

For Students Going into Year 10 in 2019

Core Subjects

In Year 10 you will continue to study the following core subjects:

- Religious Education
- English
- Mathematics
- Humanities
- Science
- Physical Education/Health

Pathways Choices

In addition to your core subjects, you have the opportunity to choose to study subjects which you particularly enjoy and which will help you to achieve your long-term goals. You need to choose **four** subjects: two subjects for Semester One and two subjects for Semester Two. Note that if you choose French or Indonesian you must take this subject in both semesters, therefore you will only need **two** other subject choices: one for Semester One and one for Semester Two. The subjects you may choose from are:

- [Visual Communication - Dream Houses and Drawing](#)
- [Visual Communication - Digital Manipulation versus Manual](#)
- [Drama - Creating Characters](#)
- [Drama - Acting in Style](#)
- [Music](#)
- [Art - Art with Individuality](#)
- [Art - Creation with Style](#)
- [Media - Short Film Making**](#)
- [French*](#)
- [Indonesian*](#)
- [Information Technology - Excel and Introduction to Programming Using VB.net**](#)
- [Textiles - Streetwear](#)
- [Textiles – Formalwear and Textile Accessories](#)
- [Food - Essential Cooking for Life](#)
- [Food - Gourmet Food Around the World](#)
- [Wood - Furniture Design \(Semester 1\)](#)
- [Wood – Dovetails \(Semester 2\)](#)
- [Metal - Metal Fabrication \(Semester 1\)](#)
- [Metal – Jointing \(Semester 2\)](#)
- [Electronics – Robotics \(Semester 1\)](#)
- [Electronics - Audio and Digital Electronics \(Semester 2\)](#)

*Must be taken for two semesters, leaving just two other pathways subjects.

**Cannot be taken twice – a single semester only

Please click on any of the subject headings in the list above to be taken to information specific to each subject.

Note that we cannot guarantee that all subjects will run, as this is dependent on timetabling and student numbers.

Accelerated Access

You might want to consider Accelerated Access. This means that you would begin either a Victorian Certificate in Education (VCE) subject or a Vocational Education and Training in Schools (VET) course in Year 10, rather than in Year 11. You will need to complete the [Accelerated Access Application Form](#) and submit it to Mr Hallowell by **Tuesday August 7**.

The opportunity to undertake a VCE Unit 1/2 in Year 10 and Unit 3/4 in Year 11 is open to students who have demonstrated a high level of commitment to their studies, displayed positive learning and work habits, have maintained excellent attendance records and have achieved a high standard in Year 9. The College will not place a student under the pressure of a VCE unit if, after consultation, we believe he or she is not ready to undertake such a unit.

As a result, students wishing to apply must complete the appropriate form and meet the requirements outlined to be considered for acceptance into an accelerated unit:

The following guidelines will apply to all applications:

1. Students will only be able to accelerate at Year 10 into VCE or VET subjects offered at Damascus College.
2. Exceptional circumstances may be considered on application to the appropriate Learning Area leader.
3. Students may accelerate into VET subjects that are offered across the cluster.
4. Not all subjects are appropriate for acceleration. These subjects are determined by the College and in conversation with the Learning Area Leader.
5. Students will need to demonstrate the necessary academic ability and rigour.
6. Students will not have a reduced load of their mainstream subjects in order to undertake an accelerated study.
7. Even if a student has undertaken a 1/2 sequence, entry into 3/4 will **not** be automatic.
8. Relevant Leaders of Learning, in consultation with the nominated teacher and VCE Coordinator or Assistant Principal of teaching and learning will make the decision as to the success of the student's application.
9. Damascus College is invested in ensuring that all students who accelerate in a VCE subject maximise their opportunity for success in all areas of study. Literacy underpins all areas of study and in recognition of this, all students who are successful in their accelerated VCE application are to commit to any academic workshops coordinated by the College.
10. All students provisionally successful for access to a VCE subject will be reviewed at the end of Year 10. If academic results and work habits are not reflective of the standards achieved in Semester 1, students will not be able to continue into their accelerated subject the following year.
11. All students who accelerate in a VCE subject will be reviewed at the conclusion of Unit 1 to ensure they are on track for success. A periodic review will also take place to ensure students' progress in all areas of study is on track for success.

Students who are successful in their Accelerated Access applications are:

- Self-motivated
- Focussed
- Responsible
- Able
- Hard-working
- Well-organised

If your application is approved you will be given a list of subjects which you can begin in Year 10.

The subjects that are offered for VCE acceleration are listed below. Please see the Year 11 and 12 Handbook for further details on the subjects offered.

