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# DAMASCUS COLLEGE

## YEAR 10 - MY PATHWAYS 2026

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## YEAR 10 - MY PATHWAYS

## Contents

### 1. For Students Going Into Year 10

- Core Subjects and Electives
- Core Subjects
- Semester 2 Core Electives
- Pathways Electives
- Accelerated Access
- Change of Subject Guidelines
- VET Courses
- Hands-on Learning Program (HoLP)

### 2. Core Subjects Electives Semester 2

- English
- Humanities
- Physical Education & Health

### 3. Pathways Electives Semester 1 and 2

### 4. VET Courses

### 5. Year 10 Forms

- Year 10 Subject Selection Form
- VCE Accelerated Access Application Form
- VET Access Application Form
- Applied English Application Form

### 6. Frequently Asked Questions

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FOR STUDENTS GOING INTO YEAR 10

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Year 10 aims to provide students with an opportunity to build breadth and depth and access a diverse range of pathways. The College aim is to motivate students and ensure their preparedness for their Year 11 and 12 studies and pathways.

## Core Subjects and Electives

In Year 10 you will continue to study the following core subjects in Semester One.

- Religious Education
- English
- Maths
- Humanities
- Science
- PE/Health

In Semester Two, you will have the opportunity to select electives within the core subjects for:

- English
- Humanities

### English

English will run as year-long subjects. In Semester One there are two pathway options for students to undertake:

- Year 10 English Core
- Year 10 English Applied Learning (Application form is required)

In Semester Two there are four English pathway options for students to undertake:

- Year 10 English Core
- Year 10 English Language
- Year 10 English Literature
- Year 10 English Applied Learning

### Religious Education

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

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

There are three different Mathematics options:

- Year 10 Pre-Mathematical Methods
- Year 10 Pre-General Mathematics
- Year 10 Foundation 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.*

### PE/Health

PE/Health will run as year long subjects, there are two possible pathways for students to undertake:

There are two different PE/Health options:

- Year 10 Health
- Year 10 Physical Education

## Core Subjects Electives Semester 2

Core Subjects in Semester Two: 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
- Humanities

# RELIGIOUS EDUCATION

## Year 10 Religious Education

Each semester year 10 students at Damascus College have the opportunity to select one of the following subjects: Year 10 Core Religious Education, Year 10 Youth Ministry Program or the iGEN program. In Core Religious Education students will explore different implications of Faith within their own lives as well as historically and globally. In the Youth Ministry Program students will engage with units of work that have been developed in accordance with Catholic Schools Youth Ministry International (CSYMI). In the iGEN program students engage in an outreach program via an association with Mercy Place, Ballarat East.

## Year 10 Core Religious Education

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

### Semester 1

**Term 1: Discerning My Way** - In this unit, students will explore what it means to be forming their own future pathways and fostering a life of meaning and fulfilment. They will critically examine their personal values and beliefs, while considering what it means to be an individual living within a broader community context. Students will also consider challenges that can arise in the process of forging one's life path and explore means by which they can seek support in difficult times. Students will be invited to consider the role of faith and the relevance of religious belief in such discernment.

**Term 2: What Is Success?** – In this unit, students will look critically at what a 'successful life' looks like from a range of perspectives, both religious and cultural. Through the Christian lens of discipleship, informed by Eucharistic Theology, students will examine a selection of case studies where individuals have played central roles as social transformers, bringing about better opportunities for those in need. In this way, students will be challenged to consider their own personal capacity for advocacy and the personal fulfillment that such work towards the common good can achieve.

### Semester 2

**Term 3: Hate In Our World** – In this unit, students will be challenged to critically examine the impact of hate (or the lack of love) on decision making processes. Utilising the historical case study of the Holocaust, students will explore how hate, fuelled by discrimination and fear, resulted in disastrous outcomes for individuals, communities and the human race as a whole. In this context, the nature of ethical dilemmas will be examined and decision making processes critically considered.

**Term 4: Major World Religions** – In this unit, students will reflect upon the spiritual dimension of human existence and examine the role of formal religion in human history. Students will have the opportunity to undertake in-depth study of one major world religion, while considering the role of religious aspects, such as prayer and ritual, in individual and communal identity formation.



## Year 10 Youth Ministry Program

The Year 10 Youth Ministry Program is a unique, semester-long opportunity for students to grow in leadership, compassion, service and to actively bring their Faith to life. The program is capped at two class per semester. Students complete the Catholic Schools Youth Ministries International (CSYMI) Youth Ministry Program, which includes modules on:

- Leadership and personal gifts
- Influence, integrity, and moral courage
- Humility and leading from the margins
- Evangelisation and mission

Assessments for this program include personal reflections on homelessness and leading from the margins and students will take an active role in planning and leading social justice initiatives within the school community.

## iGEN Program

The year 10 iGEN program is an immersive opportunity where students engage with residents from Mercy Place Ballarat East. This program is capped at one class of 20 per semester. The program is a collaboration between Mercy Health, Mercy Education and Catherine McAuley College Bendigo. This innovative program aims to provide an opportunity to build meaningful intergenerational relationships through a series of pre-education modules, weekly visits to Mercy Place, and Training with Dementia training Australia. There is a strong focus on building students interpersonal communication skills through the weekly face to face engagement with the Mercy Place residents.

Pre-education modules include:

- The ageing process
- Dementia awareness
- Infection control
- Effective communication
- Palliative care and grief
- Models of care

Assessments for this program include a pre-education module booklet, reflective journals for each visit, an intergenerational project and certified training through Dementia Training Australia.

# ENGLISH

Year 10 students at Damascus College will study either English Core or English Applied Learning in Semester 1 and in Semester 2 will choose one of the following English Elective Subjects:

- English Core 10
- English Literature 10
- English Language 10
- English Applied Learning 10

## Year 10 English Core (Semester 1)

### What is it all about?

Discussing the way writers and directors create texts in response to the social, historical and political views and values of their time. Reading and exploring texts: examining the features of texts and the way writers and directors convey meaning through structural decisions, narrative perspective, form choice and literary devices.

Responding to texts in creative and analytical ways. Exploring argument: 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.

### What will I learn?

- How to talk about your ideas and ask questions
- How to read for comprehension, inference and form an interpretation of a text's purpose
- How to analyse texts' purpose, intended audience and their form
- How to plan, write and edit analytical essay responses
- How to analyse passages to deepen your understanding of the broader meaning of a text

### What type of activities will I do?

- Lots of short reading and writing activities to explore ideas and develop writing skills
- Class discussion about the different ways writers create meaning and their purpose in making stylistic decisions to present their views
- Primarily, assessment revolves around: a film study and a speech; a novel study and an essay; analysis of arguments and short answer responses
- Present speeches using multimedia to convey critical thinking skills and deconstruct the relationship between a text's creator and their audience
- Texts studied include novels, films, advertising and persuasive texts

### Why choose this subject?

This study is mandatory in Semester One unless students choose Year 10 English Applied Learning.

### 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 English Language
- VCE Literature
- VCE – VM

# Year 10 English Applied Learning (Semester 1)

## What is it all about?

Discussing the way writers and directors create texts in response to the social, historical and political views and values of their time. Reading and exploring texts: examining the features of texts and the way writers and directors convey meaning. Students develop their communication skills to become effective speakers and writers in a range of circumstances.

Responding to texts in creative and analytical ways. Exploring argument: 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.

## What will I learn?

- How to talk about your ideas and ask questions
- How to read for comprehension, inference and form an interpretation of a text's purpose
- How to analyse texts' purpose, intended audience and their form
- How to plan, write and edit analytical essay responses
- How to write clear, organised sentences

## What type of activities will I do?

- Lots of short reading and writing activities to explore ideas and develop writing skills
- Class discussion about the different ways writers create meaning and their purpose in making stylistic decisions to present their views
- Primarily, assessment revolves around: a film study and a speech; a novel study and an essay; analysis of arguments and short answer responses
- Present speeches using multimedia to convey critical thinking skills and deconstruct the relationship between a text's creator and their audience
- Texts studied include novels, films, advertising and persuasive texts

## Why choose this subject?

This study is mandatory in Semester One unless students choose Year 10 English Core. This subject would suit students who wish to move into VCE-VM or the workforce rather than VCE English. **Do not chose this subject if you wish to complete VCE English.**

## Senior Entry Options:

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

- VCE – VM

# MATHEMATICS

## Year 10 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 Two. Students' abilities can change over time and periodic assessments and reviews can help ensure that the students are placed in the most suitable class. Additionally, providing opportunities for students to move between classes based on progress and improvement.

