assessment.

DESIGN AND TECHNOLOGY (WOOD)

Overview

The Woodwork course at this level requires an understanding of different skills that relate to the variety of models that will be completed. It is not unusual for students with no previous background to elect this subject.

Key Concepts & Skills

- Group skills
- Marking and Measuring
- Accurate Sawing of Materials
- Careful and proper use of handheld tools
- Application of stains and varnish
- Occupational Health and Safety
- Understanding Occupational Health and Safety Practices
- Joints, tools, furniture and its history of development, and of materials in general use
- Developing appropriate and safe techniques when handling equipment and pieces of machinery
- Application of stains and varnish

Assessment:

- Work documented in a visual diary
- Visual documentation of one task
- Undertaking two-three major models for the semester – house, stool and or, table

End of semester written and practical test

DRAMA

Overview

In Year 10, students create and develop characters and scripts appropriate to performance style and intention. They design and construct stagecraft elements for their performances, rehearse, and present their work to a range of formal audiences, and to camera, and consider the impact of audience in their planning.

Students are assessed on a combination of written and performance tasks, including preparatory research and reflective self-analysis. They maintain a record of their exploration, development and refining of ideas, use of elements and principles and/or conventions and application of techniques and processes when making and presenting their arts works. At all stages, their work should demonstrate an understanding of different theatrical styles, conventions and stagecraft elements.

Key Concepts & Skills

In the Year 10 Drama, students will:

- Devise, rehearse, and design an ensemble performance
- Design and construct sets, costumes and props suitable for a selected performance space
- Present performances
- Undertake and present research tasks relevant to specific theatre styles
- Develop a knowledge and understanding of various areas of stagecraft
- Evaluate and reflect upon their experiences, skills and development

Assessment:

- Participation in classroom activities
- Internet research projects
- Participation in the creation of ensemble performances
- Stagecraft design tasks
- Self-reflection and evaluation assignments
- End of semester test

ECONOMICS AND BUSINESS

Overview

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

At the end of this unit of work of Economics and Business students will be able to develop:

1. Enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
2. An understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
3. An understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
4. Reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
5. An understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians.
6. Knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens

Key Concepts & Skills

- Investigate Australia as a trading nation and its place within Asia and the global economy
- Identify and explain the indicators of economic performance and examine how Australia's economy is performing
- Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations
- Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market.
- Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work
- Examine the roles and responsibilities of participants in the changing Australian or global workplace
- Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments
- Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions

Assessment:

- Topic tests
- Group work
- Research assignment
- Exam

ENGLISH

Overview

In English, students engage with a variety of texts designed for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts which support and extend students as independent readers and are drawn from a range of genres. They involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. Themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings are explored and considered from a variety of perspectives. At year ten, these texts are selected for themes and issues involving levels of abstraction, higher order reasoning and intertextual references, and include Shakespeare's play *Macbeth*, Niccolò Ammaniti's novel *I'm Not Scared*, Harper Lee's classic novel *To Kill A Mockingbird*, and a film adaptation of *The Help* directed by Tate Taylor.

The course also explores texts that are designed to inform and persuade. Students develop critical understanding of the contemporary media, and the differences between media texts. Informative texts are analysed in terms of their level of density, abstraction and objectivity, and the language used to achieve this. Furthermore, students are prepared for VCE through a comprehensive focus on the use of argument and language to influence audiences in persuasive texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Key Concepts & Skills

- Analysing narrative texts, focusing on how the text is constructed in order to create meaning for readers and viewers
- Comparing the presentation of ideas and themes across texts from different contexts
- Understanding and analysis of argument and language in informative and persuasive texts, focusing on the impact of ideas and language on readers and viewers
- Writing analytically, creatively and persuasively in response to the texts studied in class
- Planning, rehearsing and delivering a speech designed to persuade
- Review, edit and refine own and others' texts for control of content, organisation and language features to achieve particular purposes and effect
- Evaluating the effectiveness of individual choices as a writer and presenter
- Interacting with others to improve understanding of texts and consider others' responses to literature

Assessment:

- Extended text response essays
- Creative writing
- Comparative analysis
- Language analysis tasks
- Oral presentations
- Examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Overview

The Year 10 EAL course caters for students from a non-English speaking background and for whom English is an Additional Language. Acceptance into the course will be based on an eligibility assessment by the EAL Coordinator. The course is structured to meet the specific language needs of EAL students, providing them with the necessary skills for transition into VCE.

Key Concepts & Skills

Preparation for VCE will be an integral part of the Year 10 EAL program. The course incorporates the four learning areas of:

- Reading and creating responses to printed and film texts
- Reading and comparing texts
- Analysing and Presenting Argument
- Language work (Listening and speaking skills, vocabulary development and grammatical/syntactical structures and features)

All four areas have an oral component in which students will have the opportunity to develop greater oral and aural proficiency for more effective communication both in social and school based contexts.

