

DAMASCUS COLLEGE

YEAR 10 - MY PATHWAYS

2022



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FOR STUDENTS GOING INTO YEAR 10





In Year 10, students begin to design a three year pathway to their future studies and employment. Year 10 aims to provide students with an opportunity to build breadth and depth and access to a diverse range of pathways. The College aim is to motivate students and ensure their preparedness for their Year 11 and 12 pathway.

Core Subjects and Electives

In Year 10, you will continue to study the following core subjects in Semester 1 and in Semester 2 the student will have the opportunity to select electives within the core subjects for:

- English
- Humanities
- Science
- Physical Education/Health

Religious Education will run as year long subjects. Students have the opportunity to select :

- Year 10 Core Religious Education
- Year 10 Youth Ministry Course

Mathematics will run as year long subjects, there are three possible pathways for students to undertake:

- Year 10 Advanced Mathematics
- Year 10 Core Mathematics
- Year 10 Essentials Mathematics

Students are allocated to a Year 10 Mathematics class based on their Year 7-9 results and teacher recommendations. This is revised again for Semester 2

Core Subjects Electives Semester 2

Core Subjects in Semester 2, you will have an opportunity to further your specialist knowledge and skills by going in-depth into specific learning areas. This will allow you to explore the fields that you are interested in, or are already passionate about for a semester, prior to committing to decisions about your senior school education. Students will have the option to select a subject within the core strands of English, PE/Health, Science and Humanities.

RELIGIOUS EDUCATION

Religious Education: Year 10

Year 10 students at Damascus College have the opportunity to select either Year 10 Core Religious Education or the Year 10 Youth Ministry Course. Students who select the Introduction into Youth Ministry Semester 1 will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia. Introduction into Youth Ministry Semester 1 is available to all students enrolled in Core RE.

Year 10 Core Religious Education

Year 10 students at Damascus College who select Core Religious Education will be working from units of work that have been developed in accordance with the framework of the Diocesan curriculum "Awakenings."

Students who choose Core Religious Education will be working on the following units

Term 1: Change

In this unit students will explore the changing history of the Catholic Church finishing with a focus on the positive action of the Catholic Church in the world today.

Term 2: Community

In this unit students research and investigate the history, symbolism and significance of the Eucharist for Christians today. Students will identify ways in which they too can be Eucharistic people in their lives today.

Term 3: Discipleship

In this unit students will explore the lives of saints and prophets of the Catholic Tradition. Students will also explore the lives of people living today who are choosing to dedicate their lives to the service of others.

Term 4: Diversity

In this unit students will investigate the history and nature of other faith traditions lived and celebrated by people in our world today. It is hoped that students will develop a deeper respect and appreciation of these other faith traditions.



Year 10 Youth Ministry Program consists of the following two units:

- Introduction into Youth Ministry (semester 1)
- Youth Ministry and Leadership (semester 2)

Year 10 Introduction into Youth Ministry Semester 1

Year 10 students at Damascus College who select the Introduction into Youth Ministry Semester 1 will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia.

Students will learn about:

- The relevance of the life, death and resurrection of Jesus for young people
- The core principles of Youth Ministry
- Discipleship for young people in a contemporary context
- Devising a Youth Ministry experience

Students will learn to:

- Investigate the relevance of the life, death and resurrection of Jesus for young people today
- Develop an understanding of the core principles of youth ministry
- Examine the concepts of discipleship within a modern context
- Plan and participate in an introductory youth ministry experience
- Develop an understanding of the core principles of youth ministry
- Examine the concepts of discipleship within a modern context, including the World Youth Day (WYD) phenomenon
- Plan and participate in an introductory youth ministry experience

Year 10 Youth Ministry and Leadership Semester 2

Year 10 students at Damascus College who select the Youth Ministry and Leadership Semester 2 will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia.

Students will learn about:

- What it means to be a Christ-centred leader in contemporary society
- Leadership skills and techniques to be utilised within Youth Ministry
- Planning, facilitating and evaluating a Youth Ministry experience
- Key principles of Catholic social teaching

Students will learn to:

- Define and evaluate Christ-centered and servant styles of leadership
- Develop effective leadership skills and techniques in Youth Ministry
- Plan, lead and evaluate a Youth Ministry experience
- Apply Catholic social teaching principles to modern contexts and integrate with leadership styles



ENGLISH

Year 10 English: Core Semester One

What is it about?

- Examining the features of texts and the way writers convey meaning through structural decisions, narrative perspective, form choice and literary devices
- Discussing the way writers create texts in response to the social, historical and political views and values of their time
- Responding to texts in creative and analytical ways
- Reading a range of media texts, including print, spoken texts, online and multimedia communication and deconstructing the way arguments are presented to position an audience

Activities Students may engage in:

- Write analytical essay responses
- Present speeches using multimedia to convey critical thinking skills and deconstruct the relationship between a text's creator and their audience
- Close passage analyses to deepen students' understanding of the broader meaning of a text
- Class discussion about the different ways writers create meaning and their purpose in making stylistic decisions to present their views
- Texts studied include novels, films, advertising and persuasive texts

Senior Entry Options:

Students electing the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE English
- VCE English Language
- VCE Literature
- VCAL

Year 10 English: Core Semester Two

What is it about?

- We build on the skills of Semester One by examining the way writers convey meaning through structural decisions, narrative perspective, form choice and literary devices
- Comparing the way different texts present ideas and issues to enhance our understanding and broaden our perspective
- Responding to texts through comparative essays and gather evidence to substantiate sophisticated observations of the ways texts convey meaning
- Reading a range of media texts, including print, spoken texts, online and multimedia communication and deconstructing the way arguments are presented to position an audience

Activities Students may engage in:

- Write comparative essays in response to a novel and a film
- Write detailed analyses of argument and language which focus on the nuances of word choices to create tone
- Refine approaches to reading and annotation of texts
- Class discussion about real world issues and the ways writers respond to problems in our world
- Texts studied include novels, films, advertising and persuasive texts

Senior Entry Options:

Students electing the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE English
- VCE English Language
- VCE Literature
- VCAL



MATHS

Mathematics: Year 10

There are three different Mathematics options

- Year 10 Advanced Mathematics
- Year 10 Core Mathematics
- Year 10 Essentials Mathematics

Students are allocated to a Year 10 Mathematics class based on their Year 7 - 9 results and teacher recommendations. This is revised again for Semester 2.

Year 10 Advanced Mathematics

What's it about?