There are three different Mathematics options:

- Year 10 Pre-Methods Mathematics
- Year 10 Pre-General Mathematics
- Year 10 Foundation Mathematics

## Year 10 Pre-Methods (Semester 1 and 2)

### What is it all about?

This is a continuation of the work covered in the Victorian Curriculum strands of: Number, Algebra, Measurement, 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.

### What will I learn?

#### 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

## What type of activities will I do?

### Semester 1

- A 'break even' modelling task
- A financial problem-solving task
- A measurement application task
- A statistical investigation

### Semester 2

- A quadratic modelling task
- A trigonometric surveying investigation task
- A probability problem solving activity

## Senior Entry Options:

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

- VCE General Mathematics
- VCE Mathematical Methods
- VCE Specialist Mathematics
- Accelerated VCE General Mathematics Unit 3 & Unit 4 based on eligibility
- VCE – VM

## Year 10 Pre-General Mathematics (Semester 1 and 2)

### What is it all about?

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

### What will I learn?

#### 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; 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

## What type of activities will I do?

### Semester 1

- A 'break even' modelling task
- A financial problem solving task
- A measurement application task
- A statistical investigation

## Semester 2

- A quadratic modelling task
- A trigonometric surveying investigation task
- A probability problem solving activity

### Senior Entry Options:

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

- VCE General Mathematics
- VCE Foundation Mathematics
- VCE-VM

*Please note: Students will need to notify Mr McCrum, Learning Area Leader – Mathematics, so that they can be placed in a Year 10 Pre-Mathematical Methods Class. If they have VCE Units 1-4 listed as pre-requisites for courses they wish to do after Year 12 and they would otherwise not be placed in this Pre-Mathematical Methods.*

## Year 10 Foundation Mathematics (Semester 1 and 2)

### What is it all 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 scientific calculator.

### What will I learn?

#### 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: compare univariate data sets by referring to summary statistics and the shape of their displays. 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

### What type of activities will I do?

#### Semester 1

- A 'break even' modelling task
- A financial problem solving task
- A measurement application task
- A statistical investigation

#### Semester 2

- A quadratic modelling task
- A trigonometric surveying investigation task
- A probability problem solving activity

### Senior Entry Options:

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

- VCE Foundation Mathematics
- VCE-VM

# HUMANITIES

## Year 10 Humanities (Semester 1)

### What is it all about?

In this study, students will be introduced to two areas:

- Geography/Wellbeing
- History/World War 2

In Geography, students will explore the nature of global wellbeing and how various factors affect a nations' wellbeing. They will investigate how these factors are measured and how a country might be able to improve its overall wellbeing. In History, students will explore the cause and consequences of World War 2 and the impact it had on the changing course of Australian History.

### What will I learn?

- In Geography, students will investigate how education, wealth and health are critical to a person's wellbeing. They will investigate the differing nations wellbeing and how organisations like the United Nations have plans in place to improve wellbeing
- In History, students will investigate the interwar period and how the rise of different ideologies led to war. They will research and report on an aspect of WW2 and finally interpret the consequences WW2 had on Australia's post-war development

### What type of activities will I do?

- During the first semester, students will participate in a range of activities for their classes
- In class they will research, map and graph data and other information. They will present that information to the class in the forms of oral, graphical and/or written reports

### Why choose this subject?

*This study is mandatory in Semester 1*

Even though this subject is mandatory for all students, the skills developed during the semester will build upon those from earlier years. This will also allow students to have greater depth of understanding of what is required to participate in any of the Humanities subjects for VCE.

### Senior Entry Options:

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

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

# SCIENCE

## Year 10 Science (Semester 1 and 2)

### What is it all about?

Year 10 Science builds on students' knowledge and understanding from previous years, following the Victorian Curriculum strands: Biological, Chemical, Physical, and Earth & Space Sciences. Each term focuses on one of these areas, with students also continuing to develop their Science Inquiry Skills and understanding of Science as a Human Endeavour. Learning is hands-on and varied, involving practical experiments, theoretical learning, collaborative group work, and individual tasks. Assessment includes a range of formats such as laboratory reports, research tasks, and tests. To succeed, students are encouraged to demonstrate strong social and emotional skills, such as persistence, organisation, resilience, confidence, and the ability to work well with others, across all aspects of their learning.

### What will I learn?

#### Biology

- You will explore how diseases are caused and controlled, how genetic information is inherited through DNA and cell division, and how evolution by natural selection explains biodiversity. You'll also use Mendelian genetics to predict trait inheritance.

#### Chemistry

- You will investigate how chemical reactions follow the Law of Conservation of Mass, involve the rearrangement of atoms, and can be represented using equations. You'll study different types of reactions and learn how factors like temperature and catalysts affect reaction rates.

#### Earth and Space

- You will examine the science behind climate change, including the role of greenhouse gases and human activity. You'll also explore the structure and origin of the universe through concepts like galaxies, black holes, and the Big Bang theory.

#### Physics

- You will analyse energy transfers and transformations in systems and apply Newton's laws to understand how force, mass, and acceleration influence the motion of objects.

### What type of activities will I do?

- Practical work
- Class discussion
- Group work
- Theory and questions
- Research

### Why choose this subject?

This study is mandatory for 2026

### Senior Entry Options:

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

- VCE Biology
- VCE Chemistry
- VCE Psychology
- VCE Environmental Science
- VCE Physics
- VET Allied Health
- VCE-VM



# PHYSICAL EDUCATION

(Students must select either Year 10 Physical Education or Health as a part of their core subjects for the year)

## Year 10 Physical Education (Semester 1 and 2)

### What is it all about?

In this Year 10 Physical Education elective, students will deepen their understanding of physical activity, movement, and health through a diverse and engaging program aligned with the Victorian Curriculum. This unit builds on prior knowledge and skills, focusing on advanced techniques in a range of individual and team sports, fitness development, biomechanics, and tactical awareness. Students will also explore the principles of training, goal setting, and how lifestyle choices impact health and wellbeing. With an emphasis on leadership, collaboration, and personal improvement, this elective prepares students for VCE Physical Education and lifelong participation in physical activity.

Students will be challenged to improve their physical performance, develop effective teamwork and communication skills, and reflect on the role of physical activity in maintaining a healthy lifestyle.

### What will I learn?

- **Skill Performance Evaluation:** Demonstrate proficiency in selected sports or activities, assessed through observation and performance rubrics.
- **Fitness Program Design:** Create and implement a personalised training plan, incorporating principles of training and fitness components.
- **Movement Analysis Task:** Analyse the biomechanics of a specific skill using video feedback and written reflection.
- **Tactical Gameplay Reflection:** Participate in modified games and reflect on decision-making, strategy, and performance using a game-sense approach.
- **Written Report or Presentation:** Explore how physical activity contributes to mental, social, and physical health, supported by current data and research.

### What type of activities will I do?

Students will participate in various individual and team sports practical activities that focus on fitness development, biomechanics, and tactical awareness. In theory classes students will design fitness programs, analyse movement and fitness requirements of different sports, and report on the health benefits of physical activity.

### Why choose this subject?

Students should choose this subject if they are interested in sports science and combining theory with practical experiences. This subject provides the necessary skills to take on VCE Physical Education Units.

### Senior Pathway Options:

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

- VCE Physical Education
- VCE Health and Human Development
- VET Sport and Recreation

## Year 10 Health (Semester 1 and 2)

### What is it all about?

This Year 10 Health elective offers students the opportunity to explore key aspects of health, wellbeing, and development through a contemporary and practical lens. Aligned with the Victorian Curriculum, the unit encourages students to investigate issues such as mental health, respectful relationships, nutrition, drug education, and the impact of societal influences on health behaviours. Students will develop critical thinking and decision-making skills while examining strategies to enhance their own health and the wellbeing of others.

Through engaging discussions, research, and real-life scenarios, students are encouraged to reflect on their values, challenge stereotypes, and consider the broader social and cultural factors that shape health outcomes. This elective provides a strong foundation for VCE Health and Human Development and supports students in becoming informed, confident, and health-literate young adults.