Assessment:

Semester One

- 2 creative writing pieces
- 1 text response; written and/or oral
- 1 comparative response
- Language analysis exercises and aural exercises

Semester Two

- 3 written pieces; creative, analytical and persuasive
- 1 text response; written and/or oral
- Language analysis exercises, aural exercises
- Formal oral presentation of a point of view

ELECTRONICS

Overview

Electronics Systems & Technology in Year 10 will involve you in the printed circuit board design and subsequent production of 12 simple electronic models given their circuit diagrams. Each model has a learning component that demonstrates how a single or group of components act alone or together. Models to be made include: transistor tester, dog and cat communicator, a simple electronic piano, a sound effects generator, a crystal set, a one transistor amplifier, a camera sound trigger and lots more.

Prerequisite knowledge: It would be an advantage to have completed Year 9 electronics but not essential. Further, as there is a significant theory component (25% or 1 period per week) which involves mathematical problem-solving, it is advisable that you have completed mainstream maths at Year 9 and can use a calculator for basic mathematic.

Students who have not attempted Year 9 Electronics can elect to make the Year 9 models instead of attempting the Year 10 syllabus. However all students are expected to complete the theory component.

Key Concepts & Skills

The key concepts students will learn will include:

- Reading circuit diagrams and transforming them onto Printed Circuit Board for model production
- The identification of components and their function
- The mathematics associated with electronic circuitry including resistors in series and parallel
- Ohms law and transistor and capacitor calculations

Assessment:

- Model production
- Regular homework related to maths associated with electronics
- End of semester examination of 1.5 hours

FOOD TECHNOLOGY

Overview

This semester-length course offers students an introduction to VCE Food Studies. Students will undertake practical activities involving food preparation and participate in workshops, focusing on specific ingredients. Students will use the design process to investigate, generate ideas, produce and evaluate their food creations.

Students who are interested in studying VCE Food Studies, or anyone interested in food preparation and presentation will enjoy this subject.

Key Concepts & Skills

- Health and safety regarding food preparation
- Development of culinary skills
- Nutrition, with a focus on diet-related illnesses

Assessment:

- Practical activities involving food preparation and participate in workshops, focusing on specific ingredients.
- Design brief tasks
- Practical and written exam

GEOGRAPHY

Overview

This semester length course looks at environmental challenges the world faces in the twenty first century and plans for effective management for a sustainable future. It also looks at the geographies of human wellbeing including measurement, comparisons and reasons for variations in wellbeing from place to place.

Unit 1: Environmental change and management

- Land environments under threat
- Managing change in coastal areas
- Marine environments: Are we trashing our oceans?
- Sustainable urban environments
- Challenges facing megacities
- Urban settlements in decline

Unit 2: Geographies of human wellbeing

- What makes a good life?
- Is life the same everywhere?
- Human rights
- Aid to impoverished nations
- Terrorism
- Population characteristics
- Influence of wealth, gender, conflict and water access on wellbeing
- Government responses to population and wellbeing issues

Key Concepts & Skills

- Space
- Place
- Interconnection
- Change
- Environment
- Scale
- Sustainability

Assessment:

- Practical work
- Research projects
- Text response
- Data analysis
- Fieldwork
- Tests and exams

HEALTH AND PHYSICAL EDUCATION - GENERAL

Overview

The Health and Physical Education (HPE) faculty provides a range of learning activities aimed at increasing student participation, engagement and peer interaction. Students learn skills that empower them to lead healthy and physically active lives. Students of HPE participate in two practical sessions and a single theory session per week.

In Physical Education classes students participate in activities to improve the execution of motor skills during complex activities. Classes are organised to build the confidence of all students by catering for the variety of skill and fitness levels within the class. Students measure their fitness levels, set goals and utilise training methods to develop physical fitness.

In Health Education classes, students identify factors affecting community health and the services and products provided by government and non-government bodies to support the health needs of young people. Students study a road safety unit that focuses on identifying risk and the importance of values in their decision-making. Students investigate the Graduated Learner System and prepare for their L-plate test.

All students within mainstream HPE will participate in Dance and group fitness classes at Fitness First in Semester 2.

