

# YEAR 10 CURRICULUM HANDBOOK

2024



DONCASTER  
SECONDARY COLLEGE



*Working together, Learning together*

# YEAR 10 CURRICULUM HANDBOOK | 2024

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# WELCOME TO YEAR 10

**Moving from Year 9 into the Senior School is an exciting time! It is also 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.

Our Year 10 program 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 will 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 2024.

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.



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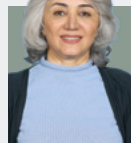
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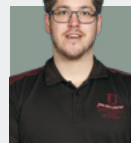
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# YEAR 10 COURSE APPLICATION

## MAKING CHOICES

Year 10 is a time for students to make important decisions about their career and study directions. When making choices, students should take into account:

- Career Action Plan (CAP) / Managed Individual Pathways plan (MIPs);
- Interests, strengths and weaknesses;
- Keeping your options open by considering a broad range of studies;
- Where the studies you choose may lead (eg. to employment or further study);
- If choosing Tertiary options (TAFE or University) you MUST look at prerequisites for courses.

**Ultimately it is the student's responsibility to make use of all the resources available**

## USE YOUR STRENGTHS AND INTERESTS

Students should consider their strengths and interests when applying for their VCE studies. VCE studies can be grouped into the following interest areas.



### Practical & Technical

Any Maths subject, Environmental Science, Computing Software Development, Physics, Systems Engineering.



### Business, Sales & Management

Accounting, Business Management, Economics, Food & Technology, Legal Studies.



### Community & People

Drama, Environmental Science, Health & Human Development, Outdoor & Environmental Studies, Physical Education, Psychology.



### Biological & Chemical

Biology, Chemistry, Food & Technology, Physical Education, Psychology, Systems Engineering (Units 1 & 2).



### Art & Design

Drama, Media, Music Performance, Product Design & Technology (Wood), Studio Arts, Visual Communication Design.



### Languages & Literature

History, English Literature, Languages, Media.



## CAREERS

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 IS CAREERS COUNSELLING?

Career 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 when 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.

At DSC, 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.



### DSC Careers department:



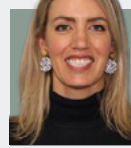
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By encouraging and strengthening students' ability to investigate and evaluate choices for their own lives, we are building skills that they will use for a lifetime. Research has suggested that 'Generation Z' will change aspects of their career more than five times in their life with over 17 different jobs. It is, therefore, imperative 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.

## DSC CAREERS CENTRE

The **Careers Centre** is a dedicated space in the Senior School Office where careers and course information is displayed. The Careers Coordinator and Counsellors are available 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 Careers Centre during recess, lunchtime, after school and during study periods. Occasionally appointments are required, particularly during peak periods (e.g. Year 12 VTAC applications, Year 10 Course Counselling).



### Additional resources available to students include:



The **Doncaster Secondary College Careers Website** provides extensive information including the weekly Career Newsletter.

[www.doncastercareers.com](http://www.doncastercareers.com)



The **Senior School Handbook** provides policies, procedures and general information regarding VCE, VCE-VM and VET, and Senior Pathway Course Selections. This is provided on the College website.

[https://doncastersc.vic.edu.au/wp-content/uploads/2023/07/Senior-School-Handbook-2024\\_WEB.pdf](https://doncastersc.vic.edu.au/wp-content/uploads/2023/07/Senior-School-Handbook-2024_WEB.pdf)



The **Senior Years Careers Expo** in term 3 at Doncaster Secondary College distributes resource booklets and provides information from external providers (including VTAC and VCAA).

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 your email address registered. Please contact the General Office if you need to update your details, including email, contact number and home address.



# CAREERS EXPERIENCE

As part of the Year 10 Curriculum, all students will undertake a one week Careers Experience Placement typically during the last week of Term 2. The Program is designed for students to develop key skills and gain valuable experiences that assist them with making informed choices about their future.

Careers Experience is an integral stepping stone in our curriculum that merges with Managing Me 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:

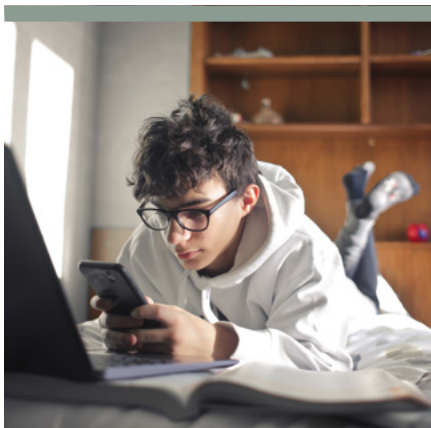
- Interpersonal communication,
- Team work,
- Lifelong learning,
- Self-management, and
- Initiative.

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 Managing Me 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 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.**

# AWARDS

Each year the College holds a **Presentation Evening** for each sub-school to celebrate student achievement. Awards are presented to students for:

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

Year-Level and General Assemblies are held throughout the year and certificates are presented recognising specific student achievements and contributions.



# VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) is an option that combines your normal school studies with a TAFE certificate. It can be fully incorporated into your Year 10, VCE or VCE-VM studies across two years. A VET course not only offers vocational training but it also provides experience in the workplace.

NOTE: With the exception of VET Sport, Aquatics and Recreation (see p. 19), VET courses do not run within the College's classrooms. They require students to travel to their respective venues during Wednesday Period 3 or lunchtime for a 1-1.30pm start (approx). Timetable constraints permit the undertaking of only ONE VET unit per year.



The aims of VET are:

- ▶ To increase the breadth of subject choice and style of delivery.
- ▶ To provide students with a nationally recognised vocational qualification over the two year program.
- ▶ To provide pathways into further study.
- ▶ To provide preparation for the workforce.

## STRUCTURED WORKPLACE LEARNING

Enrolment in a VET subject usually requires the completion of a work placement or Structured Workplace Learning (SWL). An SWL placement enables a student to demonstrate and/or acquire skills and knowledge in an industry setting. During the placement, a student will have specific tasks to undertake in order to demonstrate competence. Students who wish to undertake a VET study need to be independent, well organised and enjoy learning by completing hands-on activities. Students and parents need to understand that **a VET course is a two year program** and they will need to commit to participation for the two years.

Please see the VET Coordinator for an Application Form in term 3 of the year prior to commencing the VET subject.