### What will I learn?

- **Research Report:** Investigate a contemporary health issue (e.g. vaping, body image, or mental health) and evaluate strategies for prevention and intervention.
- **Personal Health Action Plan:** Create a plan to improve an aspect of personal health or wellbeing, incorporating SMART goals and health literacy skills.
- **Group Presentation:** Design and deliver an educational campaign around a health topic such as respectful relationships or drug harm minimisation.
- **Case Study Analysis:** Respond to a scenario involving a complex health issue, analysing contributing factors and recommending solutions.
- **Reflection Journal:** Ongoing written reflections linking class content to personal experiences, current events, and health promotion strategies.

### What type of activities will I do?

Students will analyse data and case studies relating to issues such as mental health, respectful relationships, nutrition, drug education, and the impact of societal influences on health behaviours.

### Why choose this subject?

This subject provides an insight regarding the trends in Australian and Global Health issues. Students gain the necessary health literacy skills to succeed in Health and Human Development at VCE level.

### Senior Pathway Options:

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

- VCE Physical Education
- VCE Health and Human Development
- VET Sport and Recreation

# Careers

## Year 10 Work Experience Program (Optional)

The benefits gained from experience in the workplace are many and include gaining an insight into a career that students may be considering for the future and/or experience which may help them obtain part time employment. Year 10 students are encouraged to partake in Work Experience but this is no longer a compulsory school activity.

To obtain a placement, it is preferable that students tentatively organise a suitable placement by speaking with the relevant organisation face to face, via phone or email. The sooner the placement is arranged the better. Ideally, all placements should be finalised 2 weeks before the commencement of the placement.

To facilitate ease of processing, students will be provided with a Work Experience Information Pack. Students will also have to complete OH&S online tests prior to Work Experience. The Work Experience Arrangement Forms are legal documents and the relevant stake-holders, including the employers, need to complete their section of the form.

Click here [www.damascus.vic.edu.au/work-experience-and-swl-forms-2](http://www.damascus.vic.edu.au/work-experience-and-swl-forms-2) to find the required forms on the Damascus College website.

# Core Subjects Electives Semester 2

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

LEARNING AREA	ELECTIVE
English	<ul style="list-style-type: none"><li>• English Core 10</li><li>• English Literature 10</li><li>• English Language 10</li><li>• English Applied Learning 10</li></ul>
Humanities	<ul style="list-style-type: none"><li>• History 10</li><li>• Geography 10</li><li>• Accounting/Business Management 10</li><li>• Legal Studies/Politics 10</li></ul>
PE/Health	<ul style="list-style-type: none"><li>• Health 10</li><li>• Physical Education 10</li></ul>

# 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
<a href="#">Visual Communication &amp; Design: Intro to Architectural Design</a>	•	
<a href="#">Visual Communication &amp; Design: Cartoon Magic</a>		•
<a href="#">Drama – Creating Characters</a>	•	
<a href="#">Drama – Acting in Style</a>		•
<a href="#">Music – The Elements of Music and Performance</a>	•	
<a href="#">Music – Composition, Styles and Performance</a>		•
<a href="#">Media – Film It!</a>	•	
<a href="#">Art – Paint It!</a>	•	
<a href="#">Art – Sculpt It!</a>		•
<a href="#">French*</a>	•	
<a href="#">Indonesian*</a>	•	
<a href="#">Mathematics and Digital Technology – Programming using VB.NET</a>	•	
<a href="#">Mathematics and Digital Technologies – Applications for Digital Technologies Project</a>		•
<a href="#">Textiles – Fashion Design</a>	•	
<a href="#">Textiles – Sustainable Fashion</a>		•
<a href="#">Food – Essential Cooking for Life</a>	•	
<a href="#">Food – Gourmet Food Around the World</a>		•
<a href="#">Wood – Crafting Cabinets</a>	•	
<a href="#">Wood – Timber Traditions</a>		•
<a href="#">Metal – Metal Fabrication</a>	•	
<a href="#">Metal – Designing in Metal</a>		•
<a href="#">Systems Engineering: Autonomous Vehicles</a>	•	
<a href="#">Systems Engineering: Mechatronics</a>		•

\* Must be taken for two semesters, leaving just four 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 reserve 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 - VCE or VETiS

Students entering Year 10 have the opportunity to apply for Accelerated Access, which means beginning a VCE subject or a Vocational Education and Training in Schools (VET) course a year earlier than usual.

If you are interested in taking a VCE subject as part of an accelerated pathway, you must complete the VCE Accelerated Access Application Form and submit it to the VCE Coordinator at the same time you enter your subject preferences online in Term 3. For students interested in a VET course, the VET Accelerated Access Application Form must be submitted to the VCE-VM Coordinator, who will then arrange an interview with you.

## Important – Backup Subject Preferences

All students applying for acceleration into a VCE subject must still select Year 10 elective subjects in their preferences. These will be used as backup options in the event your application for an accelerated subject is not successful.

## Application Process & Requirements

Students applying for acceleration must:

- Demonstrate how the accelerated subject aligns with their long-term learning or career goals.
- Show consistent academic achievement, especially in the subject area they wish to accelerate in.
- Participate in an interview regarding their suitability for acceleration.

To be considered, you must:

- Submit the completed application form alongside your subject preferences.
- Meet the academic and behavioural expectations outlined below.

## Guidelines for Accelerated Access Applications

1. Acceleration is only available into VCE or VET subjects offered at Damascus College.
2. Special circumstances may be considered by the relevant Learning Area Leader.
3. VET students may access courses offered across the Highlands LLEN VET cluster.
4. Not all subjects are eligible for acceleration. Eligibility is determined by the College in consultation with Learning Area Leaders.
5. VET applicants must demonstrate strong work ethic and maturity.
6. Final approval is made by the Learning Area Leader in consultation with relevant staff including the VCE Coordinator and/or Assistant Principal – Learning & Teaching.
7. All students provisionally accepted will be reviewed at the end of Year 10. Continued enrolment depends on maintaining appropriate academic results and work habits.
8. VCE accelerated students will be reviewed at the end of Unit 1 and regularly thereafter to ensure ongoing success.

## Successful Accelerated Students Typically Demonstrate:

- Self-motivation
- Responsibility
- Focus
- Strong work ethic
- Organisation
- Consistent academic performance

The subjects that are offered for VCE acceleration are listed below.

SUBJECTS	SEMESTER 1	SEMESTER 2
11 Accounting	•	
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 Art Creative Practice	•	
11 Specialist Mathematics (by invitation only)	•	

For updated information regarding content and assessment for the above subjects, please visit the VCAA website [www.vcaa.vic.gov.au/pages/homepage](http://www.vcaa.vic.gov.au/pages/homepage)

## 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:

- After the end of year examinations
- Within the Early start program
- 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 Careers department and the Timetabler.

### **Please note that VET is a two-year commitment.**

Students can also discuss changing subjects with the Careers team by visiting the Careers department.

# VET Courses

VET in School (VETis) 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 will travel to another education provider in the local 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 VETis courses you can study on site at Damascus College are:

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

## Course Consideration

Due to the complex nature of timetabling classes, students will be encouraged to submit reserve 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. If numbers are insufficient for the course to run students can access the Highland LLEN VET Cluster to undertake the above courses. A large number of VET courses are offered by other educational providers within the Highlands LLEN VET Cluster [www.highlandslen.org](http://www.highlandslen.org)

These vary from year to year but often include:

2 Year Programs	
Agriculture	Electro Technology
Animal Care	Engineering
Applied Fashion	Equine Studies
Automotive	Information Technology
Dance	Screen and Media
Early Childhood Education & Care	Music Industry (Sound Production)
Salon Assistant	Plumbing
Retail Cosmetics	Community Services
1 Year Programs	
Renewable Energy Taster	Hospitality and Cookery
Bakery and Cookery Taster	Outdoor Education
Health Support Services	Tradie Taster

If you choose to complete a VET course in Year 10 within the Highlands LLEN VET Cluster, it will be in addition to your timetable at Damascus College 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, \$100 Commitment fee, 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 are required 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 onto families.

Students who are successful in their VET applications are:

- Self-motivated
- Focused
- Responsible
- Hard-working
- Well-organised
- Committed to the VET course over a two-year period
- Consistent

Students applying for an accelerated VET course will need to apply by the deadline with interviews taking place the following week. Applications submitted after this date will not be accepted.