Key Concepts & Skills

Semester 1:

Health Status of a Nation

- What is Health and the three dimensions within Health
- Australian Physical Activity and Sedentary Behaviour Guidelines
- Australia's Healthcare System and Mental Health

Driver Education Experience – this includes 2 days of driving experience (cost approx. $250 if attending)

- Road rules and preparation for undertaking L plate test
- Road trauma and effects of unsafe driving practices e.g. drink driving, speeding
- A chance to create and edit own driver safety commercial

Semester 2:

Sports Coaching

- Ethics in sport and sporting codes of conduct
- Reasons for participation in physical activity
- Development of lesson plans

Fitness

- Training principles and methods
- Components of fitness

Assessment:

- Practical Activities - basketball, athletics, hockey, netball, football, educational gymnastics, dance, softball/baseball and volleyball
- Group assignments
- Assessments including internet tasks, worksheets, topic tests and semester exams

HEALTH AND PHYSICAL EDUCATION - BASKETBALL

Overview

The Health and Physical Education (HPE) faculty provides a range of learning activities aimed at increasing student participation, engagement and peer interaction. Students learn skills that empower them to lead healthy and physically active lives. Students of HPE participate in two practical sessions and a single theory session per week. The emphasis for skill and knowledge development will be on the game of basketball.

In Physical Education classes students participate in activities to improve the execution of motor skills. Classes are organised to build the confidence of all students by catering for a variety of skill and fitness levels within the class. Students measure their fitness levels, set goals and utilise training methods to develop physical fitness.

In Health Education classes, students identify factors affecting community health and the services and products provided by government and non-government bodies to support the health needs of young people. Students study a road safety unit that focuses on identifying risk and the importance of values in their decision-making. Students investigate the Graduated Learner System and prepare for their L-plate test.

Key Concepts & Skills

- Ethics in sport and sporting codes of conduct
- Contribute to creating an inclusive and supportive environment for learning and fair play
- Organisation of a college basketball team or competition (students may be in the role of coach, manager, referee, or competition official)
- Development of lesson plans and training programs
- Training principles and methods
- Components of fitness
- Combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance
- Collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges
- Observe peer performance, developing and using criteria to provide precise feedback about the performance of motor skills and tactics
- Monitor and analyse their own performance
- Driver Education Experience – this includes 2 days of driving experience (cost approx. $250 optional attendance)
- Road rules and preparation for undertaking L plate test
- Road trauma and effects of unsafe driving practices e.g. drink driving, speeding
- A chance to create and edit own driver safety promotional product

Assessment:

- Group assignments
- Assessments including internet tasks, worksheets, self and peer assessments, topic tests and Semester exams

HEALTH AND PHYSICAL EDUCATION – SPORT SCIENCE

Overview

In first semester Sport Science students follow the mainstream HPE course (please see above), second semester focuses specifically on Sports Science topics. Students will still participate in two practical sessions and a single theory session per week. This subject will give students an introduction to numerous complex topics that feature in the VCE PE study design.

Topics covered in semester 2 will include fatigue and recovery, body systems, biomechanics, sports injuries and legal and illegal performance enhancers. There will be opportunities to attend excursions for many of these topics, and a camp to the AIS will be offered every second year to Y10 Sports Science students or Y11 PE students.
* A levy will be required to cover the cost of these excursions. A three day/two night camp to the AIS will cost roughly $800 which includes flights, accommodation, meals and presentations.

Key Concepts & Skills

Fatigue and Recovery

- The physiological reasons why the body fatigues under different exercise intensities
- Physiological recovery strategies, such as ice baths, hot cold showers, massage
- Dietary recovery strategies

Nutrition

- Basic food sources and how they link to energy production
- How different food sources contribute to performance levels
- Understanding the different nutritional needs for different sports

Legal and Illegal Performance Enhancers

- Differentiate between legal and illegal ergogenic aids
- The classifications of different drugs, and their benefits and side effects
- Governing bodies side as WADA and ASADA, and their roles and responsibilities

Biomechanics

- The mechanics of motion and movement
- Understanding forces – equal/opposite/summation
- Factors that affect balance and stability in sport and physical activity

Assessment:

- Practical Activities - basketball, hockey, netball, football, educational gymnastics, softball/baseball and volleyball
- Group assignments
- Assessments including internet tasks, worksheets, topic tests and semester exams

*** Only students who are planning to complete Year 12 PE should undertake the serious workload requirements of this subject which scaffolds year 12 topics in great depth.

HEALTH AND PHYSICAL EDUCATION - SOCCER

Overview

The Health and Physical Education (HPE) faculty provides a range of learning activities aimed at increasing student participation, engagement and peer interaction. Students learn skills that empower them to lead healthy and physically active lives. Students of HPE participate in two practical sessions and a single theory session per week. The emphasis for skill and knowledge development will be on the game of soccer.

In Physical Education classes students participate in activities to improve the execution of motor skills. Classes are organised to build the confidence of all students by catering for a variety of skill and fitness levels within the class. Students measure their fitness levels, set goals and utilise training methods to develop physical fitness.

In Health Education classes, students identify factors affecting community health and the services and products provided by government and non-government bodies to support the health needs of young people. Students study a road safety unit that focuses on identifying risk and the importance of values in their decision-making. Students investigate the Graduated Learner System and prepare for their L-plate test.