This is a continuation of the work covered in the Victorian Curriculum strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability. Students extend their use of mathematical models to a range of familiar and unfamiliar contexts.

Students apply mental, written or technology-assisted forms of computation as appropriate. It is expected that all students will have a functioning Classpad calculator, although students will also need strong numerical and algebraic skills.

Activities students may engage in:

Semester 1

- Number and Algebra: Solve problems involving linear equations, formulas and inequalities and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Represent linear and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.
- Measurement and Geometry: Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids.
- Statistics and Probability: Compare univariate data sets by referring to summary statistics including the mean and standard deviation. Use digital technology to investigate bivariate numerical data sets.

Semester 2

- Number and Algebra: Define rational and irrational numbers and perform operations with surds and fractional indices. Solve simple quadratic equations using a range of strategies and explore the connection between algebraic and graphical representations of relations of simple quadratics using digital technology as appropriate.

- Measurement and Geometry: Solve right-angled triangle problems including those involving direction and angles of elevation and depression. Establish the sine, cosine and area rules for any triangle and solve related problems.
- Statistics and Probability: Explore the results of two and three- step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence.

Senior Entry Options

Students electing the above core choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE General Mathematics
- VCE Mathematical Methods
- VCE Specialist Mathematics
- VCE Further Mathematics (Units 3 and 4) – if criteria for acceleration is satisfied.

Year 10 Core Mathematics

What's it about?

This is a continuation and consolidation of the work covered in Victorian Curriculum strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Students will also be introduced to scheduling problems and critical path analysis.

Students extend their use of mathematical models to a range of familiar and unfamiliar contexts.

Students apply mental, written or technology-assisted forms of computation as appropriate. It is expected that all students will have a functioning Classpad calculator.

Activities students may engage in:

Semester 1

- Number and Algebra: Substitute into formulas, manipulate linear algebraic expressions and find unknown values. Represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems. Explore the connection between simple and compound interest.
- Measurement and Geometry: Students solve and explain surface area and volume problems relating to composite solids.
- Statistics and Probability: Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables.

Semester 2

- Number and Algebra: Explore the connection between algebraic and graphical representations of relations such as simple quadratic using digital technology.
- Measurement and Geometry: Use of congruence and similarity, trigonometry and Pythagoras theorem to solve problems.
- Statistics and Probability: Describe the results of two and three step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence.
- Discrete Mathematics: Construction of activity networks from precedence tables including forward and backward scanning to find critical paths.

Senior entry options:

Students electing the above core choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE Foundation Mathematics
- VCE General Mathematics
- VCAL

Year 10 Mathematics Essentials

What's it about?

This is a continuation and consolidation of the work covered in Victorian Curriculum strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability. Students extend their use of mathematical models to a range of familiar and unfamiliar contexts. Students apply mental, written or technology-assisted forms of computation as appropriate. It is expected that all students have a functioning Classpad calculator.

Activities students may engage in:

Semester 1

- Number and Algebra: Substitute into formulas. Represent and interpret linear functions numerically and graphically and use them to model situations and solve practical problems.
- Financial Mathematics, budgeting and simple interest.
- Measurement and Geometry: Students solve area, surface area and volume problems.
- Statistics and Probability: Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time.

Semester 2

- Number and Algebra: Explore the connection between numeric and graphical representations of simple quadratic using digital technology.
- Measurement and Geometry: Use of congruence and similarity, trigonometry and Pythagoras theorem to solve problems.
- Statistics and Probability: Describe the results of two- step chance experiments.

Senior entry options:

- VCE Foundation Mathematics
- VCAL

Core Subjects Electives Semester 2

Please note that students will need to choose one elective within each Learning Area listed below

Click on the Learning Area below to take you directly to the Elective descriptions

LEARNING AREA	ELECTIVE
English	<ul style="list-style-type: none">• English Core 10• English Literature 10• English Language 10• English Applied Learning 10 (Semester 2)
Humanities	<ul style="list-style-type: none">• History 10• Geography 10• Accounting/Business Management 10• Legal Studies/Politics 10• CLIL French/Indonesian (Content Language Integrated Learning) 10
PE/Health	<ul style="list-style-type: none">• Health/ PE Core 10• Energy for Exercise 10• Health and Human Development 10 - Australian and Global Health
Science	<ul style="list-style-type: none">• Chemistry and Physics 10• Biology and Chemistry 10• Biology and Psychology 10• Chemistry and Psychology 10• Science for Life 10• Environmental Science 10

Pathways Electives

In addition to your core subjects, you have the opportunity to study subjects that 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.

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

SUBJECTS	SEMESTER 1	SEMESTER 2
Visual Communication - Dream Houses and Drawing	•	
Visual Communication - Digital Manipulation versus Manual		•
Drama - Creating Characters	•	
Drama - Acting in Style		•
Music - The Elements of Music and Performance	•	
Music - Composition, Styles and Performance		•
Media - Short Film Making**	•	•
Art - Art with Individuality	•	
Art - Creation with Style		•
French*	•	•
Indonesian*	•	•
Mathematics and Digital Technology - Programming Using VB.net	•	
Mathematics and Digital Technologies: Applications of Digital Technologies Project		•
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 – Designing in Metal (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

** May only be taken for one semester

Timetabling Consideration

Due to the complex nature of timetabling classes, students will be encouraged to submit backup choices. The College will work to accommodate student choices. However, the College cannot guarantee that subjects will run or guarantee places in an elective class. Complexities with timetabling include but are not exclusive to class numbers, student clashes, and student numbers.

Accelerated Access

Students transitioning into Year 10 can consider Accelerated Access.

This means that you would begin either a Victorian Certificate of Education (VCE) subject or a Vocational Education and Training in Schools (VET) course in Year 10, rather than in Year 11. For VCE you will need to complete the VCE Accelerated Access Application Form and submit it to Mr. Hallowell prior to selecting your preferences online in Term 3. For VET you will need to complete the VET Accelerated Access Application Form and submit it to Mrs. Dwyer who will arrange an interview with you.

Students who are considering acceleration in a VET or VCE subject will need to provide proof and documentation that the considered subject meets their long-term goals. Students considering acceleration into a VCE subject will need to have attained an average of 85% in Year 9 across their subjects, particularly in English and in the subject area they are considering. An interview with students regarding VCE acceleration will take place after submitting their application and entering their subject preferences online.