Students must also have a USI to apply for a VET Course.

To apply for a USI visit: <https://www.usi.gov.au/students/get-a-usi>

## 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 Learning 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 life, e.g. 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 the VPC or VCE-VM
- 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

**Note: Students undertaking HoLP will be required to enrol in either the VPC (Victorian Pathway Certificate) or the VCE VM (Vocational Major) in their senior years.**

## Hands-on Learning (10 day cycle) Example

Program Initiatives	Focus
Religious Education	<p>Core Religious Education Program:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>Youth Ministry Program:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Introduction into Youth Ministry Semester 1 is available to HoLP students enrolled in Core RE</li> </ul> <p>Note: The periods allocated may differ from original allotment.</p>
Hands on Learning Day	<p>Project Based</p> <ul style="list-style-type: none"> <li>Authentic Hands-on focus</li> <li>Building: <ul style="list-style-type: none"> <li>SEL and personal skills.</li> <li>Critical thinking and creative skills</li> </ul> </li> <li>HoLP takes students out of class one day a week fostering teamwork and leadership. Students and artisan-teachers share morning tea and lunch, and work together to create valuable structures for the school and local community.</li> </ul>
VET Subject – Certificate I 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"> <li>Working with others</li> <li>Communication</li> <li>Action planning for career development</li> <li>Preparing for employment</li> <li>Developing employability skills</li> </ul>
Literacy	<p>Enable the development of knowledge, skills and attributes relevant to:</p> <ul style="list-style-type: none"> <li>reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.</li> </ul> <p>Literacy skills corresponding with these social contexts include:</p> <ul style="list-style-type: none"> <li>literacy for self-expression, practical purposes, knowledge and public debate. Literacy skills include reading, writing and oral communication skills.</li> </ul>
Elective Program (Selected Art/Tech)	<p>Gaining further specialist knowledge and skills in area of interest.</p> <p>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



## Year 10 English Core (Semester 2)

### What is it all about:

Reading and exploring texts: building on the skills of Semester One, students examine the way writers convey meaning through structural decisions, narrative perspective, form choice and literary devices.

Crafting texts: students learn to build the effectiveness and cohesion of their writing. They make deliberate decisions about style, form, audience and purpose in creating imaginative, persuasive and informative texts.

Exploring argument: 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.

### What will I learn?

- How to discuss ideas and ask questions to interrogate issues
- The way vocabulary, sentence structure and narrative perspective can enhance the effectiveness of writing
- How to read and annotate a range of mentor texts that model effective and cohesive writing
- Texts studied include novels, films, advertising and persuasive texts

### What type of activities will I do?

- Class discussion about real world issues and the ways writers respond to problems in our world
- Write imaginative, persuasive and informative pieces which centre around a big idea, concern or issue
- 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

### Why choose this subject?

This subject is a fun and engaging way to learn to think and talk about issues in our world. Students have the opportunity to see how effective writing can shape the world. They are challenged to write pieces which influence other's perceptions. Students develop their knowledge of language and explore imaginative, persuasive and informative writing and this allows students to develop their own world view.

### Senior Pathway 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 English Language
- VCE-VM

## Year 10 English Language (Semester 2)

### What is it all about?

An introduction to the subsystems of the English Language: phonetics; phonology; morphology; lexicology, syntax, discourse and semantics. Students learn about spoken discourse with 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 learn to use metalanguage (the words we use to describe or analyse language) to support their analyses of texts. Students examine language and identity: Australian and Aboriginal English; American English and learn through extended research essays and writing essays.

### What will I learn?

- How to closely analyse and deconstruct short texts including formal discourse, dialogue, informative texts, informal conversations and persuasive texts
- How to use key concepts and metalanguage appropriately to describe and analyse language used in an objective and systematic way
- Metalanguage (including register; tone; rhetoric; parts of speech like "clause", "noun" and "adjective"; sentence types and structure) and how writers use words to make meaning

### What type of activities will I do?

- Essay writing: analytical commentaries and expository essays
- Study parts of speech and metalanguage that help students analyse the way the English language is used in a variety of contexts
- 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

### Why choose this subject?

If you are an academic student who enjoys working hard, English Language will be a rewarding study. This subject introduces challenging concepts that require students to understand the conventions of the English language.

### Senior Pathway 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 English Language
- VCE – VM

## Year 10 Literature (Semester 2)

### What is it all about?

An introduction to the Western Literary Canon. Students will 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 and the texts studied include novels, poetry and plays. They will research the literary period being studied and the connections between these literary movements.

### What will I learn?

- How to ask probing questions and discuss ideas in texts in an informal and formal manner
- How to think critically about a text's purpose in response to contextual concerns
- How to analyse passages closely, examining language features and stylistic choices to affect a reader
- Planning writing and editing analytical and creative responses to literary texts including films, and poetry

### What type of activities will I do?

- 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

### Why choose this subject?

This study will enhance students' understanding of the way literature can shape the world. We know that reading widely helps people develop empathy and this study will offer the opportunity to reflect on the human condition. Literature enriches the soul and allows students to think deeply about their views and values.

### Senior Pathway 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
- VCE – VM



## Year 10 English Applied Learning (Semester 2)

### (Application Form Required)

#### What is it all about?

The English Applied Learning course is designed for students who are seeking a career pathway and continues from Semester One. Students continue to focus on functional literacy for a range of contexts including TAFE and the workforce. They study an issue in the media and form arguments in response to the issue. They also analyse the construction of meaning in written and spoken texts.

#### What will I learn?

- Writing short persuasive and creative texts in a variety of forms like letters, email correspondence, personal reflections, online newsletters, reviews, resume's
- Develop research skills, and examine the role of communications in local businesses
- How to improve strategies for proof-reading and editing to achieve clear, accurate, purposeful writing

#### What type of activities will I do?

- Prepare and deliver oral presentations using multimodal forms of communication
- Create a short film to advertise a product or an event
- Build literacy skills by improving students' understanding of grammar through focused exercises

#### Why choose this subject?

By offering some choice about the issues to be studied, students will be able to pursue their interests through class tasks designed to develop students' communication skills. This is the most appropriate subject for students who want to refine their skills as writers and communicate in purposeful, real-world situations.

#### Senior Pathway Options:

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

- VCE-VM
- VPC

## Year 10 History (Semester 2)

### What is it all 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.

### What will I learn?

- Students are introduced to the senior principles of History
- They will examine the changing nature of Australian Society and how rights have developed over the last 50 to 60 years. They listen to and view archival footage of films, music and television shows and report to the class in a variety of ways

### What type of activities will I do?

- 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 1960s and 1970s
- Discussions with guest speakers
- Develop responses to show the on-going change and effect to Australian society today

### Why choose this subject?

Selecting this subject does not preclude you from selecting any other Humanities subject in VCE.

In selecting History, students will be able to get a head start in understanding the nature and principles that are required in VCE History. More importantly, you will choose this subject because you have a love for History and you are inquisitive about the past so as to shape the future of the world in which we live.

### Senior Pathway Options:

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

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

## Year 10 Geography (Semester 2)

### What is it all 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.

### What will I learn?

- Students are introduced to the senior principles of Geography
- They will participate in fieldwork studies and present reports to their class
- They will investigate the changing nature of climate and its impact for today's world
- Other areas of change will be investigated and management strategies suggested

### What type of activities will I do?

- 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

### Why choose this subject?

Selecting this subject does not preclude you from selecting any other Humanities subject in VCE.

In selecting Geography, students will be able to get a head start in understanding the nature and principles that are required in VCE Geography. More importantly, you will choose this subject because you have a love for Geography and you are inquisitive about the world in which we live.

## Senior Pathway Options:

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

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

## **Year 10 Accounting/Business Management (Semester 2)**

### **What is it all 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.

### **What will I learn?**

- Students are introduced to the senior principles of both Accounting and Business Management
- They will participate in a range of activities that develop both Accounting and Business Management skills
- They will investigate various Businesses and their Accounting Practices to see their impact on our society

### **What type of activities will I do?**

- Creating a small business
- Play the ASX game
- Research a business with which they are familiar
- 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

### **Why choose this subject?**

Selecting this subject does not preclude you from selecting any other Humanities subject in VCE.

In selecting Accounting/Business Management, students will be able to get a head start in understanding the nature and principles that are required in VCE Accounting and Business Management.