Doncaster Secondary College is a part of a local cluster of schools that allow external enrolments for VET Certificates, as well as the opportunity to enrol with Box Hill Institute. In the past, we have been able to enrol students in studies such as:

### CERTIFICATE II in:

Automotive Vocational Preparation  
 Applied Fashion Design and Technology  
 Animal Studies  
 Building and Construction - Carpentry (partial compl.)  
 Hospitality  
 Equine Industry  
 Kitchen Operations  
 Plumbing

### CERTIFICATE III in:

Music Industry (sound)  
 Acting (Screen)

## VET & YOUR ATAR

Scored VCE-VET certificates contribute to the satisfactory completion of the VCE. Like any other VCE subject, you will gain a study score. Unscored VET units still count toward the ATAR contributing 10% of the lowest study score of your primary four. See the VET Coordinator for specific information regarding the scoring of your VET for ATAR purposes.

## VET FEES

Most courses have minimal costs for material requirements, however, depending on the course, an additional contribution may be requested. See the VET Coordinator for specific information regarding fees. A **\$50 deposit** will be requested as part of the VET Application form with payments finalised once material costs have been confirmed in the study year.

## VET ELIGIBILITY

Criteria for eligibility includes:

- ✓ above 'Beginning' in their Progress reports
- ✓ a minimum of 90% attendance
- ✓ successful completion of English
- ✓ complete a VET interview

Students will be in a VET class with students from other schools, however our VET students must follow the Doncaster Secondary College rules and standards.

## VET APPLICATION TIMELINE

TASK	TERM 2	TERM 3			TERM 4		
		Week 1	Week 3	Week 4	Week 9	Week 5	Week 8
Course guidance & MIPS interviews	█						
Course Selection Information Night		█					
DSC Careers Expo			█				
Submission of Subjects & VET Applications			█				
Course Counselling				█			
VM & VET interviews				█	█		
Provisional Courses published						█	
Year 10 Certificates awarded							█

Successful VET candidates have:

- the ability and willingness to complete school-based subjects satisfactorily.
- consistently high 'attitude & effort' in reports.
- the ability to work safely.
- demonstrated ability to follow instructions.
- social aptitude to thrive in an adult learning and working environment.
- maturity, teamwork and resilience.
- the ability to travel independently to TAFE and work.

All enrolments for external studies must be authorised by the College. Students must not under any circumstances enrol themselves in a study by an external provider without the explicit written authority of the College, for example VCE LOTE studies or VET type studies. The College will not under these circumstances have any responsibility for loss of deposit or other costs associated with these unauthorised enrolments. There are a range of VET studies available directly through the College.

# ASSESSMENTS & 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: 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;
- 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.

## READY TO LEARN

Every term, parents receive a progress report from each classroom teacher which assesses students Learning Behaviours in the below categories:

Ready to Learn

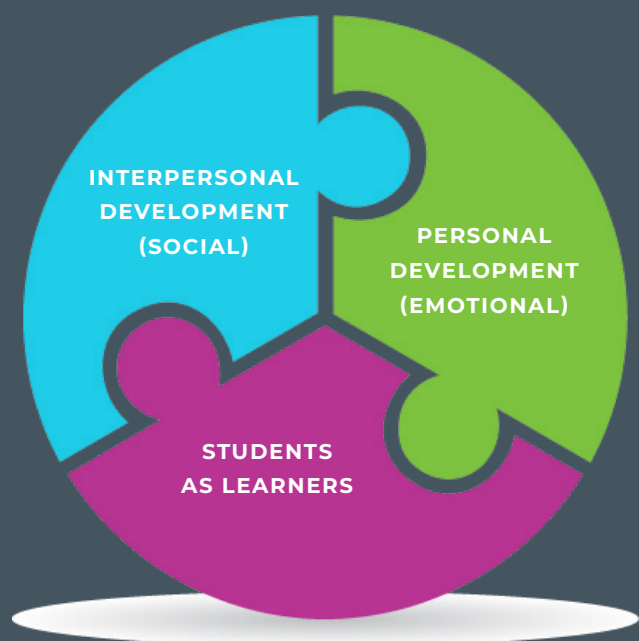
- ✓ Learning Engagement in Class
- ✓ Learning Growth



# DISCOVERY PROGRAM

The DiSCoverly program focuses on enhancing student learning, monitoring student progress through personalised learning and promoting student connectedness with the College community. The program 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.

The DiSCoverly levy provides for DiSCoverly folders, guest speakers and resources to support the program.



## LEARNING GOALS

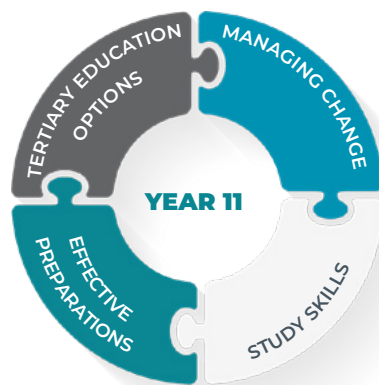
As part of the DiSCover Program, each student will be required to develop an **Individual Learning Plan** which consists of the following:

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

The DiSCover 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.

## YEAR LEVEL FOCUS

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:



## ENHANCED LEARNING EDUCATION SERVICES ONLINE STUDY SKILLS HANDBOOK

The College has purchased an excellent online study program, Enhanced Learning Educational Service (ELES), which can be accessed at home. Students are encouraged to further their learning by completing study modules that are relevant to their learning. Access details are provided below.

The ELES 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.

### ELES Online Study Skills Handbook:

[www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au)

**Username:** doncastersc    **Password:** 168results

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.





# YEAR 10 CURRICULUM PROFILE

# YEAR 10 STUDENTS UNDERTAKING UNIT 1 & 2 VCE SUBJECTS

## VCE ADVANCEMENT

Year 9 students may be offered the opportunity to select a VCE subject in Year 10. Students will only be offered this opportunity if they have:

- B+ average or above across all subjects on Semester One reports.
- Excellence in PAT and NAPLAN
- Above Beginning in Term-based progress reports
- 90% attendance rate or above.

Offers of VCE Advancement will be made to Year 9 students in Week 2, Term 3.

## VCE ADVANCEMENT TIMELINE

TASK	TERM 2	TERM 3			TERM 4		
		Week 1	Week 3	Week 4	Week 9	Week 5	Week 8
Course guidance & MIPS interviews	■						
Course Selection Information Night		■					
DSC Careers Expo			■				
Submission of Subjects & VET Applications			■				
Course Counselling				■			
VM & VET interviews				■	■		
Provisional Courses published						■	
Year 10 Certificates awarded							■

## BENEFITS OF VCE ADVANCEMENT

- Practice at completion of VCE assessments
- Exposure to more demanding work
- A chance to complete a unit 3/4 study in Year 11
- Opportunity to take on a University Enhancement study

## DISADVANTAGES TO CONSIDER

- If the subject is a key study for further studies or employment, a poor result could be detrimental.
- The increased workload

Year 9 students who are interested in applying for a VCE subject, and they are successful in receiving an offer, must refer to the **Senior School Handbook** for further information in regards to VCE subjects.

