



# YEAR 10 HANDBOOK

## 2024

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# COURSE SELECTION FOR YEAR 10 2024

In 2024, Year 10 students will complete six subjects per semester. English, Mathematics, Health & T@SK are core subjects and studied for the full year, while the other three units each semester are to be selected from a range of elective units from each of the Domains. Students must select at least once Science elective and one Humanities elective as part of the additional six they choose for the year.

Our Year 10 course is designed so that students:

1. receive a broad education across all Domains of learning
2. may specialise and provide extension in those subject areas that are of interest or which will assist in senior studies at VCE or VCAL
3. are able to select, where possible, the course that they study
4. may have the opportunity to study a VCE subject while in Year 10 as a means to extension (by recommendation only).

The following form the core of Year 10 studies:

- English (Semesters 1 and 2) 2 units
- Mathematics (Semesters 1 and 2) 2 units
- Health (3 periods per week for Semesters 1 and 2) & T@SK (2 periods per week for Semesters 1 and 2) 2 units
- Science elective (one semester) 1 unit
- Humanities elective (one semester) 1 unit

Students must undertake 12 units of study for the year. Core studies comprise 6 units for the year. Students therefore can select 6 units of elective studies to add to the core studies. 2 of these units must be at least one Humanities elective and one Science elective.

In making elective subject selections students should keep in mind the following:

- All VCE studies comprise both semesters and take up 2 units
- If a student completes a VCE subject from either Science or Humanities that VCE course may replace the required unit from that Learning Domain
- EXCEL Sport must be chosen for both semesters and take up 2 units each
- German must be chosen for both semesters and takes up 2 units
- All other Year 10 electives comprise one semester and take up 1 unit
- **A maximum of two PE subject electives can be completed , 1 subject per Semester** (these 2 PE subjects can be in addition to Outdoor Education).

# CHOOSING YOUR COURSE

1. Make sure you understand the rules for your Year 10 Course. Seek further information from co-ordinators, your mentor teacher or classroom teachers if unsure.
2. Thoroughly read the DESCRIPTIONS OF INDIVIDUAL UNITS OF STUDY and watch the supermarket sessions to learn more about how the course relates to the real world.
3. Seek advice from the Careers Office at School (next to the Year 10 Coordinators) if you have a particular career or Tertiary or TAFE course in mind. Find out what subjects and results are required.
4. Which electives do you wish to undertake? Identify the electives which interest you and which are relevant to your future career path. If in doubt, choose electives that keep future options open.
5. Select subjects that highlight your strengths and interests. Avoid choosing based on whether you remain with a particular friendship group or whether you like a particular teacher. You should aim to select a balanced program, which takes into account: your strengths and weaknesses, interests, future pathway options and recommendations from your coordinators and course counsellor.
6. Sometimes a unit you choose may not run if not enough students choose it.
7. Remember that once courses are confirmed it is only under exceptional circumstances that changes will be considered.

## ***Vocational Education and Training (VET) & School Based New Apprenticeships (SBNA)***

Students at Patterson River Secondary College have the opportunity to enrol in Vocational Education and Training (VET) and School Based New Apprenticeship (SBNA). These courses are offered through a partnership with TAFE and Registered Training Organisations (RTOs) and provide students with a National Certificate qualification at an industry standard. Please see the Careers Office for more information on these programs.

## ***Year 10 Student studying a VCE subject***

Some Year 10 students may be interested in completing a VCE Unit 1 and 2 subject. At Years 11 and 12 subjects are studied as four units over two years. Most students complete Units 1 and 2 for each subject in Year 11 and Units 3 and 4 for each subject in Year 12. If students want to accelerate in Year 10 they must have the recommendation of teachers to do this.

A student in Year 10 undertaking a VCE subject is completing one subject sequence early. This has several benefits for the student including:

- exposure to the work habits of older students
- exposure to the requirements of VCE Units
- obtaining a 6<sup>th</sup> Year 12 study score in the calculation of their ATAR.

A letter of recommendation will be sent home to students who have been identified as capable of accelerating into a VCE subject in Year 10. An information session for parents and students will be held as part of the course counselling process to support these students to choose a VCE subject if they wish to.

## ***Year 10 Individualised Program***

The College offers the opportunity for a select group of students to construct an individual program that suits their educational needs. This program consists of the core subject of Applied English, Social Science, Health and Mathematics as well as 4 elective subjects of the student's choice. To be considered eligible for this program, students must have been part of the Learning Support Program in junior school and ideally be headed towards VCEVM (formerly VCAL). This would include students who are part of the PSD (integration) program. Students will be nominated as suitable by Learning Support staff in consultation with their coordinators. As part of the course counselling program, suitable students will need to attend an information session with their parents before they will be accepted.

### ***Assessment***

Assessment in a unit is based on the satisfactory completion of the Course Assessment listed as part of each unit description in this handbook. The Course Assessment enables students to demonstrate their learning outcomes according to the Victorian Curriculum. Students should expect to work towards Level 10 while in Year 10.