- II Accounting
- II Biology
- II Business Management
- II Environmental Science
- II Geography
- II Health and Human Development
- II History - 20th Century
- II Legal Studies
- II Media
- II Physical Education
- II Psychology
- II Studio Arts - General
- II Studio Arts Photography

Change of Subject Guidelines

A subject change will only take effect if it can be accommodated within the student's timetable. Taking time to select subjects that are suitable to the student's abilities, interests and post-school pathway reduces the need to change subjects and thereby interrupting their education. For some students a change of subject is recommended or necessary. Students who wish to apply for a change of subject can do so at the following times:

1. After the end of year examinations
2. Within the two week early start program.
3. At the end of semester 1
4. Withdrawing from VET subjects in VCE or VCAL can occur at the end of Semester One however new VET subjects cannot be commenced after Week Three of Term One.

Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the VCE Coordinator or VET Coordinator.

VET Courses

VET courses are more employment-focussed than most subjects and are completed over two years. They prepare you for work in a specific trade or type of job. Some VET courses are offered in school, while for some courses you would travel to one of the other education providers in the area to study your chosen course. You may choose one VET course only. You must apply for a VET course using the application form found [here](#).

The VET courses you can study on campus at Damascus College are:

- Certificate II (partial) in Building and Construction - Carpentry Stream
- Certificate III in Sport and Recreation (part of the Highlands LLEN VET Cluster)

A large number of VET courses are offered by other providers in the Highlands LLEN VET cluster. These vary from year to year but often include:

- Certificate II (partial) in Agriculture
- Certificate II in Animal Studies
- Certificate II in Automotive Vocational Preparation
- Certificate II (partial) in Building and Construction (Bricklaying)
- Certificate II (partial) in Building and Construction (Painting & Decorating)
- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Dance
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Engineering Studies – Fabrication
- Certificate II in Engineering Studies - Technical
- Certificate II in Equine Studies
- Certificate III in Events
- Certificate III in Health Services Assistance
- Certificate II in Kitchen Operations (Hospitality)
- Certificate III in Information, Digital Media and Technology
- Certificate III in Laboratory Skills
- Certificate III in Music Industry (Audio Focus)
- Certificate III in Music Industry (Sound Production)
- Certificate II (partial) in Plumbing (pre-apprenticeship)
- Certificate III in Printing and Graphic Arts (General)
- Certificate II in Retail Cosmetics
- Certificate II in Retail Services
- Certificate II in Salon Assistant
- Certificate III in Screen and Media

If you choose to complete a VET course in year 10 in the Highlands LLEN VET Cluster, this will be in addition to your timetable at Damascus and will mean that you will miss some of your lessons. You must take responsibility for catching up with learning you miss in these lessons.

You must understand that there is an additional fee involved in taking a VET subject and that you will need to pay for additional materials specific to your course. If you are going to take up a VET programme in Year 10, you will need to fill in an application form and attend an interview. This will be an excellent experience in giving you an idea of what the application and interview process is like before you have to do it many times during your working life.

Students who are successful in their VET applications are:

- Self-motivated
- Well-organised
- Responsible
- Able
- Hard-working

Visual Communication - Dream Houses and Drawing

What's it about?

- Problem-solving a range of design briefs
- This unit focuses on the conventional side of design
- Learning about instrumental drawing, and drawing systems
- Architectural design with and without computers
- Appreciation of modern and historical Architectural design

Activities students may engage in:

- Compiling a folio of design exercise
- Floor plans and perspective drawings
- Designing a dream house
- Computer rendering
- Building a scale model
- Drawing skills & sketching ideas
- Talking to practising designers

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Visual Communication - Digital Manipulation versus Manual

What's it about?

- Problem- solving a range of design briefs
- This unit focuses on the imaginative side of design
- Learning about freehand drawing
- Designing with computers
- Basic animation
- Looking at the tricks of advertising
- Appreciation of Japanese Manga and other influential styles

Activities students may engage in:

- Compiling a folio of design exercises
- Creative perspective drawings
- Digital manipulation with Photoshop
- Animation techniques using Flash
- Illustration and cartooning using freehand techniques
- Talking to a practising designer

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Drama – Semester 1 - Creating Characters

What's it about?

- Learning the skills and techniques of developing interesting characters on stage
- Exploring ways of creating larger-than-life characters through caricature and stereotype
- Exploring ways of creating more believable stage performance through understanding the internal aspects of character such as status, attitude and motivation
- Developing confidence in performance through collaborative and individual playmaking techniques such as brainstorming, research, improvisation and scriptwriting

Activities students may engage in:

- Working in teams and individually to develop, rehearse, refine and perform original dramatic pieces
- Character workshops, mime, creating stereotypes and development of conflict scenes in pairs, soliloquies and original solo performance.
- Viewing and analysing a live performance
- Written work and analytical reflections and evaluations associated with performance tasks

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Drama – Semester 2 - Acting in Style

What's it about?