Key Concepts & Skills

- Ethics in sport and sporting codes of conduct
- Contribute to creating an inclusive and supportive environment for learning and fair play
- Organisation of a college soccer team or competition (students may be in the role of coach, manager, referee, or competition official)
- Development of lesson plans and training programs
- Training principles and methods
- Components of fitness
- Combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance
- Collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges
- Observe peer performance, developing and using criteria to provide precise feedback about the performance of motor skills and tactics
- Monitor and analyse their own performance
- Driver Education Experience – this includes 2 days of driving experience (cost approx. $250 optional attendance)
- Road rules and preparation for undertaking L plate test
- Road trauma and effects of unsafe driving practices e.g. drink driving, speeding
- A chance to create and edit own driver safety promotional product

Assessment:

- Group assignments
- Assessments including internet tasks, worksheets, self and peer assessments, topic tests and semester exams

HISTORY

Overview

This semester length course focuses on Australia in the modern world. Students will gain an overview of Australia's changing role in the Asia-Pacific region and our continued growth and development as a nation, as well as our relationships with other nations.

World War 2 and Australia
Students will examine how Hitler and the Nazi Party gained power in Germany, the impact of Chamberlain's Policy of Appeasement and the origins of World War II. They will also analyse Japan's attempts to become a world power, resulting in attacks on Pearl Harbour and eventually threatening Australian shores with the bombings of Darwin and Sydney. This unit will focus on WWII from an Australian perspective, looking at the impact of the war on the Australian home front.

Rights and Freedoms
Students will study continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping the major movements for rights and freedom in the world and major civil rights campaigns in Australia. Key studies include: The Day of Mourning, The Stolen Generation, Freedom Riders and Civil Rights beyond Australian borders.

The Globalising World
In conjunction with the study of Rights and Freedoms, students will examine the road to reconciliation in Australia and the changing nature of our social and cultural identity. Students will also study how Australia has contributed to the globalising world through music, film and sport since WWII. This unit will include: protest music, the development of the Australian film industry post WWII and contributions to international sporting events

Key Concepts & Skills

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

Assessment:

- Historiography
- Topic tests
- Oral presentations
- Research essay
- Examination

INTRODUCTION TO PRACTICAL CODING

Overview

The course provides students with knowledge of how to code Python and Arduino. The students will also be able to take the knowledge of these languages and implement them into completing a range of practical electronic projects.

Key Concepts & Skills

Text Based Languages

Students are introduced to at least two text based languages, Python and Arduino (Ruby and Java Script may need to be used as well for some projects). They learn how to construct and write basic programs in these languages and learn how to embed them in their electrical projects. The students learn how to modify existing source code and implement it into their own projects. The students learn how to use these languages in a Linux (Debian Jessie) shell.

Using Raspberry Pi and Arduino Chipsets and Boards

Students are introduced to the Raspberry Pi computer and the Arduino microprocessor. They learn how to write code for these devices and how the code can be used to link these to a web address using Sinatra or Apache. Students are introduced to digital and analogue inputs and outputs on these boards and how to control use these to create advanced electronic and robotic projects.

Practical Electronics

Students are introduced to prototyping a number of projects that will be controlled by a Raspberry Pi of an Arduino. Students will learn to use a breadboard for prototyping along with a number of electrical components ranging from resistors and diodes through to environment sensors and servo motors. Students learn how to solder these components to a shield in order to fully develop their projects.

Assessment:

- Project
- Prototyping
- Sample coded programs
- Semester exam (possible)

Additional Information:

It is **strongly** recommended that students complete Year 10 Practical Coding if they study Systems Engineering subject at VCE level in later years. Year 10 Practical Coding provides students with essential background knowledge and the skills required for this subject.

LANGUAGES - ITALIAN, FRENCH, MANDARIN

Overview

The aim of the course in each language at the Year 10 level is to further extend and develop the basic skills of **listening, speaking, reading** and **writing** and to further broaden the student's knowledge and understanding of the linguistic concepts of the target language. Mastery of the language skills at this level is more sophisticated as students are expected to move more freely through the tenses and are able to make more effective links between sentences and paragraphs. Cultural aspects will also be researched and studied in each language.

Key Concepts & Skills

By the end of Year 10 a student is able to achieve the following outcomes in each of the learning areas listed below:

Listening:	Demonstrate comprehension of factual and non-factual information drawn from themes studied.
Speaking:	Present short, spontaneous talks using visual stimuli and perform exchanges based on themes covered in class.
Reading:	Read and understand more complex texts. Identify text types and demonstrate understanding of information gathered.
Writing:	Write linked sentences of approximately 150 to 200 words in a variety of styles and text types.