### ***Exams***

All units in Year 10 have an exam at mid-year and the end of the year as part of their assessment and in preparation for the examination requirements at VCE. Students will normally undertake six exams in June and six in November.

### ***Completing Year 10***

Students are expected to satisfactorily complete all 12 units throughout the year. Year 10 students who fail to satisfactorily complete sufficient units throughout the year may not be promoted to Year 11, or will be enrolled in Year 11 on probation, with their progress being monitored regularly. Such a student may be returned to Year 10 if interim reports are unsatisfactory, or if progress is not to the satisfaction of the Level Coordinator/Principal. In all cases, decisions made relating to promotion of students will occur after discussions with parents/guardians. The attendance component will also be considered when promotion is reviewed.

### ***Attendance***

As with studies in the VCE, a minimum attendance requirement exists at Year 10. Students must meet the minimum attendance of 90% to satisfy course requirements otherwise they may not be promoted to the next year level. Therefore, students who are absent for any reason need to provide documentary evidence to cover their absence. Opportunity will be given to “redeem” missed work and therefore ensure a satisfactory result and promotion.

### ***Study/ Homework Program***

The workload involved at Year 10 is an increase on that required in the Junior School. Apart from work completed in class, students can expect to undertake 1½ to 2 hours homework/study per night.

An organised approach to home study time is essential and should include:

- completing set assignments and work
- completing required reading
- completing required practical tasks
- regular revision of class work preparing for tests and examinations.

Often students have part-time jobs or commitments with sport. It is still possible and necessary to be involved in activities other than those related to the school. However, this does require an effective and ordered use of time. Students are advised to design a weekly study timetable each term. This prevents work from being forgotten or rushed due to lack of time.

# ELECTIVE CHOICES

## ENGLISH

The study of English is compulsory at every level of school, P – 12. English aims to develop student abilities to use, understand and appreciate language effectively, confidently and with enjoyment.

All students in Year 10 study the Core English Course. Students may also choose the Literature elective.

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### LITERATURE (10LIT)

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**CURRICULUM CONTRIBUTION:** \$20.00

**DESCRIPTION:** Year 10 Literature offers students an opportunity to see experience what VCE Literature is like. There is a focus on language use and close analyses of texts. At the end of the unit, students may decide if they wish to continue onto VCE Literature. It requires students to make a detailed study of the main literary forms and to work to develop their literary skills of appreciation and expression through a close reading of various texts.

**Extended Fiction:** A detailed study of one core play with an emphasis on the importance of structural elements to create meaning, including point-of-view, language elements, characterisation, and interpretation.

**Poetry:** A range of poetic forms including narrative, blank verse, and sonnet. An emphasis is placed on how to comprehend the link between poetic form and meaning.

**Short Story and Selected Passages:** A focus will be placed on the interrelationship between form, style, and meaning.

Texts studied include Shakespeare's *Macbeth* and a collection of selected passages and poetry from the canon through to contemporary texts and interpretations.

**COURSE ASSESSMENT:** Year 10 Literature leads to Units 1 and 2 Literature, but it is not necessary to complete Year 10 Literature to gain access to VCE Literature.

**LINKS TO VCE:** Literature, English

# MATHS

The study of Maths is compulsory at Years 7-10. All students in Year 10 study Maths for the entire year, at the level has been recommended by their teacher. Each student needs to choose a Semester 1 and Semester 2 Maths Unit. I example, 10MG1 and 10MG2. Advanced students may also choose a VCE General Mathematics.

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## MATHS FOUNDATION (10MF1 & 10MF2)

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<b>PRE-REQUISITE/S:</b>	Teacher recommendation
<b>DESCRIPTION:</b>	A maths course designed for students who do not wish to proceed to VCE General Maths or Maths Methods. A comprehensive Maths unit for students wishing to study Foundation Maths at VCE level. The topics include working with a Calculator, Whole Numbers, Fractions, Decimals, Percentages, and Measurement. Students will develop an understanding and appreciation of the skills and concepts relevant to these topics and will apply them to challenging problems.
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Skills practice and standard applications</li><li>• Problem Solving and Modelling</li><li>• Projects</li></ul>
<b>LINKS TO VCE:</b>	Foundation Maths Units 1 and 2.

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## MATHS GENERAL (10MG1 & 10MG2)

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<b>PRE-REQUISITE/S:</b>	Teacher recommendation
<b>DESCRIPTION:</b>	This comprehensive maths course caters for students wishing to proceed to General Maths at V.C.E. Units 1 and 2. It includes the following topics: <ul style="list-style-type: none"><li>• Business Maths</li><li>• Measurement</li><li>• Trigonometry</li><li>• Statistics</li></ul>
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Skills practice and standard applications</li><li>• Problem Solving and Modelling</li><li>• Projects</li><li>• Exams</li></ul>
<b>LINKS TO VCE:</b>	General Maths Units 1 and 2.