- Developing skills for budding playwrights and performers
- Exploring how the varying styles and conventions of film, television, literature and theatre can be manipulated and applied to well-known stories to make them more dynamic and interesting
- Understanding how theatre can be used for differing purposes such as entertainment or the creation of social statements
- Exploring non-naturalism and documentary drama
- Developing original performances through collaborative teamwork
- Further exploring stagecraft such as lighting, sound and multimedia
- Developing dramatic and terminology in readiness for VCE studies

Activities students may engage in:

- Working in teams to develop, rehearse, refine and perform original dramatic pieces in a variety of styles
- Adapting well-known stories and creating contemporary proverbs
- Developing an ensemble performance based on a popular song with a significant social statement
- Attending and analysing a live performance
- Written work and analytical reflections and evaluations associated with performance tasks

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Music

What's it about?

- Providing students with the foundation knowledge and skills required for entry into the music industry
- Developing and updating industry knowledge
- Participating in work, health and safety processes

Activities students may engage in:

- Specialising in an area of interest
- Preparing for performances
- Mixing sound in a broadcasting environment
- Repairing and maintaining audio equipment.

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Art - Art with Individuality

What's it about?

- Making art works and learning tricks to be able to manipulate surfaces to create various effects
- Exploring a range of different materials and techniques
- Analysing and writing about artists' works and working methods

Activities students may engage in:

- Creating art works from a range of different materials and techniques
- Developing and refining artistic skills based on a range of themes and ideas
- Maintaining a workbook
- Analysing, researching and writing about artists

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Art - Creation with Style

What's it about?

- This unit sets students a challenge while exploring a range of ideas, themes and materials
- Generating original ideas drawing on previous art experience in order to create a piece of work with 'visual impact'
- Research and discuss how artists obtain their ideas and inspiration and then incorporate these into art works

Activities students may engage in:

- Drawing, painting, printmaking and sculpture will be explored
- Maintaining a work book
- Analysing, researching and writing about artists

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Media - Short Film Making

What's it about?

- Film History
- Group-based practical tasks and processes involved in the making of a short film
- Pre-production – production pitch, scriptwriting and storyboarding
- Production- filming
- Post-production – editing
- Publishing – DVD making or other publishing

Activities students may engage in:

- Viewing and writing about films both in terms of history and criticism
- Learning and writing about film production techniques
- Writing film scripts and storyboards
- Learning to use video cameras and associated equipment
- Learning to use editing software
- Excursion/s to local cinema, as well as the Australian Centre of the Moving Image (ACMI) in Melbourne

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Languages

Learning a foreign language isn't just about being able to travel the world more easily. It's an opportunity to gain deep insight into another culture which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others which allows us to appreciate our own culture just as much.

Learning a foreign language allows us to develop many skills which are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We learn more about English when we study a foreign language too.

Learning a foreign language makes you much more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if able to communicate in another language.

Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, science as well as enhancing opportunities in government, business, medicine, law, technology, military, industry and marketing.

French

What's it about?

- Fostering a deep understanding of French culture and media by studying monuments, museums and music as well as how we access the news. The geography of France is explored through regional food, the city of Paris as well as Francophone countries.
- An introduction to the VCE course content which includes writing in different styles and for different purposes, allowing students to access a higher level of language at an earlier stage.

Activities students may engage in:

- Scripting and performing role-plays
- Writing for informal purposes
- Accessing authentic French music, newspapers & magazines
- Talking about yourself, expressing and justifying opinions
- Developing technological skills using collaborative documents and language software
- Using virtual reality apps to access genuine French facilities and locations

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Indonesian Year 10

What's it about?

- Directions and finding your way around
- Social etiquette in the Indonesian home
- Nationality and origins
- The culture of Indonesia and in particular the city of Yogyakarta. Indonesian food and cooking
- Etiquette for eating and serving food
- Market shopping
- The Arts in Indonesia
- Using appropriate language in a restaurant
- Extracting information from written texts and using this information to describe, orally, directions around town

Activities students may engage in:

- Reading and listening to a photo-story
- Reading, writing and speaking about personality traits and star signs demonstrating correct use of adjectives and comparative and superlative adverbs
- Language games - Celebrity Heads
- The completion of a job application form or a competition entry form.
- Writing and presenting a personal profile.
- Writing an email or letter
- Presenting a research assignment on an Indonesian cultural group.
- Learning to describe the weather and decide on suitable clothing to wear
- Writing directions
- Taking part in a role play: 'Finding Your Way About Town'
- Creation of a weather map and oral presentation of information
- A role play demonstrating correct etiquette in an Indonesian home
- Recognition of negative orders and signs
- Reading and comprehending extended texts about nationality and origins
- Identification of typical Indonesian ingredients
- Write and follow instructions for a recipe
- Express likes and dislikes in oral and written form
- Role play "finding and buying souvenirs"
- Using appropriate language in a restaurant

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Information Technology - Excel and Introduction to Programming Using VB.net

What's it about?