Each language has a prescribed **Text** and a **Student Workbook.**

Assessment

Assessment will be on a 2 semester basis and will assess each of the learning strands: **listening, speaking, reading** and **writing.** Students will complete the assessment tasks based on:

a) Work covered in the prescribed Text book, student Workbook and other relevant supplementary linguistic tasks set for each language
b) Class work
c) Work requirements and tests
d) Learning Technology tasks

To satisfactorily complete the assessment tasks, students are expected to: -

Listening:	**a)**	Analyse, select and interpret appropriate information for a specific purpose.
	b)	Listen to a text of 180-200 words and complete associated activities
Speaking:	**a)**	Use appropriate register and linguistic structures to express an opinion, negotiate, obtain, clarify and offer information.
	b)	Establish, maintain and close interaction.
	c)	Recite poetry.
Reading:	**a)**	Read aloud, spontaneously, from texts which include unfamiliar vocabulary.
	b)	Read instructions and complete specific tasks.
Writing:	**a**)	Complete grammar tests and exercises on each chapter of the text book.
	b)	Use a wider range of tenses in writing.
	c)	Negotiate, organise, express personal feelings and describe in the target language.

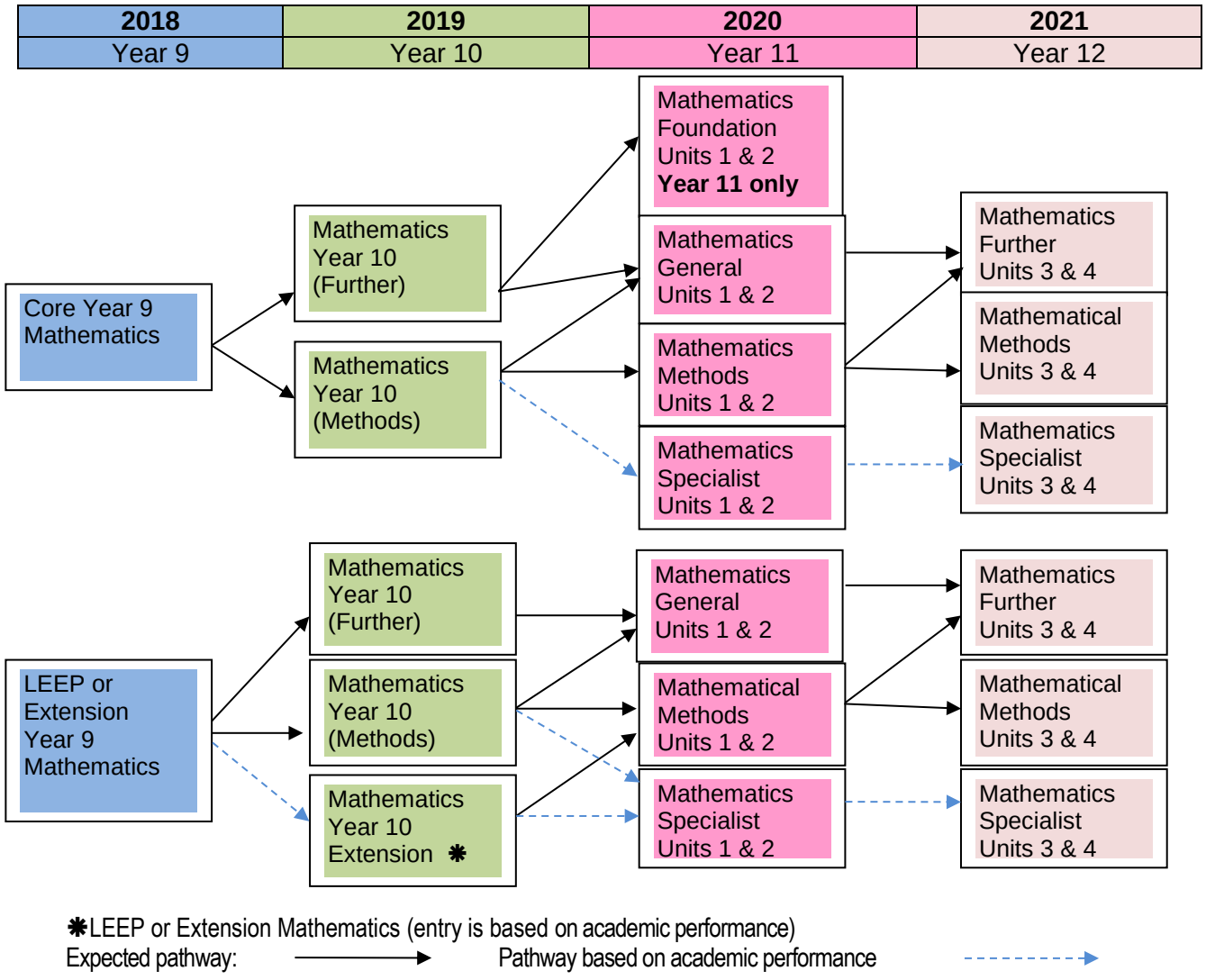
YEAR 10 MATHEMATICS

Doncaster Secondary College recognises the need to offer our students the best possible Mathematics program to meet their individual needs and interests and still provide all students with a VCE Mathematics pathway. In order to do this, we offer three Year 10 Mathematics courses to give students the best possible learning outcomes and preparation for their VCE Mathematics studies.