### **Senior Pathway Options:**

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

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

## Year 10 Legal Studies/Politics (Semester 2)

### What is it all 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.

### What will I learn?

- Students are introduced to the senior principles of Legal Studies
- They will participate in possible excursions and role plays, and present reports to their class
- They will investigate the changing nature of our laws and their impact on today's society
- Murder Mystery investigations will be used to apply the law in a classroom setting

### What type of activities will I do?

- Visit law courts and 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/Judges
- Develop responses to show the on-going effect on Australian society today

### Why choose this subject?

Selecting this subject does not preclude you from selecting any other Humanities subject in VCE.

In selecting Legal Studies, students will be able to get a head start in understanding the nature and principles that are required in VCE Legal Studies. More importantly, you will choose this subject because you have a love for Legal Studies and our Australian democracy. You also want to help shape the laws of this wonderful country of ours in the future.

### Senior Pathway Options:

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

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

# PATHWAYS ELECTIVES SEMESTER 1 AND 2



# Visual Communication & Design – Intro to Architectural Design (Semester 1)

## What is this all about?

This Year 10 design course introduces students to the fundamentals of architectural design. Through a combination of theoretical knowledge and practical exercises, students will present solutions for design problems including creating environmental world for a new video game, redesigning the interior for a cafe, and creating a high-fidelity model of a nano house. Students will collaborate, present final projects to peers and respond to feedback.

## What will I learn?

- How to create low and high-fidelity models.
- The fundamentals of architectural design, including technical drawing conventions.
- Introduction to architectural software (e.g., SketchUp and Adobe Illustrator.)
- Manual instrumental drawing, basic digital modelling and rendering techniques
- Appreciation for modern and historical architecture around the world.
- Identify design elements and principles at work in renowned buildings.
- Sustainable design principles and their application in architecture.
- The international double diamond design process and problem-solving strategies.

## What type of activities will I do?

- Compiling a folio of design exercises.
- Engage in hands-on design briefs and projects.
- Explore architectural history and analyse influential works.
- Develop design skills through sketching, modelling and drafting.
- Collaborate with peers on design challenges and critiques.
- Present design concepts and solutions through visual and verbal communication.

## Why choose this subject?

Choosing 'Introduction to Architectural Design' offers a unique opportunity to engage with design fields that combine creativity, problem-solving, and critical thinking in a three-dimensional environment. Students will develop skills that are not only valuable in the design profession but also transferable to a wide range of disciplines. This course provides a platform for students to express their creativity, explore their interests, and gain insight into the world that surrounds them. This subject also helps develop students design language and skills useful to those considering VCE Visual Communication Design in the following year.

## Senior Pathway Options:

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

- VCE Art Creative Practice
- VCE Visual Communication Design (VCD)
- VET Screen and Media (Highlands LEN VET)

Click to view current VCE students work under the Arts Program <https://www.damascus.vic.edu.au/2023-Visual-Arts-Virtual-Tour/>

**BACK TO SUBJECT CHOICES**

# Visual Communication Design – Cartoon Magic (Semester 2)

*Formerly Digital Manipulation versus Manual*

## What is it all about?

This Year 10 design course is a dynamic course that introduces students to the art of creating compelling characters and narratives through cartoons. This course explores the principles of character design, storytelling and visual communication within the realm of cartoons and animation. In the second half of the course, students will look at the object's design field as they research a youth demographic and design a skating park and skateboard deck art.

## What will I learn?

- Learn the basics of shape, proportion and anatomy to create unique and expressive characters.
- Understand how to develop personalities, backstories and motivations for your characters to make them engaging and relatable.
- Explore narrative structures, pacing and visual storytelling methods to create captivating cartoon sequences.
- Analyse how the design elements and principles work in combinations to attract a target audience.
- Cartooning techniques: develop skills in line art, shading, colouring, and digital illustration using both traditional and digital mediums.
- Character animation: gain insight into the principles of animation and learn basic techniques for bringing characters to life through movement.
- Introduction to design software (e.g., Adobe illustrator, Photoshop, Animate)
- Introduction to design software (e.g., Adobe illustrator, Photoshop, Animate)
- Explore a range of methods such as photography, printing and drawing.
- Iterative design through feedback and revision.
- Collaborative projects: engage in group activities and projects to foster teamwork and creative collaboration.

## What type of activities will I do?

- Sketching and drawing exercises to practise character design and expression.
- Character development workshops where you will create detailed profiles for your characters.
- Storyboarding sessions to plan out cartoon sequences and narratives.
- Hands-on projects involving traditional and digital illustration techniques.
- Animation exercises to explore movement, gesture, and expression in characters.
- Critique sessions to receive feedback on your work and improve your skills.

## Why choose this subject?

This course provides a unique platform to nurture your creativity and imagination. Through it, you'll learn to express ideas, emotions, and narratives visually, honing your skills in illustration, animation, and storytelling. These skills are not only valuable for future careers in animation, graphic design, and advertising but also offer a fulfilling and enjoyable learning experience. By the end, you'll have developed a portfolio and acquired skills applicable to various creative fields, making this course a rewarding investment in your artistic journey.

## Senior Pathway Options:

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

- VCE Art Creative Practice
- VCE Visual Communication Design (VCD)
- VCE Media

Click to view current VCE students work under the Arts Program <https://www.damascus.vic.edu.au/2023-Visual-Arts-Virtual-Tour/>

**BACK TO SUBJECT CHOICES**

# Drama - Creating Characters (Semester 1)

## What is it all 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.

## What will I learn?

- You will learn to work with others and use your imagination and creativity to explore and create a range of characters through drama
- Improve your skills as a solo performer and learn how to better create and present your own original theatrical presentations
- Play games, engage in activities and participate in practical workshops to develop your acting abilities

## What type of activities will I do?

- 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 performances
- Written work and analytical reflections and evaluations associated with performance tasks

## Why choose this subject?

The skills that are learnt by studying Drama are invaluable in later life. For example, being able to speak and present confidently in front of people, and the skill of planning that is required in any solo or group-based performance, are useful in most careers. Drama can be a good basis for a career, not only in the theatre, but in advertising, the film industry, events planning, teaching and any workplace that thrives on interpersonal relationships and creative collaboration.

## Senior Pathway Options:

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

- VCE Drama
- VCE Art Creative Practice
- VCE Art Making and Exhibiting: Photography
- VCE Visual Communication Design (VCD)
- VCE Media
- VCE Literature

**BACK TO SUBJECT CHOICES**

## **Drama – Acting in Style** (Semester 2)

### **What is it all 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 and documentary drama and eclectic theatre styles; developing original performances through collaborative teamwork; further exploring production areas such as lighting, sound and multimedia; developing dramatic terminology in readiness for VCE studies.

### **What will I learn?**

- You will learn to work with others and use your imagination and creativity to explore and create characters and ideas through drama
- Improve your skills as a performer and learn how to better create and present your own work through the application techniques, theatrical conventions, and styles
- Play games, engage in activities, and participate in practical workshops to further develop your acting abilities

### **What type of activities will I do?**

- 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
- Analysing a performance by professional actors
- Written work and analytical reflections and evaluations associated with performance tasks

### **Why choose this subject?**

The skills of drama are important to working in the entertainment industry but are also essential aspects to any workplace these include:

- Ability to think on one's feet and work under pressure
- Ability to work alone or on a team
- Active listening and able to take criticism
- Adaptability to work environment and time management
- Analytical skills, communication and interpersonal skills
- Determination, discipline and patience, presentation skills and public speaking

### **Senior Pathway Options:**

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

- VCE Drama
- VCE Art Creative Practice
- VCE Visual Communication Design (VCD)
- VCE Media
- VCE Literature

**BACK TO SUBJECT CHOICES**

## Music – The Elements of Music and Performance (Semester 1)

### What is it all 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; developing performance skills and techniques.

### What will I learn?

- To listen to, analyse, discuss and write about different elements of music within given styles
- To use percussion instruments and voice to develop skills in aurally identifying rhythm and pitch
- To read and notate music
- To develop performance techniques and how to manage performance anxiety
- To develop skills as a solo performer and as a member of a group

### What type of activities will I do?

- 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 lessons on an instrument to participate in this subject although a basic understanding or training will be helpful
- Music notation and aural tasks which include writing, singing and playing percussion instruments to explore rhythm and pitch
- 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

### Why choose this subject?

*The Elements of Music and Performance* is a subject to choose if you wish to further develop your understanding of music through listening analysis, research, playing, singing and basic composition. It builds skills in identifying the different elements of music and writing about them using music language as well as reading and notating music in its traditional form. This subject develops confidence, self-esteem and encourages students to work as part of a group to make music. Students can build upon beginner skills on an instrument/voice or more advanced skills if they have already been learning an instrument to work towards a solo performance. This process helps develop organisational skills, resilience, problem solving and anxiety management strategies. This subject is great for any student who love music and wants to challenge themselves personally in an enjoyable way.