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## MATHS METHODS (10MM1 & 10MM2)

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<b>PRE-REQUISITE/S:</b>	Teacher recommendation
<b>DESCRIPTION:</b>	<p>A more advanced maths course for students wishing to proceed to Mathematical Methods at VCE Units 1 and 2. It includes the following topics:</p> <ul style="list-style-type: none"><li>• Algebraic Simplification</li><li>• Linear Functions</li><li>• Surds</li><li>• Factorisation</li><li>• Arithmetic</li><li>• Indices</li><li>• Transposition</li><li>• Substitution</li></ul>
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Skills practice and standard applications</li><li>• Problem Solving and Modelling</li><li>• Projects</li><li>• Exams</li></ul>
<b>LINKS TO VCE:</b>	General Mathematics or Mathematical Methods Units 1 and 2 and/or Specialist Mathematics Units 1 and 2.

# HUMANITIES

**Humanities is a compulsory unit, so all students must select one of these subjects to study in Year 10.** This learning area incorporates Geography, History, Economics and Business, Civics and Citizenship. In VCE Humanities options include: History, Geography, Philosophy, Business Management and Legal Studies. Students may choose additional electives within the Humanities Domain if they like.

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## CONFLICT AND CRISIS (10CAC)

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<b>DESCRIPTION:</b>	In this elective, which explores History, students will investigate and analyse some of the major conflicts and crises of the Twentieth Century, including World War II, the Civil Rights Movement and the Power of the Teenager.
<b>COURSE ASSESSMENT:</b>	Excursions, Classwork, Research Tasks, Exam
<b>LINKS TO VCE:</b>	History, Philosophy

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## CRIME AND JUSTICE (10CAJ)

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<b>DESCRIPTION:</b>	In this elective, which explores Civics and Citizenship, students will analyse the Australian Constitution including the role of Australia as part of the United Nations. Students will explore our legal system by examining the court hierarchy, civil and criminal law and the jury system.
<b>COURSE ASSESSMENT:</b>	Excursions, Folio work, Exam
<b>LINKS TO VCE:</b>	Legal Studies

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## END OF THE WORLD? (10EOW)

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<b>DESCRIPTION:</b>	This elective prepares students with the geographic skills and knowledge to be successful global citizens. Are you an optimist or pessimist? What is the future of the Earth? The world and its population are facing challenges like never before. Will we adapt, thrive or perish? Students will study the impacts of disease, natural disasters, environmental pressure, rich and poor, crime, well-being and happiness and their interconnection with the world. Your future, employment, family, health and lifestyle may depend on your perspective.
<b>COURSE ASSESSMENT:</b>	Excursion Fieldwork, Research Task, Exam
<b>LINKS TO VCE:</b>	Geography, Outdoor and Environmental Studies, Health and Human Development

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## INTRODUCTION TO BUSINESS (10BUS)

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<b>DESCRIPTION:</b>	This elective looks at the management of small businesses in Australia. Management involves planning, organising, leading and making decisions that are based on sound financial information. Effective management practices are identified and students will gain an understanding of the personal skills that are required to be a successful business person.
<b>COURSE ASSESSMENT:</b>	Classwork, Research Project, Tests/Exam
<b>LINKS TO VCE:</b>	Business Management

# SCIENCE

**Science is a compulsory unit, so all students must select one of these subjects to study in Year 10.** This learning area incorporates Biology, Physics, Chemistry and Psychology. Students may choose additional electives within the Science Domain if they like.

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## PSYCHOLOGY (10PSY)

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<b>DESCRIPTION:</b>	We normally think of ourselves as conscious, alert, self-aware and sensitive to what is going on in our environment. This unit reviews the state of consciousness and the brains influence on our behaviour. We explore how your attitudes and personality are formed and what makes you “You”. If you have an interest in Psychology this is the place to start.
<b>COURSE ASSESSMENT:</b>	Visual Presentations Empirical Research Activities Research Tasks Exam
<b>LINKS TO VCE</b>	Psychology

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## BIOLOGY (10BIO)

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<b>DESCRIPTION:</b>	Year 10 Biology explores the living world around us. In this subject, students learn about DNA, patterns of inheritance and the theory of evolution. They will learn how adaptations can assist in the survival of organisms and about the different interactions that can be observed in ecosystems. Students will have the opportunity to develop their scientific skills, including experimental design, scientific research and data analysis. If you have an interest in the living world around you, Biology is the subject for you.
<b>COURSE ASSESSMENT:</b>	Book work, Logbook, Student-led extended practical investigations, Media analysis, Topic tests, Exam
<b>LINKS TO VCE</b>	Biology

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## CHEMISTRY (10CHE)