## NEW! VCE UNIT 1 AND 2: VET CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

Doncaster Secondary College will now be offering this subject to the Year 10s of 2024 as part of the Physical Education stream.

This is an accredited program that provides an opportunity to complete an industry-specific qualification. The program provides valuable industry experience that credits towards the VCE or VCE Vocational Major. Completing this program will advance a VCE subject, that is, complete a VCE subject early, that can credit towards an ATAR score.

The VET Cert III in Sport, Aquatics and Recreation is tailored for students who:

- ✓ Are looking to advance a VCE study early as part of the VCE and VCE-VM program.
- ✓ Are interested in all things sport and are looking to gain industry-related knowledge and skills in Sport and Recreation.

\* Students who select this subject can also select Year 10 PE as part of their preferences.

### CRITERIA FOR ELIGIBILITY

- 90 per cent attendance
- Successful completion of English and PE
- Excelling in Progress Reports
- Note that an interview may be required

### VET CERTIFICATION III IN SPORT, AQUATICS AND RECREATION

Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Doncaster Secondary College will deliver selected units in IVET's Certificate III program, which will cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry.



## VET CERTIFICATION III IN SPORT, AQUATICS AND RECREATION

### LEARNING AREAS

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Technology in the sport, fitness and recreation industry
- Client service and working with diverse people
- First aid and responding to emergencies

### KEY OUTCOMES

By the end of Year 1 of this Certificate, students will have:

- Successful completion of Year 1 of VET Certificate III.
- VCE Unit 1 and 2 that will credit towards their VCE or VCE VM completion.

By the end of Year 2 of this Certificate, students will have:

- Successful completion of VET Certificate III.
- VCE Unit 3 and 4 that will credit towards their VCE or VCE VM Completion.
- For wishing to complete VCE, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

### POTENTIAL JOB OPPORTUNITIES

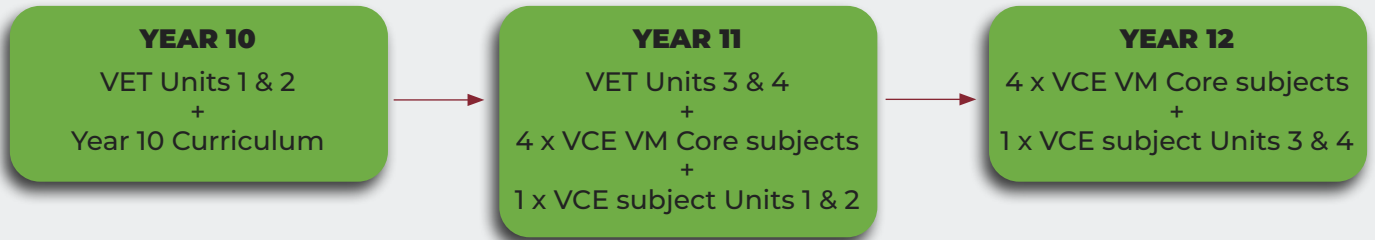
- Recreation officer
- Activity operation officer
- Sport and recreation attendant
- Community activities officer
- Leisure services officer



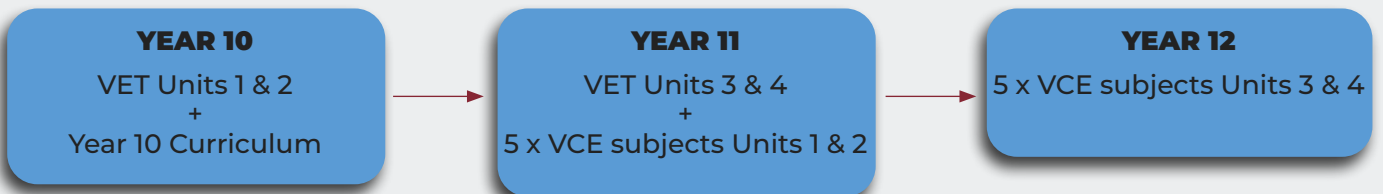
## PATHWAY OPTIONS FOR VET CERT III

There are two pathway options available for students if they choose to undertake a VET Advancement subject, such as the VET Cert III in Sports, Aquatics and Recreation.

### OPTION 1: VCE VOCATIONAL MAJOR ADVANCEMENT



### OPTION 2: VCE ADVANCEMENT



# YEAR 10 SUBJECT SELECTION 2023

YEAR 10 SUBJECTS	VCE ADVANCEMENT, UNITS 1 & 2 (IF STUDYING IN YEAR 10)
<b>Art, Design &amp; Technology</b> - select 2 subjects (semester based)	
Art	Computing: Software Development
Ceramics	Drama
Design and Technology - Electronics	Media Studies
Design and Technology - Wood	Music Performance
Drama	Art (Making & Exhibiting)
Food Technology	Systems Engineering
Introduction to Practical Coding	Visual Communication Design
Media Studies	
Music	
Surface Design	
Visual Communication Design	
<b>English</b>	
English	
English Language & Literature	
English as an Additional Language	
Extension English	
<b>Health &amp; Physical Education</b>	
HPE - General	Physical Education
	Health & Human Development
	VET Sports, Aquatics and Recreation
<b>Humanities</b> - select 2 subjects (semester based)	
Economics and Business	Accounting
Geography	Geography
History	Business Management
The Law and You	Economics

table continues next page...

YEAR 10 SUBJECTS	VCE ADVANCEMENT, UNITS 1 & 2 (IF STUDYING IN YEAR 10)
<b>Humanities cont'd</b> - select 2 subjects (semester based)	
	Global Politics History (Ancient) History (Modern) Legal Studies Sociology
<b>Languages</b>	
French Italian Mandarin	French Italian Mandarin (Chinese First Language, Second Language, Second Language Advanced)
<b>Mathematics</b>	
Mathematics General Mathematics Methods Mathematics Extension	
<b>Science</b> - select at least 1 subject (semester based)	
Science in Our World Life and Social Sciences Matter, Energy & Motion Sciences	Biology Chemistry Environmental Science Physics Psychology

**All students must complete English, Mathematics and Science.**

In addition, students may select subjects from the following subject areas:

- PE & Health: All year
- Languages: All year
- Art & Technology: 1 Semester
- Humanities: 1 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 Year 11 (if eligible) subject.

Eg. Year 10 History and VCE History.

# YEAR 10 SUBJECT

## DESCRIPTIONS





# ART, DESIGN & TECHNOLOGY

## ART

Students will complete tasks in a variety of practical areas from: painting, drawing, printing, and mixed media. Students will also undertake some more challenging media forms in art including oil painting.