Students wishing to apply for acceleration 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 Highlands LLEN VET 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 wishing to accelerate at Year 10 into VCE will need to demonstrate the necessary academic ability and rigour. Students wishing to accelerate at Year 10 into VET will need to demonstrate the necessary work ethic and maturity.
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 Learning Area Leader, 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 the students' progress in all areas of study is on track for success.
12. Students will continue to commit to five Unit 3/4 sequences in their final year.

Students who are successful in their Accelerated Access applications are:

- Self-motivated
- Focused
- 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.

SUBJECTS	SEMESTER 1	SEMESTER 2
11 Accounting	•	•
11 Agriculture & Horticulture	•	•
11 Applied Computing	•	•
11 Australian Politics and Power	•	•
11 Biology	•	•
11 Business Management	•	•
11 Environmental Science	•	•
11 Geography	•	•
11 Health and Human Development	•	•
11 Modern History	•	•
11 Legal Studies	•	•
11 Media	•	•
11 Physical Education	•	•
11 Psychology	•	•
11 Product Design & Technology (Textiles)	•	•
11 Product Design & Technology (Wood/ Metal)	•	•
11 Studio Arts - General	•	•
11 Studio Arts Photography	•	•

For updated information regarding content and assessment for the above subjects, please visit the VCAA website.



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

Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the Leader of School Organisation. Please note that VET is a two-year commitment.

Students can also discuss changing subjects with the Careers team by visiting the Careers Hub during recess, lunchtime or booking an appointment after school.

VET Courses

VET courses are more employment-focused 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 at the end of the handbook.

Subject to availability the VET courses you can study on campus at Damascus College are:

- Certificate II in Building and Construction (partial) - Carpentry Stream
- Certificate III in Sport and Recreation
- Certificate II Community Services (1st Year)
- Certificate III Community Services (partial) (2nd Year)
- Certificate III in Allied Health (partial) (1st & 2nd Year)

Course Consideration

Due to the complex nature of timetabling classes, students will be encouraged to submit backup choices. The College will work to accommodate student choices. However, the College cannot guarantee that subjects will run or guarantee places in an elective class. Complexities with timetabling include but are not exclusive to class numbers, student clashes, student numbers. If numbers are insufficient for the course to run students can access the Highlands LLEN VET Cluster to undertake the above courses

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 III in Screen and Media
Certificate II in Animal Studies	Certificate II in Kitchen Operations (Hospitality)
Certificate II in Automotive Vocational Preparation	Certificate III in Information, Digital Media and Technology
Certificate III Allied Health Assistant	Certificate III Sport and Recreation
Certificate III Early Education (partial)	Certificate III in Music Industry (Audio Focus)
Certificate II in Furniture Making	Certificate III in Music Industry (Sound Production)
Certificate II in Community Services	Certificate II (partial) in Plumbing (pre-apprenticeship)
Certificate II in Dance	Certificate III in Printing and Graphic Arts (General)
Certificate II in Electro Technology (Career Start)	Certificate II in Retail Cosmetics
Certificate II in Engineering Studies – Fabrication	Certificate II in Salon Assistant
Certificate II in Engineering Studies - Technical	
Certificate II in Equine Studies	
Certificate II in Landscaping	

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 the 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 program in Year 10, you will need to fill in an application form and will need to 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.

VET is a two-year commitment and has a strict attendance requirement. If a student withdraws from a VET program, the costs of the course may be passed on to families.

Students who are successful in their VET applications are:

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

Hands-on Learning Program (HoLP)

The Hands-on Learning Program (HoLP) is a year-long unique program, delivered to select individuals focusing on developing critical social and emotional learning skills and abilities to succeed in work and life.

The HoL Program at Damascus is driven by three critical considerations; student strengths, student engagement and future pathways.

The Project-based learning focus of HoLP allows for student choice and voice in targeted curriculum outcomes, 21st-century competencies and Individual Program Plan goals that may be personalised for the learner.

The HoL Program fosters strong, long-term relationships that help young people develop the skills and abilities they need to succeed in work and lifelike collaboration, problem-solving, communication, resilience and empathy.

Successful outcomes of the program include:

- Bridging the gap between middle school and senior school
- Providing familiar processes and expectations for assessments in VCAL
- Engaging lifelong learners through real-world context and authentic purpose
- Providing additional support in areas of literacy and numeracy

Students are selected to be part of the HoL Program after careful consideration by key stakeholders.

- TA/ House Leaders
- Applied Learning Coordinator
- Parents
- Students

Hands on Learning (10 day cycle) Example

Program Initiatives	Focus
Religious Education	<p>Core Religious Education Program:</p> <ul style="list-style-type: none"> • Engage in a range of units that are contextually relevant, intellectually rigorous, inspired by the gospel and committed to their personal, ethical and spiritual development. • Students will focus on understandings and concepts related to the changing nature of the Catholic Church, the history and symbolism of the "Eucharist", what it means to be a "disciple" or follower of Jesus today and the diversity of religious belief in the world. <p>Youth Ministry Program:</p> <ul style="list-style-type: none"> • Students who select the Introduction into Youth Ministry Semester 1 will be working from units of work that have been developed in accordance with Catholic Schools Youth Ministry Australia. • Introduction into Youth Ministry Semester 1 is available to HoLP students enrolled in Core RE <p>Note: The periods allocated may differ from original allotment.</p>

Hands on Learning (10 day cycle) Example

Program Initiatives	Focus
Hands on Learning Day	<p>Project Based</p> <ul style="list-style-type: none"> • Authentic Hands on focus- creating onsite • Building: <ul style="list-style-type: none"> ◦ SEL and personal skills. ◦ Critical thinking and creative skills • HoLP takes students out of class one day a week fostering teamwork and leadership. Students and artisan-teachers share breakfast and lunch and work together to create valuable structures for the school and local community.
VET Subject- Certificate in Employment Pathways	<p>Vocational Education and Training subject focusing on practical and theory delivery on the following key areas:</p> <ul style="list-style-type: none"> • Working with others • Communication • Action planning for career development • Preparing for employment • Developing employability skills
Literacy	<p>Enable the development of knowledge, skills and attributes relevant to:</p> <ul style="list-style-type: none"> • reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. <p>Literacy skills corresponding with these social contexts include:</p> <ul style="list-style-type: none"> • literacy for self-expression, practical purposes, knowledge and public debate. <p>Literacy skills include reading, writing and oral communication skills.</p>
Elective Program (Selected Art/Tech)	<p>Gaining further specialist knowledge and skills in area of interest. Note: The periods allocated may differ from original allotment.</p>
Numeracy/HAPE	<p>Enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.</p> <p>The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of software tools and devices.</p> <p>The delivery of this component will be conditioned on real life, relevant and based on familiar contexts.</p>
Structured Work Place	<p>Structured Workplace Learning provides students with the opportunity to integrate on-the-job experience with secondary study</p>
Teacher Advisor Program	<p>Core pastoral program focusing on the mutual relationship between Wellbeing and Learning and Teaching</p>

CORE SUBJECTS ELECTIVES SEMESTER 2





English Language 10: Knowing the English Language

What's it about?