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<b>DESCRIPTION:</b>	Year 10 Chemistry is a Semester long subject that focuses on students looking at the influence of Chemistry in everything around them. Students will learn about the atomic structure and how elements are arranged in the periodic table, enabling us to make a range of everyday products. They will also explore types of chemical reactions, hydrocarbons, polymers, acids and bases. The students will work collaboratively throughout the semester to design experiments that focus on developing appropriate laboratory and scientific skills such as experimental design, data collection and analysis. They will also build on their knowledge of the basic principles of the method. If you have an interest in “chemistry” and love hands-on science, this is the subject to choose.
<b>COURSE ASSESSMENT:</b>	Book work, Logbook, Student-led extended practical investigations, Media analysis, Topic tests, Exam
<b>LINKS TO VCE</b>	Chemistry

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## PHYSICS (10PHY)

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<b>DESCRIPTION:</b>	Physics explores the study and explanation of “Our Physical World”. Within this subject the students cover a range of topics which explain the function of many parts of our everyday life such as, electric circuits and their use within our homes; magnets and magnetic fields relating to the operation of DC and AC motors; energy flow and energy transfer in relation to our warming Earth; the laws of motion which underpin the study of traffic and collisions; and radioactivity in terms of nuclear medicine and power generation. Students also work independently and collaboratively developing laboratory skills for data collection, analysis and interpretation, relating their findings to the real world. The investigations will culminate in an Extended Practical Investigation towards the end of the semester, in a topic of their choice, allowing the students to ‘dive in deep’ and show their understanding and learnings of a Physics principle.
<b>COURSE ASSESSMENT:</b>	Book work, Logbook, Student-led extended practical investigations, Media analysis, Topic tests, Exam
<b>LINKS TO VCE</b>	Physics

# VISUAL ARTS

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## ART (10ART)

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**CURRICULUM CONTRIBUTION:** \$45.00

**DESCRIPTION:** This unit encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through investigation and experimentation. The presentation of artworks will be in the form of exploratory visual solutions and finished artworks. Students will work in a variety of mediums.

This unit also equips students to respond to art in an informed and articulate manner through a study of how art relates to society. Students also develop and refine personal points of view about the meanings and messages of artworks.

**COURSE ASSESSMENT:** Folio, Workbook, Assignments

**LINKS TO VCE:** Art Creative Practise

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## MEDIA (10MED)

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**EXTRA-CURRICULAR CONTRIBUTION:** \$30.00

**DESCRIPTION:** In Media, students will make and respond to Media Art forms such as film, news reports, documentary, advertisement, music video, animation, video games, graphic novels and/or a combination of these. Students will explore both still photography and film making techniques and processes. Students will learn how forms, styles and contexts of media artworks are shaped by histories, purpose, traditions and communications technologies. The produce artworks in narrative and non-narrative forms that reach audiences through specific media context that may include radio, print, cinema, television, internet, mobile devices or new and emerging contexts.

**COURSE ASSESSMENT:** Visual Diary, finished artworks and theory

**LINKS TO VCE:** Art Creative Practice, Visual Communication Design

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## PHOTOGRAPHY (10PHO)

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**EXTRA-CURRICULAR CONTRIBUTION:** \$60.00

**DESCRIPTION:** This study encourages students to further their skills in Photography. Students will extend on knowledge gained in Basic Photography in Year 9. The focus remains on the competent use of a 35mm SLR camera with the processing, developing and manipulation of analogue images as well as the use of a DSLR camera with digital manipulation and editing techniques. Students will be introduced to visual composition techniques, the Art elements and principles and more complex film and digital processes. Students will review and analyse professional photographs and their work.

**COURSE ASSESSMENT:** Practical Folio, Visual Diary

**LINKS TO VCE:** Art Creative Practise

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## VISUAL COMMUNICATION DESIGN (10VIS)

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**EXTRA-CURRICULAR CONTRIBUTION** \$50.00

**DESCRIPTION:** This unit encourages students to further their skills within Visual Communication. This encompasses the fields of communicating design, analysis and investigation. The subject deals with the development of visual systems by which we can understand information. Examples might include the development of business signage and logos, direction systems for people in multi-language situations such as airports, tourism etc. The work ranges through formal instrumental drawing to freehand concept drawings and rendering with ink, pencils, markers and airbrushes.

**COURSE ASSESSMENT:** Folio, Design Concepts, Assignments

**LINKS TO VCE:** Visual Communication Design, Art Creative Practise

# DESIGN AND TECHNOLOGIES

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## SYSTEMS ENGINEERING (ELECTRONICS) (10SEE)

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**EXTRA-CURRICULAR CONTRIBUTION** \$70.00

**PRE-REQUISITE/S:** Nil

**DESCRIPTION:** Students will learn about electrical circuits, hardware and coding through working with the Arduino Uno electronics kit and a large variety of sensors. The focus will be on programming their electronic kit to introduce autonomous electrical circuits. They will follow the Design Process to create an electro-mechanical product to meet the needs of an end-user, documenting their development in a design folio. Students then evaluate their finished product to enhance their learning. Students develop safe work practices and skills while using a range of tools, processes and materials in their major project.