An inclusive overview of arts appreciation through class discussion, observation and assignment is also included, with reference to artists' works in galleries.

An introduction to the studio process will be understood and applied through the application of various materials and techniques, as well as accompanied theory of historical art movements.

Students will aim for sophisticated conclusions from their initial conceptualisation, with emphasis on developing simple ideas into complex themes by making and responding to the elements and principles of art. Students will practise, refine and identify their learned skills to particular art forms and media selected for art making. Students will undertake some more challenging media forms in art including oil painting.

## KEY CONCEPTS & SKILLS

- Able to study and work in the practical areas of painting, drawing, printing and mixed media.
- Given an introduction to arts appreciation through class discussion, observation and assignment.
- Creative understanding of artists' artworks and galleries.
- Given an introduction to the studio process through the application of various materials and techniques, as well as accompanied theory of historical art movements.
- Encouraged to explore and apply various materials and techniques towards satisfying personal outcomes.
- Developing from the simple to the complex (ideas/themes).

## ASSESSMENT

- Visual Diary
- Practical outcomes
- Theoretical outcomes
- Application of written material such as: visual analysis, making and responding, annotations and personal/group reflections



## CERAMICS

Students will work within a co-operative environment which caters for the needs of all students. They will produce a variety of forms, pursuing a range of hand building techniques. 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 (ELECTRONICS)

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 mathematics.

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

- Reading circuit diagrams and transforming them onto Printed Circuit Board for model production
- Use of basic coding to program analogue and digital circuits.
- 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

- Design through folio work
- Model production
- End of semester examination

## DESIGN AND TECHNOLOGY (WOOD)

The Woodwork program looks at the design process, materials and project work to enhance the student's knowledge of product design, assembly and the safe use of tools and equipment within the workshop environment. As a practical based folio subject its major emphasis is on the development of the student's knowledge and skills in the elements of design, using available equipment. The students acquire knowledge of design, best process, tool use and effective material selection. Skills involved in this subject are useful to students in making decisions on their career path as well as learning practical skills that can be useful in life. It is not unusual for students with no previous background to elect this subject.

### KEY CONCEPTS & SKILLS

- Development of Designs
- Understanding Occupational Health and Safety Practices
- Marking and Measuring
- Accurate Sawing of Materials
- Careful and proper use of handheld tools
- Group skills
- Application of stains and varnish
- 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

### ASSESSMENT

- Visual Development of Designs in a Visual Diary
- Documentation and Evaluation of Tasks
- Completed Production Models
- End of semester written and practical test

## DRAMA

In Year 10, students create and develop characters and performances appropriate to a range of different performance styles. They study and utilise production areas and rehearse and present their work to audiences.

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 work. They also analyse the work of others and professional performances. Students will be required to create and perform work in groups and on their own.

### KEY CONCEPTS & SKILLS

- Devise, rehearse, and design solo and group performances
- Utilise and study various production areas such as lighting, costume and recorded sound.
- Present performances
- Analyse professional performances.
- Undertake and present research tasks relevant to specific theatre styles
- Develop their use of the expressive skills of voice, movement, gesture and facial expressions to effectively portray a variety of naturalistic and non-naturalistic characters.
- Develop their use of the performance skills of focus, energy and actor-audience relationship
- Evaluate and reflect upon their experiences, skills and development

### ASSESSMENT

- Participation in classroom activities
- Research tasks
- Scripts and folio
- Participation in the creation of solo and ensemble performances
- Self-reflection and evaluation assignments

## FOOD TECHNOLOGY

Year 10 Food Technology offers students insight into the Food Studies curriculum at VCE. Students undertake a range of practical activities, involving safe and hygienic food preparation and handling, and participate in workshops which focus on the behaviour and functions of specific ingredients. Students use the design process to investigate, generate ideas, produce and evaluate their food creations. The main aim for students is to become proficient at using the design process to create healthy and nutritious meals.

The Year 10 Food Technology course is an excellent stepping stone for students who are interested in studying Food Studies at VCE, or for those who seek to develop creative and critical thinking skills

### KEY CONCEPTS & SKILLS

- Develop a range of practical skills in relation to the preparation, cooking and presentation of food
- Use problem-based thinking skills in responding to design briefs
- Apply key principles of food selection models when preparing and cooking meals

### ASSESSMENT

- Practical activities: food preparation, cooking and serving as well as participating in workshops and sensory analysis testing
- Design brief tasks
- Practical and written exam



## INTRODUCTION TO PRACTICAL CODING

The course provides students with knowledge of how to code a game using the Unity development environment and the C# programming language. The students will then use this knowledge to follow an analysis and design process to create a game of their own choosing.

### KEY CONCEPTS & SKILLS

- Understand how to use the basic tools provided in an integrated development environment
- Understand programming ideas such as objects, functions, variables, control structures, and instructions
- Understand and appreciate the use of standard analysis and design tools to produce a viable software project
- Consistently apply their knowledge to the production of several games, including one of their own design

### ASSESSMENT

- A 2D game based on the material learned
- A 3D game based on the material learned
- Simple analysis and design documents of a student chosen game project
- The final developed code for the student chosen game based on their analysis and design

#### Additional Information:

It is **strongly** recommended that students complete Year 10 Practical Coding if they plan to study Systems Engineering or Software Development at VCE level in later years. Year 10 Practical Coding provides students with essential background knowledge and the skills required for these subjects.

## MEDIA STUDIES

This course provides an opportunity for students to refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in Media productions. As they use media technologies they extend the use of media elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

### KEY CONCEPTS & SKILLS

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes
- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues
- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts

### ASSESSMENT

- Representation unit
- Film study unit
- Creating narrative unit
- Genre unit
- End of semester exam

## MUSIC

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.

## SURFACE DESIGN

Surface Design allows students to undertake problem solving tasks that involve many skills within the design industry. Through many creating and responding tasks, students will develop manual, digital and some machinery skills. Teaching emphasises products specific to local, national and global levels. We delve into social, environmental and economic issues surrounding the Art and Fashion Industries.

With the amount of practical applications, students will build on opportunities such as refined presentations and evaluations of key work. Students consolidate understanding of the role of Surface Design in their culture and its relevance to their lives beyond the College.

### KEY CONCEPTS & SKILLS

- 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

**Note: 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.**

### KEY CONCEPTS & SKILLS

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved
- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

### ASSESSMENT

- Visual diary
- Responding to Design Brief
- Net Packaging Task
- Fashion Industry Research Task
- Shoe Design Brief

## VISUAL COMMUNICATION DESIGN

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.