### Senior Pathway Options:

- Students selecting the above core subject choice will meet the requirements to undertake the following senior subject/s or pathways:
- VCE Music
- VET Certificate II in Music Industry (Audio Focus) & Certificate III in Music Industry (Sound Production) (Offered via VETis Cluster)

**BACK TO SUBJECT CHOICES**

## Music – Composition, Styles and Performance (Semester 2)

### What is it all 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; developing performance skills and techniques.

### What will I learn?

- Learning music notation and aurally recognising 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

### What type of activities will I do?

- 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

### Why choose this subject?

*Composition, Styles and Performance* is a subject to choose if you wish to further develop your understanding of music through listening analysis, research, playing, singing and basic composition. It builds skills in identifying the different elements of music and writing about them using music language as well as reading and notating music in its traditional form. This subject develops confidence, self-esteem and encourages students to work as part of a group to make music. Students can build upon beginner skills on an instrument / voice or more advanced skills if they have already been learning an instrument to work towards a solo performance. This process helps develop organisational skills, resilience, problem solving and anxiety management strategies. This subject is great for any student who loves music and wants to challenge themselves personally in an enjoyable way.

### Senior Pathway Options:

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

- VCE Music
- VET Certificate II in Music Industry (Audio Focus) & Certificate III in Music Industry (Sound Production) (Offered via VETis Cluster)

**BACK TO SUBJECT CHOICES**

## Media – Film it!

### What is it all about?

Learning about how films are shaped by the era in which they are made, getting a grasp on how historical context influences storytelling. You'll also unravel the art of making media texts to sway audience perceptions and emotions, learning how filmmakers make us think in certain ways. But it's not all theory; you'll roll up your sleeves and get hands-on with practical tasks, like shooting and editing footage. Through these exercises, you'll master the media production process from start to finish. This includes everything from brainstorming ideas and writing scripts to creating storyboards. Then, you'll jump into post-production, where you'll refine your projects using a range of editing software tools. By the end of the semester, you'll not only understand the power of media but also have the skills to create your own impactful projects.

### What will I learn?

- How to investigate and analyse media texts
- The influence the past has on the construction of films
- The pre-production process, how to write intentions, shot lists, scripts and storyboards
- The production process, a variety of filming techniques using codes and conventions
- The post-production process, sound and editing techniques and software to bring your story to life

### What type of activities will I do?

- Viewing and the construction of films and the meanings they create
- 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

### Why choose this subject?

Students would choose this subject for the following reasons:

- You enjoy making media products, like videos, photographs or posters
- You are interested in how the media works and how it influences what we see, hear and think
- You enjoy viewing or listening to media products like films, TV shows, YouTube videos, podcasts etc. and would like to learn more about how they are made and how they can be analysed or understood

### Senior Pathway Options:

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

- VCE Media
- VET Certificate III Information, Digital Media & Technology (Offered via VETis Cluster)
- VCE Visual Communication Design (VCD)
- VCE Literature

Click to view current VCE students work under the Arts Program <https://www.damascus.vic.edu.au/2023-Visual-Arts-Virtual-Tour/>

BACK TO SUBJECT CHOICES

## Art – Paint It!

### What is it all about?

Students create personal responses to a variety of themes in two-dimensional art forms. Experimenting with a range of different materials and techniques students have the opportunity to build skills and refine final artworks and explore the styles of inspiration artists, analysing and writing about artworks and artists working methods.

### What will I learn?

- Students will produce works covering a range of 2D skills and techniques including painting, printmaking, and drawing
- Students will document all developmental work and theory in a sketchbook/ Visual Diary
- Students will extend their skills in the analysis of artworks, art research and evaluation of their own works using the interpretive lenses
- Students will develop and produce several final pieces of work experimenting with a range of materials and techniques
- Students will learn how to respond to themes and consider why and how people make visual artwork

### What type of activities will I do?

- Still life artworks and analysis tasks
- Use own macro photography of nature to develop a painting
- Written analysis of artists and artworks
- Use own photography to explore interesting viewpoints
- Reduction Lino print
- Study interpretive lenses to analyse and interpret a range of artworks

### Why choose this subject?

Both art appreciation and practical work will enhance your skills in the following areas:

- Analysis of your own artwork and artists both past and present
- Students will build skills in the practical fields of painting, printmaking, drawing and mixed media
- Learn how to source subject matter for your own work through photography, drawing from observation and emulation of artists' technique and style
- Students will deepen their understanding of the meaning, forms, and styles of artwork in different social, cultural and historical contexts

### Senior Pathway Options:

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

- VCE Art Creative Practice
- VCE Visual Communication Design
- VCE Media

Click to view current VCE students work under the Arts Program <https://www.damascus.vic.edu.au/2023-Visual-Arts-Virtual-Tour/>

BACK TO SUBJECT CHOICES

# Art – Sculpt It!

## What is it all about?

Students create personal responses to a variety of themes in three-dimensional art forms. Experimenting with a range of materials and techniques students generating original ideas drawing on inspiration from the 3D materials and artists both past and present. Researching, experimentation, refinement and evaluation are key aspects to developing successful 3D artworks.

## What will I learn?

- Students produce 3D artworks covering a range of skills and techniques including ceramics, sculpting, construction and developmental drawing
- Students will document all developmental work and theory in a sketchbook/ Visual Diary
- Students will extend their skills in the analysis of artwork, art research and evaluation of their own works using the interpretive lenses
- Students produce several final pieces of work experimenting with a range of materials and techniques

## What type of activities will I do?

- Drawing, ceramic hand building techniques, sculpture construction
- Maintaining a visual diary
- Analysing, researching and writing about artists

## Why choose this subject?

If you enjoy and appreciate art and want to enhance your skills in the following areas:

- Practical, hands-on construction of three-dimensional forms
- Analysis of your own artwork and artists both past and present
- Build your skills in the practical field of sculpture, ceramics, developmental drawing and documentation of art practice
- Deepen your understanding of the meaning, art forms and styles of artwork in different social, cultural and historical contexts then consider choosing this subject

## Senior Pathway Options:

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

- VCE Art Creative Practice
- VCE Visual Communication & Design
- VCE Media

Click to view current VCE students work under the Arts Program <https://www.damascus.vic.edu.au/2023-Visual-Arts-Virtual-Tour/>

BACK TO SUBJECT CHOICES

## 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.

## Year 10 French (Semester 1 and 2)

### What is it all about?

Fostering a deep understanding of French culture and media by studying monuments, fashion, museums, and health. The geography of France is explored through environmental issues, regional food and festivals and the city of Paris. 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.

### What will I learn?

- In this subject students will learn to express themselves in French using a greater variety of tenses and more complex grammatical constructions
- Students will be able to respond to questions about their health and happiness, using reflexive verbs, and will learn to write texts which explain past, present and future incidents
- They will develop their knowledge of French history and French celebrities through the study of French fashion, film, and comics
- All students will be encouraged to learn more about the wider world and how everyone is connected by concern for the environment and how languages help us connect and act for a better future

### What type of activities will I do?

- 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
- Engage with French speaking penfriends

### Why choose this subject?

This is a wonderful opportunity to develop skills that only second language learners can achieve. You will develop a greater understanding of your first language and your eyes and mind will be open to a new world! In Year 10 French you will be given the opportunity to correspond with students from overseas, either in France or another French-speaking country. If you continue to study French in VCE you will be offered the opportunity to travel to France on a school organised trip. Your Year 10 French class will be full of other students who are highly motivated and keen to reach out and experience a wider world. Students who study a second language in Year 12 are also able to gain a higher Tertiary Entry Ranking because Language scores are upgraded.

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.

### Senior Pathway Options:

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

- VCE French

## BACK TO SUBJECT CHOICES

## Year 10 Indonesian (Semester 1 and 2)

### What is it all about?

Directions and finding your way around; social etiquette in the Indonesian home and 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 and using appropriate language in a restaurant; extracting information from written texts and using this information to describe, orally, directions around town.

### What will I learn?

- In this year level students will expand their oral speaking skills and showcase this through role plays, presentations, daily oral practice about the weather and being able to express personality traits
- Students will participate in games in Indonesian that help them use more familiar and local terms of expression
- Importantly, in this year level there will be a focus on food which is a very important topic for Indonesian people
- Written skills will develop markedly in this year and students will have the chance to engage in online listening and speaking practice with native speakers from Jakarta, in online link-ups

### What type of activities will I do?

- 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
- 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 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

### Why choose this subject?

This year in Indonesian allows you to bring together all your junior and middle years of language learning, and showcase what you know through exciting activities and a range of learning forums. This level of study in language sets the scene for your move into VCE language which launches great learning opportunities for students. The possibility of a trip to Indonesia is on the horizon in this year level forward. This is an exciting year to get into your rich language study.

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.

### Senior Pathway Options:

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

- VCE Indonesian

## BACK TO SUBJECT CHOICES

# Digital Technology – Programming Using VB.NET (Semester 1)

## What is it all 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).

## What will I learn?

- Terminology of computing – hardware, software, communications, information systems, problem-solving methodology, social issues
- Spreadsheet skills (tabulation and calculation of data (automation of calculation), use of formulae and graphs) in Microsoft Excel and computer programming fundamentals in Microsoft Visual Basic

## What type of activities will I do?

- 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

## Why choose this subject?

To improve understanding of information systems, their definition and purpose in our community; to develop skills in creating and applying spreadsheets to complete calculations and make decisions in a selection of applications and in writing computer programs in an integrated design environment (Microsoft Visual Studio IDE).

## Senior Pathway Options:

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

- VCE Applied Computing (Unit 1 and Unit 2)
- VCE Data Analytics (Unit 3 & Unit 4)
- VCE Software Development (Unit 3 & Unit 4)

**BACK TO SUBJECT CHOICES**

## Digital Technologies: Applications of Digital Technologies Project (Semester 2)

### What is it all 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 student will need to apply for this subject explaining their proposed project to the Head of Technology Mr Matt Allan.*

### What will I learn?

- Students will be assisted to learn the digital technology skills required for their project

### What type of activities will I do?

This could include:

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

### Why choose this subject?

This is an opportunity for students to develop digital technology skills required for their interests or future pathways.

### Senior Pathway Options:

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

- VCE Applied Computing (Unit 1 and Unit 2)
- VCE Data Analytics (Unit 3 & Unit 4)
- VCE Software Development (Unit 3 & Unit 4)

**BACK TO SUBJECT CHOICES**

## Textiles – Fashion Design (Semester 1)

### What is it all about?

Students will be creating three items, collaborate with primary school and create a Mascot/doll, up cycled bag, and individual work.

Students will select suitable styles and fabrics based on a commercial pattern of their choice. They will learn about suitable fabrics, finishes and techniques used when creating items of clothing with assistance of their teacher.

### What will I learn?

- **Primary School collaboration & E-Textiles:** As part of this project, you will design and create a textile-based product that incorporates conductive thread and LED circuits to bring a primary school mascot/doll to life. This project will help you develop an understanding of design processes, electronic textiles (e-textiles), and creative problem-solving.
- **Upcycled Bag Project:** Transform existing materials into a fashionable, functional bag. Plan and execute your design independently, building on prior sewing and design experience.
- **Independent work:** Manage your own project, from concept to finished piece. Reflect on your skills development in areas like fabric choice, finishing techniques, and construction.

### What type of activities will I do?

As part of their individual work students can choose an item of clothing from a range of available patterns as part of their individual work. These include, but not limited to:

- Jacket
- Pants
- Dress
- Skirt
- Shirt
- Crochet

### Why choose this subject?

Students will learn to work collaboratively with selected primary school as their clients to produce a doll/mascot. There will be regular visits to the primary to ensure the design phrase and communication is evident as part of the class assessment. And will be able to incorporate E-Textiles into their doll making. Students will also use sewing machines develop their products according to product design process and document their process through a folio.

**BACK TO SUBJECT CHOICES**

## Textiles – Sustainable Fashion (Semester 2)

### What is it all about?

During this semester in Textiles students will develop their creativity and practical skills while exploring sustainability and upcycling. Students will use a pattern to make their new pieces or create a newly designed item.

### What will I learn?

- Students will be designing and creating their own clothing items from pre-loved pieces.
- This task will require an Op Shopping trip where students will be bus to the nearest op shop. – Learning how to quickly alter their design options due to availability of garments.
- Individual work/group work – Throughout this task, students will document their own work in a design folio of research, ideas and production plan that follow the design process.
- Independent work. Manage your own project, from concept to finished piece. Reflect on your skills development in areas like fabric choice, finishing techniques, and construction.

### What type of activities will I do?

Students will use pre-worn clothing, with a range of different materials to inspire them to create something new. What the students will make will be based on their design options.

As part of their individual work students can choose an item of clothing from a range of available patterns as part of their individual work. These include, however, not limited to;

- Jacket
- Pants
- Dress
- Skirt
- Shirt
- Crochet

### Why choose this subject?

Students be able make judgements around selected clothing and items. Students will learn to use the sewing machine and overlocker to a more advanced level. They will learn to develop products to create a folio following the product design process.

**BACK TO SUBJECT CHOICES**

## Food – Essential Cooking for Life (Semester 1)

### What is it all about?

This unit will enable students to extend their understanding of food and healthy eating for a healthy lifestyle. The focus is on using principles of good nutrition to design meals that meet our nutritional needs.

### What will I learn?

- Analyse the appropriate selection of health foods.
- Design products using a range of healthy food options

### What type of activities will I do?

- Use a range of equipment
- Follow health and safety practices at all times

### Why choose this subject?

To learn the skills to lead a healthy and nutritious life through food choices.

[BACK TO SUBJECT CHOICES](#)

## Food – Gourmet Food Around the World (Semester 2)

### What is this all about?

This unit allows students to travel around the world and discover the rich diversity of foods available across many cultures and cuisines.

### What will I learn?

- Food processes and skills across numerous cultures
- Diversity of food products across the world
- Safety and hygiene

### What type of activities will I do?

- 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

### Why choose this subject?

To learn about food from around the world and its influence on Australia's modern cuisine.

[BACK TO SUBJECT CHOICES](#)

## Wood – Crafting Cabinets (Semester 1)

### What is it all about?

This course presents an exciting opportunity to master the art of woodworking by crafting a cabinet. Students will immerse themselves in the design process, refine their carpentry skills and become proficient in safely using power tools. Engaging in activities such as design, analysis of similar products and self-evaluation, students will acquire valuable insights and practical skills.

### What will I learn?

- The design process to design, produce and evaluate a cabinet.
- Continue the development of carpentry hand skills, developed in Years 7, 8 & 9 Woodwork.
- Safe use and correct techniques in using power tools including trimmers and the jigsaw. Constructing and fitting a cabinet door and draws.

### What type of activities will I do?

- Design tasks – designing, analysing similar products, technical drawings, developing cuttings lists and production plans
- Producing – learning the safe use of hand and power tools including chisels, biscuit joiners, jigsaws and trimmers.
- Evaluating – recalling critical steps of the production through production journals, recording modifications to the preferred option and analysing completed product
- Onguard Safety
- Numerous practical activities

### Why choose this subject?

If you are passionate about hands-on learning and aspire to pursue a career in Product Design, Furniture Construction, Architecture or the Building and Construction industry, then this subject is the ideal choice for you.

**BACK TO SUBJECT CHOICES**

## Wood – Timber Traditions (Semester 2)

### What is this all about?

This course provides an exceptional opportunity to master traditional woodworking skills through the creation of a custom table. Students will actively engage in the design process, refine carpentry techniques and become highly proficient in the safe use of power tools.

### What will I learn?

- The design process to design, produce and evaluate a table
- Learn new and continue the development of carpentry hand skills, developed in Years 7, 8 and 9 Woodwork
- Safe use and correct techniques for specialised equipment including lathe, copy lathe, biscuit joiners, trimmers and jigsaws.

### What type of activities will I do?

- Design tasks – designing, analysing similar products, technical drawings, developing cutting lists, production plans
- Producing – learning the safe use of hand and power tools including biscuit joiners, chisels, jigsaws and trimmers.
- Evaluating – recalling critical steps of the production through production journals, recording modifications to the preferred option and analysing the completed product.

### Why choose this subject?

Suppose you are an enthusiast about hands-on learning and aspire to pursue a career in Product Design, Furniture Construction, Architecture or the Building and Construction industry. In that case, this subject is the ideal choice for you.

**BACK TO SUBJECT CHOICES**

## **Metal – Metal Fabrication (Semester 1)**

### **What is it all about?**

Designing and manufacturing items that involves the use of bar, tube and flat sheet metal; product testing; researching, designing and evaluation techniques and product finishing.

### **What will you learn?**

- Product design
- Fabrication
- Welding
- Product testing
- Finishing
- Evaluation

### **What type of activities will I do?**

- 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

### **Why choose this subject?**

To be able to present a working model at a job interview; to learn problem solving and self-motivation and to develop interpersonal skills.

**BACK TO SUBJECT CHOICES**

## **Metal – Designing in Metal (Semester 2)**

### **What is this all about?**

Designing and manufacturing items that involve the use of bar, tube and flat steel and sheet metal; product testing; researching, designing and evaluation techniques and product finishing.

### **What will I learn?**

- To be able to present a working model at a job interview
- To learn problem solving and self-motivation
- To develop interpersonal skills
- To learn new machines (metal craft tools)

### **What type of activities will I do?**

- 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

### **Why choose this subject?**

To be able to present a working model at a job interview; to learn problem solving and self-motivation and to develop interpersonal skills.

**BACK TO SUBJECT CHOICES**

## Systems Engineering: Autonomous Vehicles (Semester 1)

### What is it all about?

Students will design and produce their own autonomous robot buggy, controlled using infrared signals which will also have LED lights and play tunes. This will be done with an Arduino Microcontroller; the students will solder together various components and program the microcontroller themselves. They will also use CAD drawing to design, and laser cut their own buggy chassis out of acrylic.

### What will you learn?

- Students will learn how to follow the design process as they design, produce and evaluate their Robot Buggy
- Students will learn how a more complex electronic system functions by using a microcontroller to operate input and output components
- Students will investigate the use of autonomous vehicles in society

### What type of activities will I do?

- Soldering of electronic circuit boards and components
- 3D Printing
- Laser Cutting
- Computer Aided Design (CAD) drawing
- Programming

### Why choose this subject?

You may have enjoyed Year 9 Systems Engineering or you are interested in STEM learning activities such as 3D Printing, laser cutting, programming or have an interest in creating electronic systems. Or you may be thinking of pursuing a career in a systems engineering field such as robotics, computer drawing, electrical or many other electrical streams.

[BACK TO SUBJECT CHOICES](#)

## Systems Engineering: Mechatronics (Semester 2)

### What is this all about?

Students will design and produce their own hexapod walking robot, controlled using Bluetooth via a Smart phone or ultrasonic signals, which will also have LED lights and play tunes. This will be done with an Arduino Microcontroller, the students will solder together various components and program the microcontroller themselves. They will also use CAD drawing to design and laser cut their own hexapod out of acrylic.

### What will I learn?

- Students will learn how to follow the design process as they design, produce and evaluate their hexapod
- Students will learn how a more complex integrated system functions by using a microcontroller to operate input and output components and connecting linkages

### What type of activities will I do?

- Soldering of electronic circuit boards and components
- Laser Cutting
- Computer Aided Design (CAD)
- Programming

### Why choose this subject?

You may have enjoyed Year 9 Systems Engineering or you are interested in STEM learning activities such as 3D printing, laser cutting, programming or have an interest in creating electronic systems. Or you may be thinking of pursuing a career in systems engineering fields such as robotics, computer drawing, electrical or many other engineering streams.

[BACK TO SUBJECT CHOICES](#)

# VOCATIONAL EDUCATION TRAINING IN SCHOOLS (VETis) SUBJECTS



## 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

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

\*This course may have material fees\*

## Certificate III in Community Services (Year 1 and Year 2)

### 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 VCE-VM: 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 Sport & Recreation 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.*

\*This course may have material fees\*

# Certificate III in Allied Health

## Course description:

Certificate III in Allied Health 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. 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 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 Sport & Recreation 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. Program will be run subject to numbers.*

\*This course may have material fees\*

# YEAR 10 FORMS



# YEAR 10 SUBJECT SELECTION FORM

<b>Name:</b>	
<b>TA:</b>	

## 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 One and two subjects for Semester Two.

## Important Notes – Languages, Specialists Mathematics and VCE / VET Acceleration

**Languages (French or Indonesian):** If you select French or Indonesian, you must take it in both Semester One and Semester Two. This means you only need to choose two additional electives (one per remaining semester). Students studying a language are also encouraged to select the CLIL (Content and Language Integrated Learning) elective in Semester Two, as part of the Humanities line.

**Specialist Mathematics** (invitation only): If you have been invited to study Specialist Mathematics in Year 10 this will be in addition to your core mathematics class. This means you will need to select Specialist Mathematics as one of your pathways elective choices for both Semester 1 and Semester 2. This means you only need to choose two additional pathways elective choices (one per semester).

## Accelerated Subjects (VCE or VET):

If you are applying to accelerate into a VCE or VET subject:

- You must first select your four Year 10 electives (two per semester) as normal.
- Also include backup Year 10 electives, in case your acceleration application is not successful.
- Then, include the VCE or VET subject you wish to accelerate into as an additional elective choice for both Semester One and Semester Two.
- You must submit a completed Accelerated Access Application Form (available on the College website) by the due date, in addition to this subject selection form.

## 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

## Are you planning to select Applied English in Year 10?

Yes ☐ No ☐

If yes, you are agreeing that your pathway in Year 11 and Year 12 will be completing the Vocational Major Certificate (VM-C)

## YEAR 10 SUBJECT SELECTION FORM (Continued)

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

**Would you like to accelerate into a VCE or VET subject?**

Yes ☐ No ☐

Please indicate the VCE or VET subject you wish to accelerate into:

VCE or VET Preference 1	
VCE or VET Preference 2	

<b>Parent Signature:</b>	
<b>Student Signature:</b>	
<b>TA Signature:</b>	

Students must attend their TA interview in order to input their subject choices.

# 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.

<b>Name:</b>	
<b>TA:</b>	

**Section A:** Possible future career you may aspire to do


**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.

<b>1.</b>	<b>2.</b>	<b>3.</b>
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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

<b>Student Signature:</b>	
<b>Parent Signature:</b>	
<b>Parent Name:</b>	
<b>Teacher Advisor Signature:</b>	
<b>Teacher Advisor Name:</b>	
<b>House Leader Signature:</b>	
<b>House Leader Name:</b>	

### **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 the VCE Coordinator 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 programme in Year 10 at Damascus College or the Highlands LLEN VET Cluster Program.

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

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

☐ Certificate III in Sport and Recreation

☐ Certificate III Community Services (Year 1 and Year 2)

☐ Certificate III in Allied Health

OR

☐ Highlands LLEN VET Cluster (Name of Program) \_\_\_\_\_

<b>Applicant's Name</b>	
<b>Year Level</b>	
<b>TA Group</b>	
<b>Home Address</b>	
<b>Home Telephone</b>	
<b>Student Mobile</b>	
<b>Student Email</b>	

**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.

<b>Student Signature:</b>	
<b>Parent Signature:</b>	
<b>Parent Name:</b>	

# FREQUENTLY ASKED QUESTIONS



## Frequently Asked Question Year 9 into Year 10

### What electives are offered in 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 and/or Youth Ministry
- English
- Mathematics
- Humanities
- Science
- Physical Education/Health

#### Are there Electives offered in Year 10 compulsory Subjects?

Yes. Students can choose to explore in depth specific areas of the compulsory subjects that are in line with 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 two 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 in 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.

Fill out the subject selection form for Year 10 prior to your TA interviews. All subject selections will be submitted online at the student's TA interview.

#### 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 Advisor.

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 high academic results across their subjects, particularly in the subject area they are considering.

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



[damascus.vic.edu.au](http://damascus.vic.edu.au)

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