**COURSE ASSESSMENT:** Design folio, Production, Self-evaluation of the design process and finished products and Exam

**LINKS TO VCE** Systems Engineering, Physics

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## SYSTEMS ENGINEERING (ROBOTICS) (10SER)

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**EXTRA-CURRICULAR CONTRIBUTION** \$70.00

**DESCRIPTION:** Students will learn about mechanical hardware, robotic sensors and python coding through working with the Vex V5 and IQ robotic kits. The focus will be on programming their robots to complete set tasks. They will follow the Design Process to design a robot within set guidelines, documenting their development in a design folio. Students then evaluate their finished product to enhance their learning. Students develop safe work practices and problem solving skills to build and program two robots required to work together to complete a final task.

**COURSE ASSESSMENT:** Design folio, Production, Self-evaluation of the design process and finished programs and Exam

**LINKS TO VCE** Systems Engineering, Physics

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## PRODUCT DESIGN & TECHNOLOGIES – METAL (10MET)

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**EXTRA-CURRICULAR CONTRIBUTION** \$70.00

**DESCRIPTION:** Students build a steel weather vane using the processes of cutting with various saws, joining processes such as MIG-welding and create a component using the lathe. The design process is used while designing the decorative components of the weather vane. Various drawing techniques document the design development and planning. Students develop an understanding of the safe and efficient use of the tools and then evaluate their finished product to enhance their learning.

**COURSE ASSESSMENT:** Design folio, Production, Self-evaluation of the design process and finished product and Exam

**LINKS TO VCE** Product Design & Technologies

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## PRODUCT DESIGN & TECHNOLOGIES – TEXTILES (10TEX)

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**EXTRA-CURRICULAR CONTRIBUTION** \$70.00

**DESCRIPTION:** The focus of this elective is to develop sewing machine skills and learning conventional sewing techniques used to produce a piece of clothing. Students will make a pair of pyjama pants or shorts. They will trial other processes, such as knitting, crocheting, macrame and weaving, to analyse their suitability for a product. The major project will be to design and make a product for a small child. Students will develop their own design brief, develop and make the product, then evaluate it.

**COURSE ASSESSMENT:** Design folio, Production, Evaluation

**LINKS TO VCE** Product Design & Technologies

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## PRODUCT DESIGN & TECHNOLOGIES – WOOD (10WOO)

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**EXTRA-CURRICULAR CONTRIBUTION** \$70.00

**DESCRIPTION:** Students build a small timber cabinet using the processes of laminating timber using biscuit joints, housing joints to hold shelves and using floating tenon joints cut with a Domino cutter. They are required to modify an existing cabinet design by working through the Design Process and including style elements from a major design movement of the 20th century, documenting their design using various drawing techniques. The design of their cabinet should suit the specific needs of an end-user. Students develop an understanding of the safe and efficient use of the tools and then evaluate their cabinet to enhance their learning.

**COURSE ASSESSMENT:** Design folio, Production, Self-evaluation of the design process and finished products and Exam

**LINKS TO VCE** Systems Engineering, Physics, Product Design & Technologies

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## DIGITAL DESIGN (10DIG)

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**EXTRA-CURRICULAR CONTRIBUTION** \$70.00

**DESCRIPTION:** Students work with CAD (Computer Aided Design) programs and operate CAM (Computer Aided Manufacture) equipment to produce prototypes of products that could be mass-produced. CorelDRAW and the laser cutter are used to produce a slot-joint toy. Onshape and the 3D printer are used to produce a product that suits the needs of an end-user. Students use the Design Process to develop their projects within guidelines and document all work in a design folio. Students then evaluate their products to enhance their learning.

**COURSE ASSESSMENT:** Design folio, Production, Self-evaluation of the design process and finished products and Exam

**LINKS TO VCE** Product Design & Technologies, Systems Engineering

# DIGITAL TECHNOLOGIES

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## SOFTWARE AND MULTIMEDIA (10SOF)

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**DESCRIPTION:** This unit looks at the application of computers for personal and business use with a focus on using multimedia applications. The software studied may include Adobe Photoshop (image work) and webpage design and development using development tools such as Wix and Weebly. Students will use Publisher to produce print media and PowerPoint and Prezi to complete electronic presentations. Access databases and Excel spreadsheets will also be studied. The focus will be to create information products that could be useful in everyday situations. The focus will be to create information products that could be useful in everyday situations.

**COURSE ASSESSMENT:** Work Folio, Theory Tasks, Skill Practice Task

**LINKS TO VCE** Applied Computing Unit 1 and Unit 2 (Year 11), Data Analytics Unit 3 and Unit 4 (Year 12) or Software Development Unit 3 and Unit 4 (Year 12)

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## PROGRAMMING AND GAMING (10PRO)

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**DESCRIPTION:** This unit is intended to develop students' understanding of the concepts of structured programming and game development. Programming is taught using languages such as Visual Basic and Python. Students will learn about algorithms and then develop these to create applications. Topics covered also include program design, naming conventions and error checking techniques. Drone programming using drag and drop coding provides students with a hands on experience in which they can demonstrate the knowledge that they develop. The game development component of the course allows students to design, develop and test their own games using packages such as Game Maker, Godot and Unity.