- An introduction to the subsystems of the English Language: phonetics; phonology; morphology; lexicology, syntax, discourse and semantics
- Spoken discourse: an introduction to transcripts and their features
- Learning about inclusive and exclusive language, including how language is used in politics, advertising and the influence of gender
- Students examine language and identity: Australian and Aboriginal English; American English
- Learning through extended research essays
- Writing essays

Activities students may engage in:

- Study parts of speech and metalanguage that help students analyse the way the English language is used in a variety of contexts
- Close analysis and deconstruction of short texts including formal discourse, dialogue, informative texts, informal conversations and persuasive texts
- Use key concepts and metalanguage appropriately to describe and analyse language used in an objective and systematic way
- Compare written texts with transcripts of spoken English and analyse the nature and functions of each
- Conduct research into the similarities, relationships and differences between American, Australian and Aboriginal English

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE English
- VCE Literature
- VCE Language

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English Literature 10: Analysing and Creating Literature

What's it about?

- An introduction to the Western Literary Canon
- Examine the context in which literary texts are created and how writers respond to the social, political and historical concerns of their time
- Examine literary features of literary texts
- Texts studied include novels, poetry and plays
- Research the literary period being studied and the connections between these literary movements

Activities students may engage in:

- Close reading of a classical text, discussing and annotating its features
- Write a fluent, expressive and informed analysis of a classical text
- Focus on the nuance of language and the author's ideas and social concerns
- Study the views and values of the world of a text and how meaning is created
- Write a creative response to a literary text employing some elements of an author's style to create meaning

Senior Entry Options

Students selecting the above Core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE English
- VCE Literature
- VCE Language

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English: Applied Learning – English (Semester 2)

What's it about?

- The English (Applied Learning) course is designed for students who are seeking a career pathway focus on their studies. Students focus on functional literacy for a range of contexts including TAFE and the workforce
- Examining advertising and the way consumers are 'positioned' by a range of commercial and political influences
- Studying an issue in the media and forming arguments in response to the issue
- Analysing the construction of meaning in film texts

Activities students may engage in:

- Writing short persuasive and creative texts in a variety of forms like letters, email correspondence, personal reflections, online newsletters, reviews, CVs
- Prepare and deliver oral presentations using multimodal forms of communication
- Create a short film to advertise a product or an event
- Develop research skills, and examine the role of communications in local businesses
- Build literacy skills by improving students' understanding of grammar through focused exercises

Senior Entry Options

Students selecting the above Core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCAL Pathway

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HUMANITIES

History 10

What's it about?

- In this study, students will explore the changing Australian society in the second half of the 20th Century through the "Pop Culture" of the time. The fight for Aboriginal Rights. The changing modern culture of the '60s and '70s, including the Vietnam War and Women's Rights. Finally, a possible investigation into the rise of the environmental movement will be undertaken.

Activities students may engage in:

- Research and historical inquiries
- Present findings in a variety of methods; essay writing and oral history presentations
- Create timelines of significant events
- View archival footage, especially of the 1960's and 1970's
- Discussions with guest speakers
- Develop responses to show the on-going change and effect to Australian society today

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE History
- Geography
- Legal Studies
- Politics
- Business Management
- Accounting

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Geography 10

What's it about?

- In this study, students will explore the changing nature of our coasts and the implementation of management strategies. They will investigate the issues of climate change and its impact on our coastal environments. Students will be introduced to an in-depth fieldwork study using the principles of VCE fieldwork trips and reports. This will prepare students for VCE units 1-4.

Activities students may engage in:

- Participate in fieldwork trips
- Present findings in a variety of methods; fieldwork reports and essays
- Research into geographical issues
- Develop responses to show how key organisations manage our built and natural environment
- Create timelines of significant issues and events
- View archival footage, especially of the changing nature of the environment
- Discussions with guest speakers

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE History
- Politics
- Geography
- Business Management
- Legal Studies
- Accounting

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Accounting/Business Management 10

What's it about?

- In this study, students will be introduced to the world of Business. Students will explore how the principles of the economy operate to make Australia a wealthy first world country. Students will explore how Australians measure wealth and then investigate how we can improve wealth for all. Students will also undertake a practical task in creating a business. They will use accounting principles to help create a small business venture at Damascus College.

Activities students may engage in:

- Creating a small business
- Play the ASX game
- Research a business with which they are familiar with
- Present findings in a variety of methods; essay writing, business/accounting charts/reports
- Keep accounting records
- Discussions with guest speakers
- Develop responses to show the changing nature of Australian business today

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE History
- Politics
- Geography
- Business Management
- Legal Studies
- Accounting

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Legal Studies/Politics 10

What it's about?

- In this study, students will be introduced to the world of law-making in Australia. Through an investigation of how the Australian Parliament works, students will then research how Laws are made through Parliament, the Constitution and the High Court. This will be an ideal introduction to VCE Legal Studies. Students will also be introduced to the principles of justice. Finally, students will research how Australia upholds its legal obligations in our region of the world.

Activities students may engage in:

- Visit law courts
- Visit prisons
- Develop research into legal and/or political issues
- Present findings in a variety of methods; essay writing and oral presentations
- Create timelines of significant events
- View archival footage, especially of any law cases or governmental decisions
- Discussions with guest speakers
- Develop responses to show the on-going effect on Australian society today

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE History
- Politics
- Geography
- Business Management
- Legal Studies
- Accounting

Where can Legal Studies/ Politics subjects lead?

- Economist
- Politician
- Freedom of Information Officer
- Business Manager
- Journalist
- Industrial Relations Consultant
- Public Relations Officer

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CLIL French/Indonesian (Content Language Integrated Learning)

What's it about?