All students in Year 10 complete a Mathematics course which provides them with the foundations required for VCE Mathematics studies. The students who are in the Year 10 Extension Mathematics classes come from the Year 9 Extension class and the Year 9 LEEP class. They cover the same core topics with additional topics in greater detail, depth and at enhanced pace.

The Mathematics courses available are:
Year 10 Mathematics (Further) and Year 10 Mathematics (Methods) will cover the same topics in the first Semester. In the second Semester, there will be more emphasis placed on knowledge and skills to better prepare students for their selected VCE Mathematics studies. Year 9 students will select their Year 10 Mathematics option at the end of Term 3. They should take into account their interests, abilities and future career aspirations. Students must discuss these options with their parents and Mathematics teacher.

The third course, Year 10 Extension Mathematics, is designed to cater for students with a strong interest and ability in Mathematics. ❋Entry into the Mathematics Extension class will be based on academic performance.



❋LEEP or Extension Mathematics (entry is based on academic performance)
Expected pathway: ——→ Pathway based on academic performance - - - - →

MATHEMATICS - FURTHER

Overview

Mathematics provides students with essential skills and knowledge across a number of areas such as Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are required to practise and apply skills in exercises and undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. It is aimed to develop the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Key Concepts & Skills

In Year 10 Mathematics class, the students will:

- Explore various areas of Mathematics including Number and Algebra, Measurement and Geometry, and Statistics and Probability
  - Recognise the connection between simple and compound interest
  - Solve problems involving linear equations and inequalities, simple quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
  - Substitute into formulas, find unknown values, manipulate linear algebraic expressions with and without the use of digital technology
  - Represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems
  - Solve and explain surface area and volume problems relating to composite solids
  - Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes
  - Use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions
  - Compare univariate data sets by referring to summary statistics and the shape of their displays
  - Describe bivariate data where the independent variable is time and use scatterplots generated by digital technology to investigate relationships between two continuous variables
  - Evaluate the use of statistics in the media
  - List outcomes for multistep chance experiments involving independent and dependent events, and assign probabilities for these experiments.

- Develop skills in choosing appropriate procedures, carrying out procedures accurately and appropriately, and recalling factual knowledge and concepts
- Make choices, interpret, formulate, model and investigate problem situations, and communicate solutions
- Develop capacity for logical thought and actions, such as analyzing, proving, evaluating, explaining, inferring, justifying and generalizing.

Assessment:

In addition to maintaining an organised exercise book with all skill exercises and homework tasks, students may be given the following tasks:

- Topic Tests
- Problem solving Tasks - Application and Analysis Tasks, Investigations incorporating the use of ICT
- Semester Examination

MATHEMATICS - METHODS

Overview

Mathematics provides students with essential skills and knowledge across a number of areas such as Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are required to practise and apply skills in exercises and undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. It is aimed to develop the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Key Concepts & Skills

In Year 10 Mathematics class, the students will:

- Explore various areas of Mathematics including Number and Algebra, Measurement and Geometry, and Statistics and Probability
  - Solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology
  - Substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise quadratic expressions, with and without the use of digital technology
  - Represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems
  - Solve and explain surface area and volume problems relating to composite solids
  - Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes
  - Use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions
  - List outcomes for multistep chance experiments involving independent and dependent events, and assign probabilities for these experiments.
  - Introduction to surds
  - Introduction to logarithmic functions
  - Trigonometry
  - Algebra and solving simple equations, as well as some simple transformations of graphs
  - Sets including relevant notation, that underpins the study of functions, algebra, calculus and probability; as well as the use of technology for numeric, graphic and symbolic computation..

- Develop skills in choosing appropriate procedures, carrying out procedures accurately and appropriately, and recalling factual knowledge and concepts
- Make choices, interpret, formulate, model and investigate problem situations, and communicate solutions
- Develop capacity for logical thought and actions, such as analyzing, proving, evaluating, explaining, inferring, justifying and generalizing.

Assessment:

In addition to maintaining an organised exercise book with all skill exercises and homework tasks, students may be given the following tasks:

- Topic Tests
- Problem solving Tasks - Application and Analysis Tasks, Investigations incorporating the use of ICT
- Semester Examination

MATHEMATICS - EXTENSION

Overview

Mathematics provides students with essential skills and knowledge across a number of areas such as Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are required to practise and apply skills in exercises and undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. It is aimed to develop the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In the Year 10 Extension Mathematics course, the mainstream topics are covered in greater detail, depth and enhanced pace. Hence, additional topics are also studied. Students in this course will be challenged with varied and more difficult problem solving, application and analysis tasks.