**COURSE ASSESSMENT:** Work Folio, Theory Tasks, Skill Practice Task (end of semester)

**LINKS TO VCE** Applied Computing Unit 1 and Unit 2 (Year 11), Data Analytics Unit 3 and Unit 4 (Year 12) or Software Development Unit 3 and Unit 4 (Year 12)

# FOOD TECHNOLOGY

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## BAKER'S TOOLKIT (10BAK)

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<b>EXTRA-CURRICULAR CONTRIBUTION</b>	\$120.00
<b>PRE-REQUISITE/S:</b>	While it would be beneficial to have completed Year 9 Food Studies, this is not compulsory.
<b>DESCRIPTION:</b>	This course provides an opportunity to develop and refine skills in the production of baked food items, including breads, cakes, biscuits, soufflés and pastries. Aspects of the food industry related to being responsible consumers will be explored including: sustainable food production, the environmental impact of packaging and ethical sources of food produce such as chocolate and coffee. The role of food in maintaining health will be examined through the Australian Dietary Guidelines. Students will consider the need of addressing allergies and intolerances in the production of baked items.
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Design folio – a range of investigation tasks related to key aspects of the course.</li><li>• Design Exercises – The design, production and evaluation of at least two food products related to high quality baked products</li><li>• Production – Student and teacher evaluation of development of food production skills</li><li>• Evaluation tasks – Critical analysis of food production tasks</li><li>• Exam – A detailed test of knowledge gained through design folio activities, design exercises, production tasks and evaluations.</li></ul>
<b>LINKS TO VCE</b>	Food Studies

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## EXPLORING THE MENU (10MEN)

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<b>EXTRA-CURRICULAR CONTRIBUTION</b>	\$120.00
<b>PRE-REQUISITE/S:</b>	While it would be beneficial to have completed Year 9 Food Studies, this is not compulsory
<b>DESCRIPTION:</b>	This course provides students with the opportunity to develop and refine skills in the production of a variety of food items from across the menu with a particular focus on healthy lunches and dinners. Students will conduct research into careers in the hospitality industry and consider technological developments in the domestic food market. The ethical production of meat and meat products will be researched and debated. Students will also consider the impact of climate change on crops and food production.
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Design folio – a range of investigation tasks related to key aspects of the course.</li><li>• Design Exercises – The design, production and evaluation of at least two food products related to healthy meal planning</li><li>• Production – Student and teacher evaluation of development of food production skills</li><li>• Evaluation tasks – Critical analysis of food production tasks</li><li>• Exam – A detailed test of knowledge gained through design folio activities, design exercises, production tasks and evaluations.</li></ul>
<b>LINKS TO VCE</b>	Food Studies



# LANGUAGES

**Note: Students that wish to study German must complete it for the whole year. It will take up two of the six elective units.**

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## GERMAN (10GER)

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<b>PRE-REQUISITE/S:</b>	Year 9 German
<b>DESCRIPTION:</b>	The four language skills of reading, writing, listening and speaking will be improved upon and extended by students in German in Year 10. A variety of challenging tasks will be set to further expose students to grammar structures and new vocabulary. Students will enhance their intercultural knowledge and awareness of language as a system.
<b>COURSE ASSESSMENT:</b>	A variety of writing and speaking, listening and reading comprehension tests and end of semester exams.
<b>LINKS TO VCE:</b>	German

# PERFORMING ARTS

## DANCE, DRAMA, MUSIC

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### DANCE SKILLS (10DAS)

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<b>CURRICULUM CONTRIBUTION:</b>	\$20.00
<b>DESCRIPTION:</b>	In Year 10 Dance Skills, students build on their knowledge of the structure and function of the musculoskeletal system, safe dance practices and injury prevention. Students extend their technical dance skills in a range of genres and styles through improvisation and structured technique lessons. Students develop and extend their own movement vocabulary through choreographing their own dance individually or in small groups using the I.S.A.R.E. process (improvisation, selection, arrangement, refinement and evaluation). They also learn a group dance. Students engage in rehearsal, pre-performance and performance practices.
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• CAT 1, Part 1: Functional Anatomy and Dance Injuries Test</li><li>• CAT 1, Part 2: Functional Anatomy and Dance Injuries warm up</li><li>• CAT 2: Learnt Dance work</li><li>• CAT 3: Solo/Group Choreography</li><li>• End of Semester Exam</li></ul>
<b>LINKS TO VCE:</b>	Dance

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## CREATIVE DANCE (10DAC)

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**CURRICULUM CONTRIBUTION** \$20.00

**DESCRIPTION:** In Year 10 Creative Dance, students learn to express ideas and tell stories through movement and dance. Students create a purpose and intention for their own dance work and explore ways of communicating their intention by manipulating the different elements of movement (time, space and energy). They will explore ideas through improvisation and structured activities. Students will analyse how ideas are communicated in solo and group dance works, including musical theatre. Students will also learn a group dance and engage in rehearsal, pre-performance and performance practices.