- CLIL is a type of immersion into a foreign language, also known as Bi-lingual Education. CLIL integrates two subjects – Humanities with French or Indonesian
- Students will explore the changing Australian society in the second half of the 20th Century through the “Pop Culture” of the time, radio, music, film, television and sport. Students will examine the fight for Aboriginal Rights. The changing modern culture of the '60's and '70's, including the Vietnam War and Women's Rights. Finally, a possible investigation into the rise of the environmental movement will be undertaken.
- At Damascus College, we offer this opportunity to students who have selected to study French or Indonesian in Year 10. Regular Language classes will continue (9 periods per fortnight) but the Humanities lessons will also be conducted in French or Indonesian (6 periods per fortnight)
- In the current climate, students are better placed for the future when they develop skills and knowledge which allows them to participate in working towards global solutions for global challenges. Programs such as CLIL are amongst the most promising designs to achieve global competencies
- CLIL programs provide additional exposure to the foreign language, giving students greater confidence to embark upon VCE languages, as well as enhancing meaningful content that underpins the Humanities curriculum
- CLIL students also develop communicative skills while learning new content, understanding and knowledge. This, therefore, creates opportunities for authentic and purposeful meaning through the target language

Activities students may engage in:

- Students learn the vocabulary and structures related to their Humanities unit in the target language. For example, students may require past tenses to talk about History
- Students speak in the target language consistently through their Humanities classes. For example, role-plays and interviews with witnesses to World War 2
- Students have opportunities to be creative, designing their own CLIL activity and thus developing keener engagement and motivation as well as allowing for differentiation

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE History
- Politics
- Geography
- Business Management
- Legal Studies
- Accounting

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PHYSICAL EDUCATION AND HEALTH

Health/PE Core 10

What's it about?

- Understanding the major muscles and bones of the human body
- Characteristics and functions of muscle fibres including fibre arrangement and type (fast twitch and slow twitch)
- Biological, sociocultural and environmental factors that contribute to health status in Australia
- Students will investigate risk taking behavior and the effects of road trauma on our society

Activities students may engage in:

- Perform, observe and analyse a variety of activities to understand how the muscular-skeletal systems produce movement
- Investigate programs that help promote health and wellbeing in our community
- Students will develop their physical and coordination skills in various racquet sports and various innovative games
- Students will design a road safety campaign. They are required to present a multimedia presentation of their campaign, which will have a focus of improving road safety

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE Physical Education
- Health and Human Development

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Energy For Exercise 10

What's it about?

- An introduction to the VCE Physical Education course content that includes the characteristics of the three energy systems: ATP-PC, Anaerobic Glycolysis & Aerobic Glycolysis
- Analysis of the different food fuels and their conversion into energy for physical activity
- Linking energy systems to different sporting activities
- Understanding the acute responses to exercise in the cardiovascular, respiratory and muscular systems
- Develop an understanding of what causes muscular fatigue in physical activity of different duration and intensities
- Nutritional and rehydration recovery strategies to enhance athletic performance

Activities students may engage in:

- Perform, observe, analyse and report on laboratory exercises designed to explore the assessment of energy systems
- Students will participate in football, soccer, basketball, netball, handball, tennis and fitness testing
- Participate in various sporting activities to understand the interplay of the energy systems
- Participate in physical activities to collect and analyse data on the range of acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body
- Students will tour the Federation University Sports Science facility to further understand the human body physiological responses to exercises at different intensities

Senior Entry Options

Students selecting the above core choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE Physical Education
- Health and Human Development

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Health and Human Development 10 – Australian and Global Health

What's it about?

- An introduction to VCE Health and Human Development by exploring the health status of Australians and biological, sociocultural and environmental factors that contribute to health status in Australia.
- Understanding the role of health promotion in improving population health in Australia.
- Understanding factors that contribute to the burden of disease in low-income countries, including poverty, hunger, education, gender equality and access to health care.
- Exploring features of effective aid programs.
- Recognise Aboriginal and Torres Strait Islander perspectives on health and wellbeing

Activities students may engage in:

- Ability to use and analyse data to describe the health status of Australians and understand the burden of disease in low-income countries.
- Explain the factors that contribute to the health status of Australians.
- Evaluate health promotion in terms of their capacity to improve Australian health and wellbeing and research one such program including its purpose, details of implementation and contribution to health and wellbeing.
- Describe factors that contribute to the burden of disease in different countries and discuss their impact on health and wellbeing.
- Students may participate in various recreational activities including yoga, self-defence and dance.

Senior Entry Options

Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:

- VCE Physical Education
- Health and Human Development

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SCIENCE

Chemistry and Physics 10

Chemistry component

This elective will extend you beyond the Science Chemistry Core. You will delve into the nitty gritty of bonding and what happens when different elements come together. It will challenge you to apply your theoretical knowledge to scientific method, particularly the design and implementation of scientifically controlled experiments. The laboratory will become a hive of activity as you trial titrations, conjure combustion reactions and summon solubility reactions. You will gain a deeper understanding of these types of chemical reactions on a molecular level and what factors influence the rate of chemical reactions. Choosing the Chemistry Elective will put you in the best possible position to catalyse your best outcomes in Unit 1 and 2 Chemistry next year. Topics you will investigate include; bonding, organic chemistry, chemical reactions including acid-base and combustion reactions, solubility and reaction rates.

Physics component

This elective will extend you beyond the Science Physics Core. You will investigate energy and how it is used to explain the motion of objects on the earth. The types of energy looked at are kinetic, gravitational potential and spring or elastic. The Law of conservation of energy will be tested and mathematics will be used to describe the energies and model many of the situations that use energy such as skiing down a slope and keeping a car in motion. Modern physics has led to such inventions as motors and Wi-Fi. These have the underlying ideas of electricity and magnetism. The close relationship between these two phenomena will be explored and important devices such as electromagnets, music speakers and motors are studied.

On a larger scale, the beginnings of the current universe is researched and an overview of the creation of planets, stars, black holes, comets, etc is explained. The motion of celestial objects in the sky is explained and software is used to investigate it.

Links to earlier studies and VCE units

- Year 7 – 9 Chemistry and Physics
- The course is recommended as a lead in to VCE Chemistry and VCE Physics.

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Biology and Chemistry 10

Biology component

This unit looks at the structure and function of cells examining the differences in Prokaryotic and Eukaryotic cells, including organelles and their functions. We examine the history and advancements of medicine including the development and use of vaccinations. Students will examine Infectious and Non-infectious diseases; looking closely at modelling how infectious diseases can be spread. We also examine how the body's immune system works to combat invading pathogens.