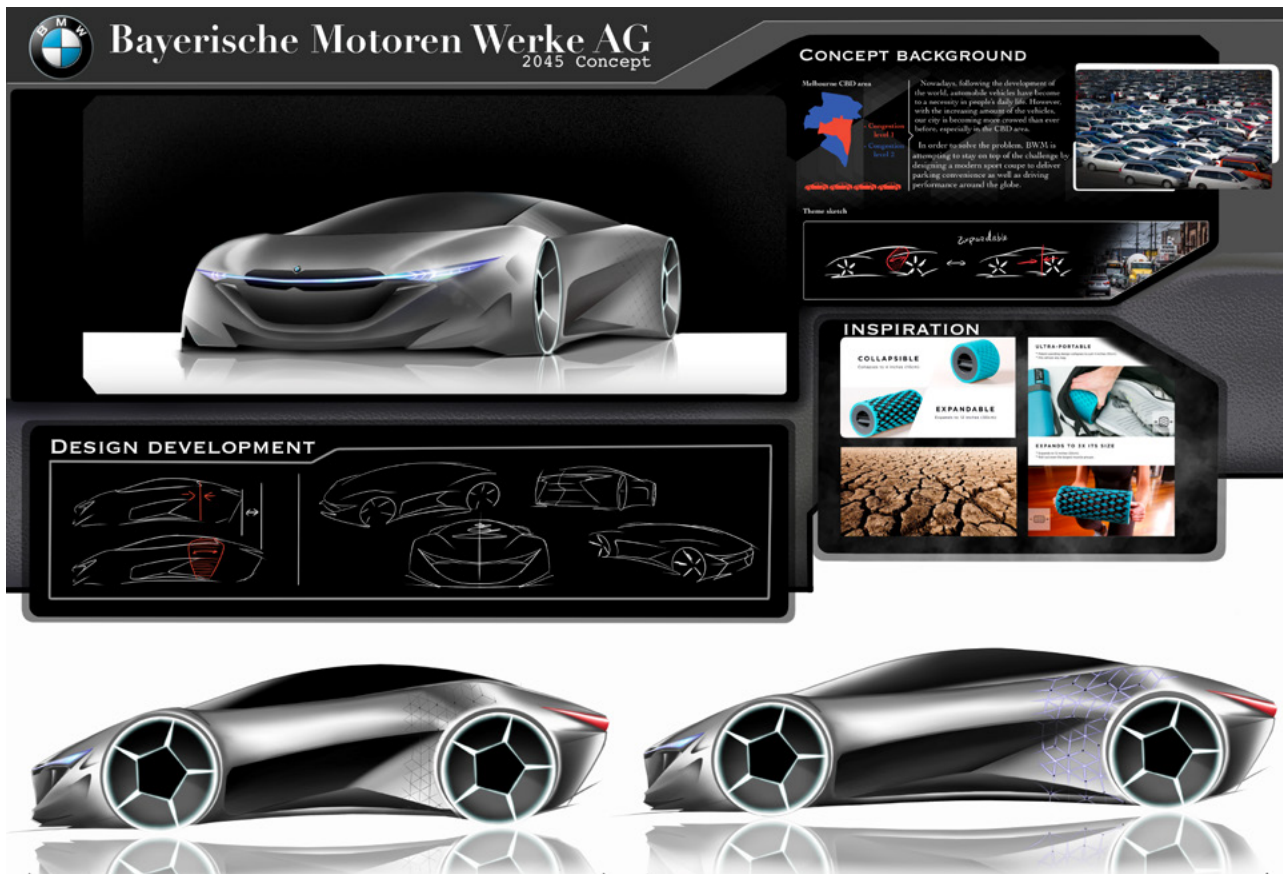
If you have a desire to communicate with others through the use of a variety of drawing skills and techniques you will find this subject both stimulating and challenging. Students will use a variety of computer programs to assist with some tasks in this subject.

### 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.
- Understanding and analysing various visual communication contexts.
- Understanding and analysing various visual communication contexts

### 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



# CHOOSING A YEAR 10 ENGLISH SUBJECT

Students are required to complete at least one English course in Year 10, and can choose to complete two courses if English is a special interest for them.

There are three English subjects available:

- Year 10 English
- Year 10 Extension English
- Year 10 English: Language and Literature

Each of these courses take place across one year.

All English subjects in Year 10 will support entry into any of the VCE English subjects: VCE English, VCE English Language or VCE Literature.

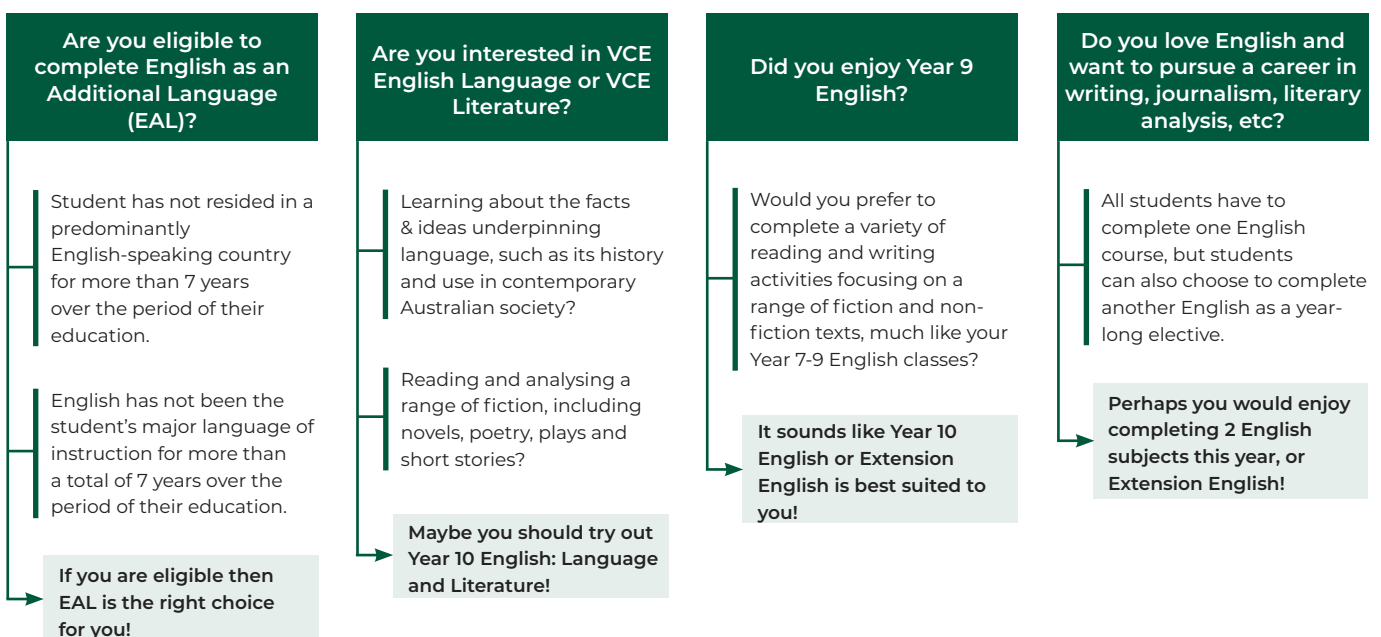
The courses are designed to give students the opportunity to find out about the different types of English they are offered in VCE

so that they can make informed decisions about what suits them. Students and parents are encouraged to read the English course descriptions that follow and decide which option suits their interests.