**COURSE ASSESSMENT:**

- CAT 1: Analysis of Solo/Group Dance Work
- CAT 2: Learnt Dance work
- CAT 3: Group Choreography
- End of Semester Exam

**LINKS TO VCE:** Dance

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## MUSIC (10MUS)

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**DESCRIPTION:** In Music, students will extend their knowledge of music technology to create a range of creative audio projects and original recordings using Digital Audio Software. They will learn the fundamental skills of audio production using audio interface hardware, microphone types, recording techniques and equipment. Students will revisit concepts from Grade 1 music theory and apply them to digital notation software creating legible and accurate music scores. Students will investigate the laws of copyright and their application within the music industry. Students will research and present a copyright infringement case study, which is to include court details, evidence and their conclusions. Students plan and work in groups to undertake a multi-track recording project, which involve rehearsing in small groups and as a class.

**COURSE ASSESSMENT:**

- Sound editing and Mashup audio project
- Class and small group performance
- Studio Recording and setting up a P.A.
- Songwriting and film scoring audio project
- Musical theory and analysis
- Aural and ear training

**LINKS TO VCE:** Music

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## KEYBOARD AND GUITAR (10KAG)

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<b>DESCRIPTION:</b>	The focus of Keyboard and Guitar is to further the students' skills as performers on their chosen instrument. The combination of instruments in the class will allow for unique group formation and performance opportunities of work selected by the students. Students will undertake a unit of work that introduces them to composition using Digital Audio Workstation software (DAW) and notation programs. They will study music theory which is relevant to their practical work.
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Group/solo performance</li><li>• Skill development on their instrument</li><li>• Study of contemporary music styles and theory</li><li>• Songwriting and composition</li><li>• Digital recording</li></ul>
<b>LINKS TO VCE:</b>	Music

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## THEATRE STUDIES (10THE)

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<b>DESCRIPTION:</b>	Year 10 Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. The first half of the unit focuses on the creation and performance of characters and stories that communicate ideas to an audience. Students use creative processes, a range of stimulus materials and play-making techniques to create an original performance as well as undertaking a production role and selecting and exploring the Elements of Theatre Composition. They work collaboratively to devise, perform and evaluate an ensemble performance.
<b>COURSE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• Major Ensemble &amp; Solo Performances</li><li>• Analysis and Evaluation of Ensemble Performance task</li><li>• Script Analysis and Performance Tasks</li></ul>

# PHYSICAL EDUCATION

**Note: A maximum of two PE subject electives can be completed , 1 subject per Semester** (these 2 PE subjects can be in addition to Outdoor Education).

**EXCEL Sport will comprise 2 units of study – one in each Semester.** Students in EXCEL Sport may choose a third PE Elective if they wish to.

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## PHYSICAL EDUCATION (10PE)

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**PRE-REQUISITE/S:** Nil

**DESCRIPTION:** This unit is designed to provide students with a range of physical activities and to extend students' abilities from sports such as AFL, Rugby (Union and League), Soccer, Netball and Volleyball. Both offensive and defensive skills will be covered as well as tactical play, skills, positional play, game planning, rules, conditioning and umpiring for each sport. Students will also cover a range of lifestyle activities, which may include Yoga, Pilates, Golf and a variety of other recreational activities. The aim of the practical component of the subject is to improve health related outcomes and encourage students to become more involved in future lifelong physical activity. Students will also be introduced to theory components in preparation for VCE Physical Education. Through participation in both theoretical learning and practical application, students will look to develop knowledge and understanding of Skill Acquisition & Feedback, Chronic Adaptations to Exercise, Muscular-Skeletal and Cardio-Respiratory Systems, Enablers and Barriers to exercise, Biomechanics and Health Promotion / Physical Activity Plans.

**COURSE ASSESSMENT:**

**Practical component:**  
 Practical Skill and Game Sense Development  
 Playing Fairly and Collaborating in Teams  
 Refereeing and Coaching

**Theoretical component**

- **Semester 1:** Skill Acquisition & Feedback (CAT: Practical & Reflection Lab), Chronic Adaptations to Exercise (CAT: Practical & Reflection Lab), Muscular-Skeletal Systems (CAT: Test), Enabler and Barriers to exercise.
- **Semester 2:** Biomechanics (CAT: Practical Lab & Reflection), Energy Systems (CAT: Test), Health Promotion / Physical Activity Plans (CAT: Physical Activity Planning & Reflection)

**LINKS TO VCE:** Physical Education

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## EXCEL SPORT (10PEX)