- Students will develop an understanding of responsible use of computers and the internet in a networked environment, basic technology terms and concepts (data/information, information system)
- Exploring the features of spreadsheets (Microsoft Excel) and beginner's concepts in programming languages (VB.NET)

Activities students may engage in:

- Designing spreadsheets that use formulae and graphs and employ labour-saving techniques for a variety of useful purposes
- Designing and writing event-driven programs with graphical user interfaces using VB.NET and Visual Studio
- Research and analysis of theory work

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Textiles - Streetwear

What's it about?

- Creating fashion based on skills learnt in previous years, suitable styles and fabrics based on a commercial pattern
- Learning about suitable fabrics, finishes and techniques for street and daywear

Activities students may engage in:

- Constructing garments using natural/synthetic fabrics and a variety of processes e.g. jacket, jeans, pants, frock, skirt & top and shirt

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Textiles – Formal Wear and Textile Accessories

What's it about?

- Using fabrics suitable for dressy/formal wear to extend breadth of skills and processes, including modifying existing commercial patterns for individuality
- Learning about the properties and characteristics of fabrics and their influence on the outcome of the garment
- Creating a textile accessory for selected garment

Activities students may engage in:

- Constructing a garment using fabric/s of their choice and more complex processes e.g. tailored lined jacket, formal frock, tailored pants
- Constructing a textile accessory e.g. wristband, bag, headband, shawl, belt

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Food - Essential Cooking for Life

What's it about?

- Planning, costing, producing and serving meals for families/ individuals based on nutritional principles, healthy eating options and fresh foods
- Focusing on basic practical skills, time management skills and kitchen organisation
- Serving food creatively and correctly

Activities students may engage in:

- Planning tasks
- Production of meals and dishes
- Practising basic cooking skills
- Research directly related to practical tasks

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Food - Gourmet Food Around the World

What's it about?

- Developing practical, research and analysis skills in preparation for the VCE
- How ingredients and cooking techniques affect food outcomes and basic food chemistry
- Investigating gourmet foods and ingredients used in the global world and how they have become integrated into the Australian cuisine
- Developing an understanding of how native cuisines have evolved

Activities students may engage in

- Planning, production and evaluation of production tasks
- Research tasks
- Testing products/ingredients
- Analysis of techniques used in production
- Cooking with new and familiar foods
- Research related to practical tasks and world food

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Wood - Furniture Design (Semester 1)

What's it about?

- Following the design process students will plan and design a piece of timber furniture.
- Investigate subject relevant aspects including tools, materials and techniques.
- Learning the safe use of hand and power tools while producing a cabinet.
- Evaluating the finished product

Activities students may engage in:

- Designing
- Investigating
- Production of a cabinet.
- Evaluating the finished product.

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Wood – Dovetails (Semester 2)

What's it about?

- Following the design process students will plan and design a piece of timber furniture that incorporates the use of dovetails.
- Investigating how dovetail joints and other woodworking joints are constructed and where they are used.
- Applying knowledge and following the previous design plan, students producing a piece of furniture to demonstrate proficiency and knowledge.
- Evaluating the finish product.

Activities students may engage in:

- Designing and planning
- Investigating dovetail and other timber joints.
- Production of a piece of furniture.
- Evaluating the finished product.

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Metal - Metal Fabrication (Semester 1)

What's it about?

- Designing and manufacturing an item that involves the use of tube and flat steel and incorporating other materials for general safety and appearances by following research, design and evaluation techniques

Activities students may engage in:

- Planning and Design
- Production
- Evaluating products

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Metal – Jointing (Semester 2)

What's it about?

- Designing and manufacturing an item that can involve both MIG and arc welding. Sheet metal forming, processing and jointing may also be undertaken.
- Research.

Activities students may engage in:

- Planning and Design
- Production
- Evaluating products

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Electronics - Audio and Digital Electronics (Semester 2)

What's it about?