Each course will address the Victorian Curriculum Achievement Standards for English, and therefore all students will be able to acquire the skills for the VCE English course of their choice.

Doncaster Secondary College also runs a rich and dynamic program for learners of English as an Additional Language (EAL). Please see our EAL Co-ordinator if you would like to inquire about this program.

## HOW DO I KNOW WHICH ENGLISH TO CHOOSE?





**ENGLISH**

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. The final text list will be announced via the booklist.

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: LANGUAGE AND LITERATURE

The study of English Language involves developing an understanding of the nature and functions of language. Students will explore the relationships between sounds, words, sentences, meaning and the structure of the text, and how people draw on these elements to achieve different styles and functions. They will develop their understanding of Standard Australian English and how it has changed over time, while also exploring non-Standard Englishes such as the slang used by teenagers, migrant Englishes and Aboriginal Englishes. In studying different varieties, students will understand how language can be used to include or exclude people, and can empower and disempower individuals and communities.

In studying Literature, students will read novels, poetry and plays and explore the way authors create meaning through language and storytelling. They will connect language to the big ideas and consider how authors use texts to express their views and values. In addition, they will develop individual interpretations of the texts they read and make individual decisions about the author's messages. There will be opportunities to write creatively, transforming the texts that they read drawing on the ideas and language of the texts that they study.

## 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

- Close Analysis
- Expository and Analytical Essays
- Creative writing
- Oral presentations
- Examination

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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 is 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

## EXTENSION ENGLISH

In English Extension, students engage with a variety of texts designed for enjoyment and they will couple this learning with theories of philosophy and consider the social and political implications of these texts. 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. The final text list will be announced via the booklist.

The course also explores texts that are designed to inform and persuade, as well as focusing on the construction of language through study of metalanguage and informative texts. 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

## ELIGIBILITY FOR EXTENSION ENGLISH

Students in Year 9 who are interested in English Extension in Year 10 should be aiming for an average of at least 70% across all CATS and exams. NAPLAN, PAT results and progress reports will also be taken into consideration.

Year 9 SEAL students will not get automatic entry to Extension English, although a weighted grade point average may be used as they have completed different assessment tasks compared to mainstream Year 9 English.

Please note: It is not possible to take both Mainstream English and Extension English in Year 10, but it is possible to take EITHER Mainstream or Extension English AND English Literature and Language

## 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

- Creative writing
- Comparative analysis
- Analysis of argument tasks
- Oral presentations
- Close analysis of fiction and non-fiction
- Informative text analysis

**Note: entry into English Extension is subject to teacher approval and various data sets that confirm a student's capacity to complete this course.**



# HEALTH & PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION - GENERAL

The purpose of Year 10 Health and Physical Education (HPE) is to help all students create a strong foundation of knowledge that they will be able to utilise if they decide to follow a VCE pathway that involves either Health & Human Development and/or Physical Education. Year 10 HPE covers a wide range of key concepts and skills and consolidates student understanding of these concepts within a theoretical and practical learning environment. The weekly breakdown of Year 10 HPE will often consist of two theoretical lessons and one practical lessons.

Although the Year 10 HPE program is a year-long subject, there is a clear shift in focus between the two semesters in regards to the theoretical content being delivered. Semester 1 will see students discuss a range of different health topics that impact Australia and the rest of the world. In addition to this, students will analyse key health statistics as well as assess the effectiveness of various health promotion campaigns. Semester 2 will see students investigate the impact physical activity and sport has on society, enhance their understanding of the four major body systems, plan and implement an effective training program and develop a basic understanding of key biomechanical terms and principles.

Year 10 HPE will include a range of different practical lessons that will help consolidate student understanding of the content covered throughout theoretical lessons. A practical lesson to look forward to would definitely be the lawn bowls program at Doncaster Bowls Club that helps students discuss the importance of lifelong physical activities in promoting physical, social and mental health. A key feature of our practical program would be our use of our exceptional facilities and ICT resources. Students

will get a chance to discuss body movement and fitness development in the school gym, analyse key movement sequences and biomechanical principles with I-Pad filming and assess the various positional data collected by our GPS monitors throughout a team sport.

## KEY CONCEPTS & SKILLS

### Semester 1: Health & Human Development Focus

- Understanding Health
- Australia's Health
- Global Health

### Semester 2: Physical Education Focus

- Physical Activity and Sport
- Systems of the Body
- Fitness and Skill Development
- Biomechanics

## ASSESSMENT

Students will need to complete a variety of assessments throughout Year 10 HPE. These assessments will include; topic tests, research assignments and workbook completion tasks.



# HUMANITIES

## ECONOMICS AND BUSINESS

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:

- ▶ Enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
- ▶ 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
- ▶ 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
- ▶ 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
- ▶ An understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians.
- ▶ 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

## GEOGRAPHY

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.

### Environmental change and management:

Focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

### Geographies of human wellbeing:

Focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

## KEY SKILLS

- Fieldwork is a required part of Geography. All students will create, collect and represent data in different forms to analysis and evaluate them to draw conclusions.
- Creating a diagrams to illustrate change with a topic.
- Using graphs such as scatter plots of data for countries investigate the relationship between two variables, such as per capita income and life expectancy for countries.
- Creating maps to show the relationships between topics.
- Constructing and interpreting maps to show patterns within and between countries

## ASSESSMENT

- Fieldwork
- Practical Tasks
- Inquiry Research Tasks
- Data analysis
- Tests

## KEY QUESTIONS

- ▶ What are the causes and consequences of change in places and environments?
- ▶ What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future?
- ▶ How and why are interconnections and our interdependence important for the future of places and environments?
- ▶ How can the spatial variation between places and changes in environments be explained?

## HISTORY

This semester length course focuses on Australia in the modern world through the lens of the two world wars. 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 I

Students will examine the long and short term triggers that led to World War I. They will examine why men enlisted, look at propaganda campaigns run in various countries and analyse the impact of the war on women. Students will investigate key places where Australians fought and learn about different historical perspectives on war time, including about how we commemorate war. War creates change, and this unit will explore some of the changes to society that were influenced by the War, including the changing shape of international relations.