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<b>PRE-REQUISITE/S:</b>	Participation in the Year 9 EXCEL Sport Program/recommendation from current PE teacher
<b>EXTRA-CURRICULA CONTRIBUTION</b>	\$367.00
<b>DESCRIPTION:</b>	<p>This course is a continuation of the EXCEL Sport program offered at Year 7, 8 &amp; 9. It is a select entry program that offers the current EXCEL sport students the opportunity to further enhance their individual sporting aspirations. The students will complete a Certificate II in Sports Coaching and be mentored in leadership, coaching and working collaboratively. Through participation in the practical component, students will focused on analysing how the body works to maximise performance in physical activity. Students will also be introduced to the theory components of Physical Education in preparation for VCE PE/VET Certificate III in Sport and Recreation. Units include motor skill development, strength and conditioning, talent identification, OHS, first aid, officiating skills and coaching.</p> <p><b>Please note that EXCEL Sport will run for both Semesters 1 and 2.</b></p>
<b>COURSE ASSESSMENT:</b>	Skill development and teamwork, satisfactory completion of Certificate II in Sports Coaching theory assignments.
<b>LINKS TO VCE:</b>	Physical Education and VET Sport and Recreation

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## FITNESS FOR LIFE (10FIT)

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<b>DESCRIPTION:</b>	<p>This unit is designed for students who are serious about improving their fitness levels. Students will participate in individually designed training programs with the aim of improving their health-related fitness across a range of components. Students will be introduced to training methods and principles, and they will learn how to use the gym safely to build their capacity and motivation to participate in fitness activities for the long term. Students will also be introduced to theory components in preparation for VCE Physical Education. Through participation in both theoretical learning and practical application, students will look to develop knowledge and understanding of Skill Acquisition &amp; Feedback, Chronic Adaptations to Exercise, Muscular-Skeletal and Cardio-Respiratory Systems, Enablers and Barriers to exercise, Biomechanics and Health Promotion / Physical Activity Plans.</p>
<b>COURSE ASSESSMENT:</b>	<p><b>Practical component:</b></p> <ul style="list-style-type: none"><li>• Gym Safety</li><li>• Training Methods and Principles</li><li>• Fitness Components</li></ul> <p><b>Theoretical component</b></p> <ul style="list-style-type: none"><li>• <b>Semester 1:</b> Training methods, Skill Acquisition &amp; Feedback (CAT: Practical &amp; Reflection Lab), Chronic Adaptations to Exercise (CAT: Practical &amp; Reflection Lab), Muscular- Skeletal Systems (CAT: Test), Enabler and Barriers to exercise.</li><li>• <b>Semester 2:</b> Training methods, Biomechanics (CAT: Practical Lab &amp; Reflection), Energy Systems (CAT: Test), Health Promotion / Physical Activity Plans (CAT: Physical Activity Planning &amp; Reflection)</li></ul>
<b>LINKS TO VCE</b>	Physical Education

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## YEAR 10 OUTDOOR EDUCATION (10OES)

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### EXTRA-CURRICULA CONTRIBUTION

\$200.00

### DESCRIPTION:

This unit aims to build on students' theoretical and practical knowledge of the outdoor environment in a lead up to VCE Outdoor Education. It is recommended that students have completed the Year 9 Community Leadership Program, but this is not a pre-requisite. Practical activities include a 3-day hiking and surfing camp, high ropes excursion, orienteering including the use of maps, camp cooking including meal preparation among other school based practical activities. Students will undertake theoretical and practical studies on topics centred around Environmental Science, Geography and Physical Wellbeing and Safety in the Outdoors.

### COURSE ASSESSMENT:

- Practical Outdoor Skills Development
- Attendance and participation of the 3-day surf camp
- Environmental impacts and Sustainability assignment
- End of Semester Exam

### LINKS TO VCE:

Outdoor and Environmental Studies, Geography

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## TEAM SPORTS (10TEA)

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### DESCRIPTION:

This unit is designed for students who enjoy team sports involving ball control. Students will complete 4 week blocks in Volleyball, Netball, Basketball and European Handball/ Tchoukball. Students will be given the opportunity to improve their understanding of the rules, skill levels and umpiring ability in each sport, through graded drills, modified games and full games. Students will also be introduced to theory components in preparation for VCE Physical Education. Through participation in both theoretical learning and practical application, students will look to develop knowledge and understanding of Skill Acquisition & Feedback, Chronic Adaptations to Exercise, Muscular-Skeletal and Cardio-Respiratory Systems, Enablers and Barriers to exercise, Biomechanics and Health Promotion / Physical Activity Plans.

### COURSE ASSESSMENT:

#### Practical component:

Practical Skill and Game Sense Development in Volleyball  
Practical Skill and Game Sense Development in Ultimate Frisbee  
Playing Fairly and Collaborating in Teams

#### Theoretical component

- **Semester 1:** Skill Acquisition & Feedback (CAT: Practical & Reflection Lab), Chronic Adaptations to Exercise (CAT: Practical & Reflection Lab), Muscular-Skeletal Systems (CAT: Test), Enabler and Barriers to exercise.
- **Semester 2:** Biomechanics (CAT: Practical Lab & Reflection), Energy Systems (CAT: Test), Health Promotion / Physical Activity Plans (CAT: Physical Activity Planning & Reflection)

### LINKS TO VCE:

Physical Education