Chemistry component

This elective will extend you beyond the Science Chemistry Core. You will delve into the 'nitty gritty' of bonding and what happens when different elements come together. It will challenge you to apply your theoretical knowledge to scientific method, particularly the design and implementation of scientifically controlled experiments. The laboratory will become a hive of activity as you trial titrations, conjure combustion reactions and summon solubility reactions. You will gain a deeper understanding of these types of chemical reactions on a molecular level and what factors influence the rate of chemical reactions. Choosing the Chemistry Elective will put you in the best possible position to catalyse your best outcomes in Unit 1 and 2 Chemistry next year. Topics you will investigate include; bonding, organic chemistry, chemical reactions including acid-base and combustion reactions, solubility and reaction rates.

Links to earlier studies and VCE units

- Year 7 – 9 Chemistry and Biology
- The course is recommended as a lead in to VCE Chemistry and VCE Biology.

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Biology and Psychology 10

Biology component

This unit looks at the structure and function of cells examining the differences in Prokaryotic and Eukaryotic cells, including organelles and their functions. We examine the history and advancements of medicine including the development and use of vaccinations. Students will examine Infectious and Non-infectious diseases; looking closely at modelling how infectious diseases can be spread. We also examine how the body's immune system works to combat invading pathogens.

Psychology component

This unit will extend the knowledge obtained in Year 9; especially focusing on: What Psychology is, career opportunities, the brain and the nervous system, and memory. We will explore Clinical Psychology: psychological assessment, mental health, diagnosis and treatment of mental disorders and ethical considerations.

Links to earlier studies and VCE units

- Year 7 – 9 Biology and Year 9 Psychology
- The course is recommended as a lead in to VCE Biology and VCE Psychology.

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Chemistry and Psychology 10

Chemistry component

This elective will extend you beyond the Science Chemistry Core. You will delve into the nitty gritty of bonding and what happens when different elements come together. It will challenge you to apply your theoretical knowledge to scientific method, particularly the design and implementation of scientifically controlled experiments. The laboratory will become a hive of activity as you trial titrations, conjure combustion reactions and summon solubility reactions. You will gain a deeper understanding of these types of chemical reactions on a molecular level and what factors influence the rate of chemical reactions. Choosing the Chemistry Elective will put you in the best possible position to catalyse your best outcomes in Unit 1 and 2 Chemistry next year.

Psychology component

This unit will extend the knowledge obtained in Year 9; especially focusing on: What Psychology is, career opportunities, the brain and the nervous system, and memory. We will explore Clinical Psychology: psychological assessment, mental health, diagnosis and treatment of mental disorders and ethical considerations.

Links to earlier studies and VCE units

- Year 7 – 9 Chemistry and Year 9 Psychology
- The course is recommended as a lead in to VCE Chemistry and VCE Psychology.

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Science for Life 10

By choosing Science for Life, you are acknowledging the importance of science in our everyday lives. You will have the opportunity to acquire the skills and knowledge that will help you know how the body can operate at its optimum, and be informed, savvy consumers. Students who wish to keep their options open to pursue science based careers and those interested in science beyond the scope of the normal science classroom, including the use of technology, would also find this course relevant. Through this course you will gain a deeper understanding of how the design and implementation of scientific procedure gets translated into products and services we utilise every day. Topics you will investigate include; Health checks, vaccinations, organ donation and analysing consumer science.

Links to earlier studies and VCE units

- Year 7 – 9 Science
- The course is relevant as a lead in to VCE Sciences.

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Environmental Science 10

What is it about?

The Environmental Science elective will suit you if you:

- like to spend time in nature
- like to understand how living things interact
- enjoy lots of practical fieldwork
- enjoyed the practical side of Year 9 Horticulture
- have been involved in the Green Group, Junior Landcare or other environmental groups
- like Science generally, but especially when different sciences “talk to each other”
- are interested in going on to study Environmental Science or Biology in VCE
- are looking to undertake advanced studies in another VCE Science in Year 10

Activities students may engage in:

Systems Thinking

- Global systems
- Thriving ecosystems – Doughnut model
- Climate systems
- Environmental Fieldwork (6 weeks)
- Applying the scientific method
- Studying natural populations
- Identifying plant, animals, birds, fungi and invertebrates

The Growing Medium

- Relating Ballarat soils to its geology
- Investigating soil characteristics
- Sustaining soil cover and health
- Nutrient cycles

Student-designed Investigation

- Student-selected practical studies
- Propagation of native plants
- Revegetation techniques
- Bioprospecting
- Renewable energy
- Waste management
- Regenerative agriculture
- Fire and vegetation management

Senior Entry Options

Students selecting the above core choice will meet the requirements to undertake the following senior subject/s or pathways:

- Prior study in Year 9 Horticulture will be beneficial but is not a prerequisite.
- The course is recommended as a lead in to VCE Environmental Science and VCE Biology.
- VCE Environmental Science
- VCE Agriculture

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PATHWAYS ELECTIVES SEMESTER 1 AND 2

Visual Communication - Dream Houses and Drawing (Semester 1)

What's it about?

- Problem-solving a range of design briefs
- This unit focuses on the conventional side of the 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 and sketching ideas
- Talking to practising designers

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Visual Communication - Digital Manipulation versus Manual (Semester 2)

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 - Creating Characters (Semester 1)

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 – Acting in Style (Semester 2)

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 different 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 - The Elements of Music and Performance (Semester 1)

What's it about?

- Learning music notation and aurally recognising melody and rhythm in music
- Exploring the elements of music through listening, analysis, performance and composition
- Working as a soloist and a group performer to rehearse and perform a variety of musical styles
- Learning different performance conventions and what being a good performer is all about

Activities students may engage in:

- Solo and group performance on one or a variety of instruments (includes voice) of a student's choice. Students do not have to have any formal training on an instrument to participate in this subject.
- Developing music notation and aural skills through completion of written and aural tasks
- Listening and responding to musical works and developing a music vocabulary based on the elements of music
- Completing performance based tasks and research based on performance and its conventions

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Music - Composition, Styles and Performance (Semester 2)

What's it about?