### World War II

Students will examine the long term and short term triggers that led to World War II with a focus on the objectives of different countries, the role that key leaders played in shaping this trajectory and the response of different world powers such as the League of Nations. 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 and the experience of Australian Soldiers in different theatres of war. The unit will also touch on significant events of World War II, including the holocaust and the dropping of the atomic bomb.

## 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

- Source Analysis
- Topic tests
- Research essay
- Examination



## THE LAW AND YOU

In Year 10, students will gain a basic understanding of the Australian political and legal system. Completion of this subject will equip students with skills and subject literacy that will aide them to confidently study Legal Studies and/ or Global Politics at a VCE level. Students will develop an understanding of where our laws come from, how we are governed, the law as it applies to them and Australia's place in the wider global community. Students will also be exposed to current events within this context.

### KEY CONCEPTS & SKILLS

- Investigate key features of Australia's political system, including how we are governed
- Describe key features of Australia's political and voting systems
- Analyse and explain Australia's role and responsibility as a global citizen
- Describe key features of Australia's court system including the jurisdiction of the courts and their role in interpreting and applying the law
- Examining the role of the High Court and state courts
- Explaining the need for and function of the law within Australian society
- Investigating legal age requirements and the individual, including rights and responsibilities and criminal liability
- Describing police powers and the rights of the accused
- Investigate a particular area of law, such as consumer law, workplace law or other area of interest
- Making links between theory investigated in class and events reported in the media

### ASSESSMENT

- Participation in classroom activities and discussions
- Topic tests
- Group work
- Assignments
- End of Semester Exam

# LANGUAGES

## LANGUAGES - ITALIAN, FRENCH, MANDARIN

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

- Recite poetry.
- **Reading:** Read aloud, spontaneously, from texts which include unfamiliar vocabulary.
- Read instructions and complete specific tasks.
- **Viewing:** View different types of text, such as pictures, photos, maps, films etc, and be able to understand and interpret the texts in English and the target language.
- **Writing:** Complete grammar tests and exercises on each chapter of the text book.
- Use a wider range of tenses in writing.
- Negotiate, organise, express personal feelings and describe in the target language.

## KEY CONCEPTS & SKILLS

- **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.
- **Viewing:** View different types of text effectively, to summarise content and to combine information from the texts in written responses in target language and English.
- **Writing:** Write linked sentences of approximately 150 to 200 words in a variety of styles and text types.

## ASSESSMENT

- **Listening:** Analyse, select and interpret appropriate information for a specific purpose. Listen to a text of 180-200 words and complete associated activities
- **Speaking:** Use appropriate register and linguistic structures to express an opinion, negotiate, obtain, clarify and offer information.
- Establish, maintain and close interaction.

# YEAR 10 MATHEMATICS

Doncaster Secondary College will provide the best possible Mathematics program to meet our student's individual needs and interests.

**All students in Year 10 are to complete at least one Mathematics course.** This will provide them with the foundations required for VCE Mathematics studies. We offer three Year 10 Mathematics courses to give students the best possible learning outcomes and preparation for their VCE Mathematics studies.

**There are three Mathematics subjects available:**

- Year 10 Mathematics (General)
- Year 10 Mathematics (Methods)
- Year 10 Extension Mathematics

Year 10 Mathematics (General) 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 10 Extension Mathematics, is designed to cater for students with a strong interest and ability in Mathematics.

**Year 9 students will select their Year 10 Mathematics option at the end of Term 3.**

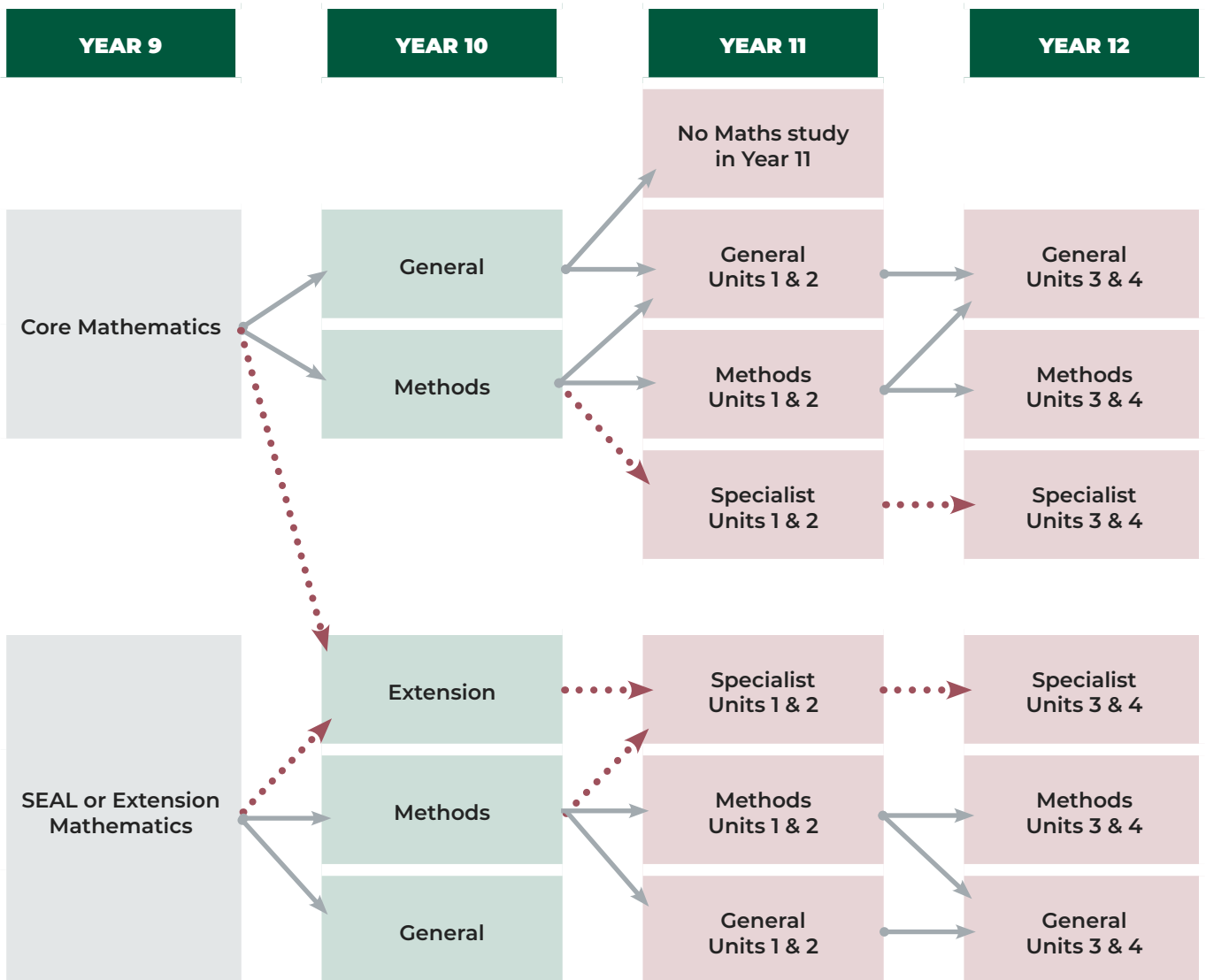
They should take into account their interests, abilities and future career aspirations. Students must discuss these options with their parents and Mathematics teacher.