Key Concepts & Skills

In Year 10 Advanced Mathematics class, the students will:

- Explore various areas of Mathematics including Number and Algebra, Measurement and Geometry, and Statistics and Probability (see Mathematics - Methods) and in addition:
    - Surds
    - Logarithmic functions including logarithmic laws
    - Circular functions
    - Advanced trigonometry
    - Advanced algebra and solving equations, as well as transformations of graphs, especially in modelling contexts
    - Sets, including relevant notation, that underpins the study of functions, algebra, calculus and probability; as well as the use of technology for numeric, graphic and symbolic computation..

- Develop skills in choosing appropriate procedures, carrying out procedures accurately and appropriately, and recalling factual knowledge and concepts
- Make choices, interpret, formulate, model and investigate problem situations, and communicate solutions
- Develop capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

Assessment:

In addition to maintaining an organised exercise book with all skill exercises and homework tasks, students may be given the following tasks:

- Topic Tests
- Problem solving Tasks - Application and Analysis Tasks, Investigations incorporating the use of ICT
- Semester Examination

MEDIA ARTS

Overview

This Course provides an exploration of the fundamental principles, techniques and applications of digital photography. It is designed as a semester course in which students will develop/refine their understanding of compositional and photographic techniques, through the production of photographic artwork. Students will be taken through the darkroom process, and practice visual analysis to support their theoretical knowledge base.

Key Concepts & Skills

- Analysis and application of elements and principles of design
- Students will gain skills and knowledge to navigate and understand the ever-growing influence of visual media in our global community
- Application of photographic techniques such as exposure, focus, depth of field and basic lighting
- Develop an understanding of subject matter, influences, cultural contexts and communication of ideas and meanings in photography
- Explore and refine the individual design process

Assessment:

- Several visual diary submissions
- Several edited, printed and framed photographs
- Research essay/oral presentation
- Written analysis assignments
- End of semester exam

MUSIC

Overview

In this elective, students will be involved in making, creating, rehearsing and presenting a number of solo and group performances. Focus will be on the development of different musical styles, composers and performers throughout the major musical periods. Theoretical concepts will be reinforced through practical activities. Activities will include rehearsing and performing works, improvisation, critical listening and observation along with music composition and arranging.
Students will learn to use a number of computer programs to assist with their musical studies.
This subject is useful as a lead into VCE Music Performance.

Key Concepts & Skills

In Year 10 Music, students will:

- Study and develop the aural and written skills necessary for reading and writing music.
- Complete practical activities to reinforce these concepts
- Present assessed and non-assessed performances on an instrument of their choice
- Undertake and present research tasks relevant to the specific topic being studied
- Initiate performance projects for groups within the class
- Evaluate and reflect upon their experiences, skills and development in this subject

Assessment:

- Class participation
- Internet research project
- 2 Class performances – solo and /or group
- Aural/written test

NB: All applicants wishing to undertake Music should be learning an instrument OR be willing to pick up an instrument for the duration of this course.

SCIENCE

Overview

The course provides students with grounding in various areas of Science, focusing on Biology, Chemistry and Physics.

Key Concepts & Skills

Biological Science

Students learn the historical development of ideas which have contributed to our current knowledge about the genetic basis of inheritance and evolution. They apply these understandings when interpreting pedigrees and analysing theories concerning the evolution of organisms.

Chemical Science

Students are introduced to the periodic table and learn its significance to chemists as a useful organiser of information about the elements and their compounds. They learn that chemical behaviour and atomic structure are connected in the way the table is constructed. Students enhance their understanding of chemical reactions by investigating the chemistry of related substances such as metals or halogens. They represent reactions using chemical formulas and word equations.

Physical Science

Students describe formal relationships between force, mass, acceleration and velocity using quantitative data. The relationships are applied to examples from everyday life such as transport, sport and recreation. Students will investigate renewable energy sources such as wind turbines and solar cells in an extended practical investigation on sustainability. Students will develop skills in wiring series and parallel circuits and how to measure power using voltmeters and ammeters. Students also investigate the evidence that exists to support the origin of the universe according to the big bang theory.

Assessment:

- Research
- Assignments
- Experimental reports
- Topic tests
- Semester exams

Additional Information:

It is **strongly** recommended that students complete Year 10 Science if they intend to study **any** Science subject at VCE level in later years. Year 10 Science provides students with essential background knowledge and the skills required for senior science. Students who wish to attempt a VCE science without studying Science at Year 10 will be disadvantaged. It is therefore expected that a student studying a VCE Science subject in Year 11 will also complete Year 10 Science concurrently.

SURFACE DESIGN

Overview

In Surface Design students are introduced to the design brief and learn to create artworks with an end purpose in mind.