- Learning music notation and aurally recognizing melody and rhythm in music
- Exploring different styles of music through listening, analysis, performance and composition
- Working as a soloist and a group performer to rehearse and perform a variety of musical styles
- Learning different performance conventions and what being a good performer is all about

Activities students may engage in:

- Solo and group performance on one or a variety of instruments (includes voice) of a student's choice. Students do not have to have any formal training on an instrument to participate in this.
- Developing music notation and aural skills through completion of written and aural tasks
- Listening and responding to musical works and developing a music vocabulary based on the elements of music
- Completing performance based tasks and research based on performance and its conventions
- Completing composition tasks using a variety of instruments and technology based on a given style such as Blues, Classical, Pentatonic or Twelve Tone music

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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 the local cinema, as well as the Australian Centre of the Moving Image (ACMI) in Melbourne

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Art - Art with Individuality (Semester 1)

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 (Semester 2)

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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Languages

Learning a foreign language is not just about being able to travel the world more easily. It is 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 that 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 they are 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.

Students who would like to return to languages may do so upon request and will be considered on a case-by-case basis. They must have studied the same language in Years 7 and 8 and have demonstrated a genuine interest and positive work ethic.

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 and 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

In the classroom we try to replicate the experience of 'immersion' for as close a cultural experience as possible. In the past there has been an overseas trip every two years, which is more than likely to become a domestic immersion experience in the near future

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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

In the classroom we try to replicate the experience of 'immersion' for as close a cultural experience as possible. In the past there has been an overseas trip every two years, which is more than likely to become a domestic immersion experience in the near future

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Mathematics and Digital Technology - 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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Mathematics and Digital Technologies: Applications of Digital Technologies Project

What is it about?

This unit is an opportunity for students who enjoy Digital Technologies to work on a project of their choice. This could relate to another subject, hobby or a business application.

The students will need to apply for this subject explaining their proposed project.

Activities students may engage in:

- Phone Apps
- Drones
- Augmented Reality
- Web pages
- QR codes

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Textiles - Streetwear (Semester 1)

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 (Semester 2)

What's it about?

- Using fabrics suitable for dressy/formal wear to extend the 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 a 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 (Semester 1)

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 (Semester 2)

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 finished 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 items that involves the use of bar, tube and flat steel and sheet metal
- Product testing
- Researching, designing and evaluation techniques
- Product finishing

Activities students may engage in:

- Planning, drawing and designing
- Production - measuring, cutting, lathe work, thread cutting, oxy acetylene welding, MIG welding, grinding, folding riveting and finishing
- Evaluating and testing products

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Metal – Designing in Metal (Semester 2)

What's it about?

- Designing and manufacturing items that involves the use of bar, tube and flat steel and sheet metal
- Product testing
- Researching designing and evaluation techniques
- Product finishing

Activities students may engage in:

- Planning, drawing and designing
- Production - measuring, cutting, lathe work, thread cutting, oxy acetylene welding, MIG welding, grinding, folding riveting and finishing
- Evaluating and testing products

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Electronics – Robotics (Semester 1)

What's it about?

- Investigating and designing an electronic system(s) that employs complex uses of electronics
- Working on detailed electronic circuitry that allows for the 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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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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DAMASCUS COLLEGE VET COURSES



Certificate II in Building and Construction (partial) (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.

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 (these cost details and compulsory items will be provided once the application is finalised). There is also a \$50 material fee plus a detailed PPE list mailed out upon enrolment.

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

Where can VET Building & Construction subjects lead?

This course will prepare students for further training or employment in areas such as:

- Carpentry
- Other related trades

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

Certificate III in Sport and Recreation

Course description:

Certificate III in Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation.

Requirements:

This is a two-year-long course; which all four semesters must be undertaken to complete the course. A study score is available provided students undertake scored assessment.

Potential pathways:

- Certificate IV in Fitness
- Certificate IV in Sports & Training
- Diploma of Fitness

Benefits:

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

Where can VET Sport & Recreation subjects lead?

This course will prepare students for further training or employment in areas such as:

- Coaching
- Recreation officer
- Fitness instructor
- Aerobics instructor
- Personal training.

Note: If undertaken in Year 10 this course will be in addition to your timetable at Damascus and will mean that you will miss some of your Year 10 lessons. You must take responsibility for catching up with the learning you miss in these lessons.

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

This course may have material fees

Certificate II in Community Services (1st Year)

Certificate III in Community Services (partial) (2nd Year)

Course description:

Certificate II in Community Services will introduce you to the Community Services industry.

Certificate III in Community Services (Partial) is incorporating Certificate II in Community Services. It offers students the opportunity to learn about the Community Services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

Credit in the VCE or VCAL: recognition of up to three units at Units 1 and 2 level, and two Units 3 and 4 sequences.

Students wishing to receive an ATAR contribution for VCE VET Community Services must undertake scored assessment. Scored assessment is based on the units 3 and 4 sequence of VCE VET Community Services.

Requirements:

This is a two year-long course; all four semesters must be undertaken to complete the course. Scored assessment is available for VCE VET Community Services.

Potential Pathways:

Successful completion of the Certificate III in Community Services (Partial) is also a pathway to Children's Services or any other Community Services program including Support Services, Allied Health, Disability Services and Youth Work.

Benefits:

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

Where can VET Community Services subjects lead?

This course will prepare students for further training or employment in areas such as;

- Assistant Community Services Worker
- Personal Care Assistant
- Support Worker
- Youth Worker
- Residential Support Worker

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

Program will be run subject to numbers. Alternatively, students will attend 2nd year through the Highlands LLEN cluster.

This course may have material fees

Certificate III in Allied Health (partial) (1st & 2nd Year)

Course description:

Certificate III in Allied Health Assistance (partial completion) (incorporating Certificate III in Health Services Assistance): provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

Note: The Units 3 and 4 sequence of VCE VET Allied Health is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

Credit in the VCE or VCAL: recognition of up to three units at Units 1 and 2 level, and two Units 3 and 4 sequences.

Students wishing to receive an ATAR contribution for VCE VET Allied Health must undertake scored assessment. Scored assessment is based on the Units 3 and 4 sequence of VCE VET Allied Health.

Requirements:

This is a two year-long course; all four semesters must be undertaken to complete the course. Scored assessment is available for VCE VET Allied Health.

Potential Pathways:

Successful completion of the Certificate III in Allied Health (Partial) provides a dual pathway into further VET studies

- Diploma of Nursing
- Diploma of Community Services

Benefits:

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

Where can VET Allied Health subjects lead?