### RECOMMENDED PATHWAYS THROUGH VCE MATHEMATICS

The following chart maps the recommended pathways through VCE Mathematics, however please note:

- Students in Year 9 who are interested in Mathematics (Methods) in Year 10 should be aiming for an average of at least 70% across all tests, exams and school tasks. NAPLAN and on demand results will also be taken into consideration.
- Entry into the SEAL or Extension Mathematics will be based on academic performance.
- Students requesting to study Extension or Specialist Mathematics must receive a teacher recommendation (as indicated by the red dotted pathway below).



## MATHEMATICS - GENERAL

Mathematics provides students with essential skills and knowledge across a number of areas such as Number and Algebra, Measurement and Geometry, Statistics and Probability, and Financial Maths. 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.

Maths General leads to careers in nursing, teaching, emergency services, trades, small business, accounting and more.

### ELIGIBILITY FOR GENERAL MATHS

- An average above 50% in all assessment tasks
- A recommendation from your teacher
- Positive work habits

### KEY CONCEPTS & SKILLS

- Explore various areas of Mathematics including Number and Algebra, Measurement and Geometry, Statistics and Probability, and Financial Maths.
- 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

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 undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. Change over time (calculus) and graphing linear and non linear functions will be introduced. Students will use technology (CAS calculator) to model a range of problems, they will then interpret these models and make predictions.

Mathematics Methods is a study of maths that is complex, abstract, and not commonly used in day-to-day life. Maths Methods relates to careers such as engineering, software development, I.T, medicine, aviation and many more.

- 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.

## ELIGIBILITY FOR MATHS METHODS

- An average mark of 70% or above in all assessment tasks
- At or above average in number and algebra with good attempts at problem solving and reasoning questions.
- A recommendation from your teacher
- Satisfactory completion of the Maths Methods entry exam (some students only).

## KEY CONCEPTS & SKILLS

- 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

## 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

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.

- 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

## KEY CONCEPTS & SKILLS

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

# SCIENCE

## SCIENCE

There are three Science units offered at Year 10:

1. Science in our World
2. Life and Social Sciences,
3. Matter, Energy and Motion Sciences

**All year 10 students MUST complete at least one of these semester length units to satisfy the requirements set out in the Victorian Curriculum F-10.**

Further information:

- The **Science in our World** unit is recommended for students who may be unsure of their pathway and want to keep their options open for VCE. The scientific methodology taught within this unit is particularly beneficial for those interested in Environmental Science.
- A student planning to undertake Year 11 Biology is advised to take **Life and Social Sciences**. It would also be recommended for such students to have studied Matter, Energy and Motion Science.
- A student planning to undertake Year 11 Physics and/or Chemistry is strongly advised to take **Matter, Energy and Motion Science**. It is also recommended that such students study an additional science in Year 10.

## SCIENCE – SCIENCE IN OUR WORLD

Within the 'Science in our World' unit, students will be able to develop knowledge, skills and attitudes towards science by providing an understanding of natural phenomena, technology and its relevance to society. That is, they will investigate topics including body systems, global systems with an emphasis on climate patterns and global warming. Students investigate the evidence that exists to support the origin of the universe according to the big bang theory. Furthermore, students will have the opportunity to explore sustainable ecosystems and at the same time, reinforce the science inquiry skills through experimental investigations.

## KEY CONCEPTS & SKILLS

- Global systems including cycles and spheres, climate patterns and change such as global warming, and solutions to climate change.
- Sustainable ecosystems including plant organisation and dealing with drought
- Mysterious Universe including the lifecycle of stars and the Big Bang Theory (Origin of the universe)
- Body At War including how multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment

## ASSESSMENT

Students will be assessed by a variety of learning tasks which will be recorded on Compass and compiled in three reporting cycles. These will include:

- Topic Tests
- Examination (at the end of each semester)
- Research Project
- Experimental Investigation(s)



## SCIENCE – LIFE AND SOCIAL SCIENCES

Students learn the historical development of ideas which have contributed to our current knowledge about the genetic basis of inheritance and evolution. They will also apply these understandings when interpreting pedigrees and analysing theories concerning the evolution of organisms. Students will begin to explore the concepts of thoughts, feelings and behaviours by understanding the structure and function of the brain including personality and memory. Furthermore, they will have the opportunity to reinforce laboratory skills and expand their understanding of the scientific methodology.

### KEY CONCEPTS & SKILLS

- Patterns of Inheritance including chromosomes, genes, chemical coding and DNA, mutations
- Evolution including a historical timeline of the development of Natural Selection, evidence for evolution, fossils records and human evolution
- Introduction to the study of thoughts, feelings and the consequent behaviours that form the study of Psychology

### ASSESSMENT

Students will be assessed by a variety of learning tasks which will be recorded on Compass and compiled in three reporting cycles. These will include:

- Topic Tests
- Examination (at the end of each semester)
- Research Project
- Experimental Investigation(s)

## SCIENCE – MATTER, ENERGY & MOTION SCIENCES

Students learn about the significance of the Periodic Table 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 and represent these using chemical formulas and word equations. Students describe formal relationships between forces, mass, acceleration and velocity using quantitative data. Furthermore, they will develop skills in wiring series and parallel circuits and how to measure power using voltmeters and ammeters.

### KEY CONCEPTS & SKILLS

- Periodic table and its development including atomic structure and electronic configuration of elements
- Chemical Bonding including ionic, covalent and metallic bonding
- Balanced chemical equations of various types of chemical reactions; introduction to stoichiometry
- Big ideas of Science – matter, energy, time and space
- Introduction to electricity including current, voltage and resistance
- Newton's three laws of motion

### ASSESSMENT

Students will be assessed by a variety of learning tasks which will be recorded on Compass and compiled in three reporting cycles. These will include:

- Topic Tests
- Examination (at the end of each semester)
- Research Project
- Experimental Investigation(s)