Students will be exposed to a variety of creative techniques such as printmaking, fabric dying, heat transferring, machine sewing, drawing, painting and computer aided design.

This elective emphasises the importance of experimenting with a variety of media, materials and techniques in order to create a variety of high quality finished works.

This subject offers a creative outlet whilst supporting students in the learning of important skills and technologies relevant to design based industries such as fashion, textiles, interior and industrial design.

Students consolidate their understanding of the role of surface design in the everyday and its relevance to their lives beyond the college.

Key Concepts & Skills

- Exploring the design process and idea generation though effective use of the visual diary
- Creation of fashion drawings and development of rendering skills
- Understanding the role of the designer and working to a design brief
- Creation of pattern repeats and application to a variety of surfaces through printing, dying, transferring, hand painting and computer aided design
- Creating and understanding a mood board through layout design
- Material manipulation and basic sewing skills
- Design analysis and self-reflection of skills and development
- Oral presentation of a research assignment based on Australian and or International surface design

Assessment:

- Visual diary containing evidence of the design process
- Written assignment / power point presentation
- Mood board creation and fashion drawing exercises
- Practical folio of 4 finished pieces
- End of semester test

VISUAL COMMUNICATION

Overview

Visual Communication Design uses visual language to convey ideas, information and messages in a variety of different ways. This elective introduces students to a variety of drawing skills.

Topics are wide ranging often preparing and reinforcing students' skills from other subjects, via graphs, mapping, processes and procedures. Visual Communication dominates our environment and is an important part of our lives. As a way of expressing ideas, information and opinions, we rely on visual communication to convey personal, commercial and professional messages.

If you have a desire to communicate with others through the use of a variety of drawing skills and techniques you will find this subject both stimulating and challenging. Students will use a variety of computer programs to assist with some tasks in this subject.

Key Concepts & Skills

- Freehand drawing skills
- Manual drawing
- Rendering techniques
- Design Elements and Design Principles
- Design Process
- Development of designs and documentation through the visual diary.

Assessment:

- Based on a folio of completed works, emphasis will be placed on the development of personal ideas in a visual diary along with the completed pieces.
- End of semester exam

YEAR 10 SUBJECT SELECTION SHEET

NAME: **FORM:**

PREFERENCE	SUBJECT
1	10ENG/EAL
2	10MATHS
3	
4	
5	
6	
RESERVE 1	
RESERVE 2	
RESERVE 3	
RESERVE 4	
RESERVE 5	

CHOOSE FROM THESE SUBJECTS

10AR	10Art
10CE	10Ceramics
10MW	10Design and Technology (Metal)
10WW	10Design and Technology (Wood)
10DR	10Drama
10CO	10Eco & Business
10EL	10Electronics
10ENG	10English
10EAL	10English as an Additional Language
10FT	10Food Technology
10GE	10Geography
10HPB	10HPE - Basketball
10HPE	10HPE - General
10HPS	10HPE - Soccer
10HSC	10HPE - Sport Science
10HI	10History
10IPC	10Introduction to Practical Coding
10LOF	10Language - French
10LOI	10Language - Italian
10LOM	10Language - Mandarin
10MAF	10Maths - Further
10MAM	10Maths - Methods
10MEX	10Maths - Extension
10PH	10Media Arts
10MU	10Music
10SCI	10Science
10TX	10Surface Design
10VC	10Visual Communication

Please Note: If you are **unable to access EDVAL**, please complete this form and return it to the **Senior School Office.**

https://spring.edval.education/login

Select your Course studies in order of preference, with 1 being more desirable than 2, 2 being more desirable than 3 and so on.

If you are recommended for a VCE subject it should be at preference 3 AND you should have some VCE subjects in your 1st Reserves.

Students are only allowed to complete 1 VCE subject if they're recommended (based on work practices and a B grade average).

Students are only allowed to complete 2 VCE subjects if they're recommended (based on work practices and an A grade average).

Studies below are only available for students who have been identified as having the necessary maturity and aptitude to make an early start to their VCE.

11AC	11Accounting
11AR	11 Art
11BI	11Biology
11BM	11Business Management
11DR	11Drama
11EC	11Economics
11ENV	11Environmental Science
11FT	11Food Studies
11HD	11Health & Human Development
11HA	11History Ancient
11HI	11History 20th Century
11IT	11Computing Software Development
11LOC	11Language Chinese (1stLang)
11LO2	11Language Chinese (2ndLang)
11LOF	*11Language French
11LOI	*11Language Italian
11LS	11Legal Studies
11ME	11Media Studies
11MP	11Music Performance
11OS	11Outdoor & Environmental Studies
11PE	11Physical Education
11WW	11Product Design and Technology (Wood)
11PY	11Psychology
11SP	11Studio Art Photography
11SE	11Systems Engineering
11VC	11Visual Communication Design
VET	11VET in Schools Options

**These subjects are only available to native speakers.*