This course will prepare students for further training or employment in areas such as;

- Physiotherapy assistant
- Podiatry assistant
- Speech pathology assistant
- Occupational therapy assistant

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

This course may have material fees

A photograph of four Year 10 students in school uniforms standing in a cornfield. The students are wearing dark blue blazers and light blue checkered skirts or shorts. One student is holding a small plant. The background is filled with tall corn plants and a white mesh covering. The text 'YEAR 10 FORMS' is overlaid in white on a dark blue horizontal band.

YEAR 10 FORMS

YEAR 10 SUBJECT SELECTION FORM

Name:	
TA:	

How many subjects do I choose?

In addition to your core subjects (see table below), you have the opportunity to study subjects that you particularly enjoy or find interesting. These subjects may help you achieve your long-term goals.

You need to choose four subjects: two subjects for Semester 1 and two subjects for Semester 2.

Note 1: If you choose French, Indonesian, or acceleration (VCE or VET) you must take this subject in both semesters; therefore, you will only need two other subject choices: one for Semester 1 and one for Semester 2. Students accessing Languages (French or Indonesian) will also be encouraged to enrol in the CLIL subject (semester 2) in the Humanities line.

Note 2: If you are thinking of acceleration, you will need to add this as one of your elective choices (for both semester 1 and 2). In addition, you will need to download and complete the acceleration form from the College website, fill this out and present it by the due date for submission. It is also important that you meet the guidelines for acceleration.

Are you planning to accelerate into a VCE subject in Year 10?

Yes No

If yes, please complete the VCE Accelerated Access Application form

Are you planning to accelerate into a VET subject in Year 10?

Yes No

If yes, please complete the Vocational Education and Training (VET) Application Form

YEAR 10 SUBJECT SELECTION FORM CONTINUES ON NEXT PAGE

YEAR 10 SUBJECT SELECTION FORM (Continued)

SUBJECTS	SEMESTER 1	SEMESTER 2
Mathematics		
English		
Humanities		
Science		
Physical Education/Health		
English Elective Reserve		
Science Elective Reserve		
Humanities Elective Reserve		
Physical Education/Health Elective Reserve		
Religious Education <ul style="list-style-type: none"> • Core RE • Youth Ministry 		
Pathways Elective Choice 1		
Pathways Elective Choice 2		
Different from those listed already for Semester 1 and Semester 2		
Pathways Elective Reserve 1		
Pathways Elective Reserve 2		

Parent Signature:	
Student Signature:	
TA Signature:	

Students will not be able to select their subject preferences online, until your Teacher Advisor cites all signatories.

VCE ACCELERATED ACCESS 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.

Name:	
TA:	

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

VCE ACCELERATED ACCESS APPLICATION FORM CONTINUES ON NEXT PAGE

VCE ACCELERATED ACCESS APPLICATION FORM (Continued)

SECTION E: 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 F: Applicant checklist

Students must complete the following before submitting an application:

- 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 Mr Hallowell prior to inserting your subject selection online.

Vocational Education and Training (VET) Application Form

To be submitted to Mrs Dwyer prior to inserting your subject selection online.

This form is for students who wish to undertake a VET program in Year 10 at Damascus College or the Highlands LLEN VET Cluster Program.

Please check which VET program you are applying for at Damascus College:

- Certificate II in Building and Construction (partial) (Carpentry Stream)
- Certificate III in Sport and Recreation
- Certificate II / III Community Services (partial) (1st Year and 2nd Year)
- Certificate III in Allied Health (partial) (1st & 2nd Year)

OR

- Highlands LLEN VET Cluster (Name of Program) _____

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 program?

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

I accept that VET courses of study incur an acceptance fee of \$100 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. I understand VET courses are a two year commitment.

Student signature:	
Parent signature:	
Parent name:	

FREQUENTLY ASKED QUESTIONS



Frequently Asked Question Year 9 into Year 10

What electives are offered in Year 10?

Students and parents can download the electives offered at Year 10 from the Damascus website. Electives are offered across all Learning Areas except Religious Education.

What are the compulsory subjects in Year 10?

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

Are there Electives offered in Year 10 Compulsory Subjects?

Yes there are. Students can choose to explore in depth specific areas of the compulsory subjects (except for Religious Education) which are in line with what is offered in VCE. The electives can be viewed in this handbook.

How many subjects do I choose?

In addition to your core subjects, you have the opportunity to choose to study subjects which you particularly enjoy, have strengths in 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.

Am I guaranteed the subjects that I choose?

The College will endeavour to accommodate student requests; however, due to the number of combinations of electives offered, there may be situations where students may have to choose a secondary option. As part of the subject selection process, students will need to enter a second or third preference within each of the Learning Areas.

Electives for Year 10 subjects can be seen listed on page 6 of this handbook.

Note 1: If you choose French or Indonesian, or intend to accelerate into a VCE unit 1/2 or VET subject, 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.

Note 2: If you choose French or Indonesian for the year it is expected that students will choose the accompanying Humanities option (CLIL- Content Language Integrated Learning) which focuses on the skills and content of Humanities but taught in the language chosen by the students.

Fill out the subject selection form Year 10 prior to your TA interviews. Subjects need to be cited by your parents and TAs prior to entering your preferences online.

What is acceleration?

Acceleration is where students have the opportunity to undertake a Year 11 subject in Year 10.

What do I need to do if I am thinking of accelerating?

If you are considering acceleration, it is important that an active discussion takes place with your parents, subject teachers and Teacher Advisors.

Students can select to accelerate in a VET subject or a VCE subject. Subjects offered in these areas are listed in this handbook.

What are the requirements if I am considering acceleration?

Students who are considering acceleration in a VET or VCE subject will need to provide proof and documentation that the considered subject meets their long-term goals.

Students considering acceleration into a VCE subject will need to have attained an average of 85% in Year 9 for their subjects, particularly in English, and in the subject area they are considering.

An interview with students regarding VCE or VET acceleration will take place after submitting their application and entering their subject preferences online.

What is the expectation for students who accelerate in a VET or VCE subject?

It is expected that students who are successful in their application for VET or VCE acceleration will:

- commit to any after-school workshop offered. These workshops will consolidate the explicit learning offered in these subjects and ensure that students are maximising their potential in achieving success in their senior years
- meet the criteria for acceleration, which includes ensuring Semester 2 results are on par with Semester 1 results
- be subject to a review in Year 10 and Year 11
- Commit to 5 subjects in Year 12

DAMASCUS COLLEGE

1412 Geelong Road, Mt Clear VIC 3350
(03) 5337 2222

DAMASCUS COLLEGE LTD A.C.N. 609066775



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