- Selecting and designing an electronic system that looks at sound amplification using electronics
- Using a standard amplifier configuration, adapt the system to specific requirements
- Involvement in developing complicated, small-scale integration of electronic components and techniques required to work

Activities students may engage in:

- Designing and producing an electronic system and circuit on circuits

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Electronics – Robotics (Semester 1)

What's it about?

- Investigating and designing an electronic system(s) that employs complex use of electronics
- Working on detailed electronic circuitry that allows for development of testing and diagnostic skills associated with electronics

Activities students may engage in:

- Designing part of a complex electronic system

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If you do find the need to print part, or all, of the document, please consider the environment and print only the relevant sections.

Damascus College VET Courses

Certificate II (partial) in Building and Construction (Carpentry Stream)

Course description:

Certificate II in Building and Construction is designed to provide the skills required for a successful career in building construction. Students are introduced to occupational health and safety procedures, communication, work organisation, plan-reading, equipment and tool-use.

Possible job outcomes:

This course will prepare students for further training or employment in areas such as carpentry and other familiar trades.

Requirements:

This is a two year-long course; which all four semesters must be undertaken to complete the course. A study score is not available.

Students will be required to purchase safety glasses, protective clothing, safety footwear and books at a cost of around \$200 (these cost details and compulsory items will be provided once the application is finalised).

Work placements:

Students will be required to undertake a minimum of 5 days' work placement per year which will need to occur in term holidays.

Potential pathways:

- Carpentry Apprenticeship
- Building Engineer
- Building Surveying and Quality Surveying
- Architecture
- Interior Design
- Civil/Electrical/Electronics
- Mechanical Engineering

Benefits:

- Possible credits for other TAFE courses
- Pathways to further training

Commencement of programme will be dependent on adequate student enrolment and funding.

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Accelerated Access to VCE Studies Application Form

This form is for Year 9 students wishing to apply to access VCE Units 1/2 as part of their Year 10 studies.

Applicant's name:
TA Group:

Section A: Possible future career areas (list here as many areas that you are currently interested in as you like).

Section B: VCE area of study preferences

Please indicate your area(s) of preference. If you are interested in more than one area, list your preferences from 1 to 4 (where 1 is the area in which you are most interested).

Subject Area	Science	Humanities	Art	Health/PE
Preference				

Are there Unit 1/2 Subjects that you are particularly interested in taking next year? If so, enter up to three subjects here, in order of preference. If not, write N/A.

1.	2.	3.
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Section C: Record of past results

This will be extracted by the Academic Panel.

Section D: Folio of 'best practice' work samples

Attach three samples of your 'best practice' work completed in the past 12 months, for example; an English text response, a science report or an arts/technology folio or workbook. The samples should demonstrate knowledge and skills relevant to the desired VCE study areas and be supported by the subject teachers' assessment comments and grading.

This folio will be reviewed by a panel. Please provide evidence of your good work habits and achievements relative to the type of work you believe you will do. You should definitely include your two most recent End of Semester reports. You may also like to include; a letter of recommendation, copies of awards or achievements, etc. Please attach any evidence to this completed form.

Section E: Statement supporting accelerated access to VCE Units (comment on the reasons why you feel it is appropriate for you to accelerate your VCE programme).

Section F: Provide the names and signatures of those who support this application

Student signature:
Parent signature:
Parent name:
Teacher Advisor signature:
Teacher Advisor name:
House Leader signature:
House Leader name:

Section G: Applicant checklist

Students must complete the following before submitting an application:

- Attach copies of past results
- Attach copies of three 'best practice' work samples, with teacher comments and grades
- Attend the subject information sessions
- Complete all sections of the application form
- Print a copy of this form and submit it, with the required attachments, to Hallowell by 7 August 2018

VET Application Form

Vocational Education and Training Application Form

To be submitted to Mr Inverarity on or before **Tuesday August 7 2018.**

This form is for students who wish to undertake a VET programme in year 10 at Damascus College in 2018 or a Highlands LLEN VET Cluster Program.

Please circle which VET programme you are applying for at Damascus College:

Certificate II (partial) in Building and Construction – Carpentry Stream

Certificate III in Sport and Recreation

Or

Highlands LLEN VET Cluster (List Course Below):

Applicant's name:
Year level:
TA Group:
Home address:
Home telephone:
Student mobile:
Student email:

What are your reasons for applying for inclusion in this VET programme?

Why do you believe you will be successful in this programme?

I accept that VET courses of study incur an acceptance fee and that I will be notified when to pay this amount. An additional charge for materials and requirements (e.g., safety equipment, uniform) will apply as stated in the course details.

Student's signature:
Student's name:
Parent's signature:
Parent's name: