YEAR 10

2018 SUBJECTS

Senior School Studies in 2018 at Red Cliffs Secondary College

Dear Students, Parents and Guardians of new and current students, welcome to Red Cliffs Secondary College and studies in years 10, 11 and 12.

Red Cliffs Secondary College provides high quality education to students in years 7 -12 and caters for the varying needs and aspirations of those students in terms of their academic and social development. At all times we have a strong commitment to educating and developing the whole student.

The Senior School at Red Cliffs Secondary College places great emphasis on students having a positive attitude to every aspect of school life and on generating an enthusiasm for self-directed learning and becoming informed active global citizens.

Our emphasis is on developing confident, resilient and purposeful young adults with realistic aspirations for meeting the challenges they will face in their chosen careers. As members of the Senior School, Year 10 students are challenged and supported to think positively about their future pathways and their leadership responsibilities. Students have the opportunity to participate in a range of curricular and co-curricular activities to expand their horizons.

Every student in the senior school is assisted through individual careers counselling to develop an individual career pathway that provides a global perspective and a sense of direction. A strong, integrated and holistic wellbeing program seeks to provide students with an additional element of support and care.

The purpose of this handbook is to provide students and their families with information about the Senior School and the subjects that will be offered. It is vital that students in the Senior School plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:
- Which the student enjoys;
- In which the student achieves success;
- That the student may need for future study (prerequisites) or work;
- Which maintain and develop the student's special skills and talents.

Each student should ensure that he/she is fully informed before making decisions about his/her course of study.

The teaching staff are committed to assisting all students to achieve success.
Qualities required from the students to assist in this journey are:

- A desire to do one's best at all times in all aspects of school life and learning;
- A commitment to their studies;
- Determination and perseverance when things become difficult;
- Dedication to their studies and personal growth
- Discipline at school, the workplace and at home.

These qualities are necessary to meet the challenges of the final years of secondary schooling and allow students to succeed. Students need to establish sound work habits and learn to set priorities for their commitments at school and at home. Red Cliffs Secondary College aims to encourage all senior students to invest effort and time into achieving success and doing their best.

Although the senior schooling years can be challenging at times, we hope our students will also find them enjoyable and some of the most memorable of their school years.

Welcome to the senior years of study at Red Cliffs Secondary College in 2018 and beyond.

Narelle Calder	Cath Banks & Deanne Marr	David Browne
Senior School Coordinator	Assistant Principals	Principal

YEAR 10: Choosing your subjects.

There are a number of 'rules' for picking your subjects at Year 10.

1. You have to complete English and Maths all year (2 semesters)

2. You must complete at least 1 semester of: Science, PE, and Humanities (you can complete 2 semesters of them if you wish).

You need to choose **12** units

The number of 'units' a subject is will be in brackets next to the subject name. E.g. English (2).

Step 1: Choose your English

You have to do English all year. You can choose to do English or Advanced English. If you are unsure which one to choose, talk to your English teacher.

Year 10 ENGLISH (2):

Focus on developing students' knowledge, understanding, and skills in listening, reading, viewing, speaking, writing, and creating. Learning in English builds on concepts, skills and processes developed in earlier levels. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide range of literary texts, in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students create a range of imaginative, informative, and persuasive types of texts, including narratives, performances, discussions, critical analyses, and transformations of texts.

Year 10 ADVANCED ENGLISH (2):

Utilising the VCE English and Literature study designs, this course looks at developing higher order English skills, including critical passage analysis and developing complexity in responses to the study of text. The course also develops speaking and listening skills as an extension of students' ability.

Step 2: Choose your Maths:

If you might want to do a University course when you finish Year 12, you MUST check any prerequisites that you will need in order to help you to choose an appropriate maths level.

You must do Maths all year. You can choose to do Foundation Maths, Maths, or Advanced Maths. If you are unsure about which level to choose, talk to your Maths teacher.

The following Mathematics subjects are offered at Red Cliffs Secondary College:

Year 10 FOUNDATION MATHS (2):

This course is designed for students who have struggled with basic number facts; it is not available for students who are just looking for an "easy option". We aim to work with a smaller group, in a non-threatening environment. There is an expectation that students will work consistently to improve their skill level. This course only leads on to Foundation Maths Unit 1 and 2 in Year 11. Students will need a scientific calculator.

TOPICS: Number skills; Money; Geometry; Measurement; Trigonometry; Research work.

Year 10 MATHS (2):

It is anticipated that they majority of Year 10 students will undertake this maths course. Any student who has performed at the expected standard in Year 9 should be able to meet the challenge of this level of mathematics. There is an expectation that students will revise regularly and complete a weekly homework task. A Texas Instrument nSpire CAS calculator is compulsory.

TOPICS: Measurement; Trigonometry; Linear Equations; Statistics; Probability; Circular Geometry; Algebra; Business Mathematics.

Year 10 ADVANCED MATHS (2):

This course is recommended to students who have excellent work habits and enjoy the challenge of mathematics. Students will be extended beyond the normal Year 10 maths course. A Texas Instrument nSpire CAS calculator is compulsory.

TOPICS: Measurement, Trigonometry – including non-right angles triangles; Linear and Quadratic Equations; Statistics; Probability; Geometry; Algebra.

Step 3: Choose your PE:

You must do at least ONE PE subject. If you would like to do PE all year, then you can pick 'Lifesaving and coaching' **OR** 'Training and Coaching'; and 'Biomechanics and mental health'.

LIFESAVING AND COACHING (1):

In this Semester you will look at two major topics of study; Life Saving and Coaching.

Life Saving:
This topic of study will focus on the Royal Life Saving Bronze Medallion qualification. This qualification is recognised as the minimum standard for a qualified lifesaver. This award also increases employment opportunities with many pools and aquatic centres as they require employees who conduct aquatic programs to have their Bronze Medallion. This course will enhance your personal survival skills while providing you with the knowledge and skills to develop the level of judgement, technique and physical ability required to safely carry out water rescues.

Coaching:
This topic of study will focus on students working as a group to plan, implement and reflect on coaching primary aged students in a sport of their choice.
Students will learn how to modify games through rules, equipment and court/field sizes to best suit the age demographic of their participants. Students will also learn about factors of skill development and coaching styles.
Students will finally travel to various schools to implement their coaching plans to a small group of primary aged students with the focus on fun, participation and developing the skills of the students.

TRAINING AND COACHING (1):

In this Semester you will look at two major topics of study; Training and Coaching.

Training:
This topic of study will focus the roles of the different body systems, interplay of energy systems, physical activity in relation to duration and intensity, foods for fuel production, muscular fatigue mechanisms and the recovery of an athlete during and post exercise. This course will develop your understanding of how an athlete's body works to perform at their optimum level and the factors that act as a barrier to achieving these levels.

Coaching:
This topic of study will focus on students working as a group to plan, implement and reflect on coaching primary aged students in a sport of their choice.
Students will learn how to modify games through rules, equipment and court/field sizes to best suit the age demographic of their participants. Students will also learn about factors of skill development and coaching styles.

Students will finally travel to various schools to implement their coaching plans to a small group of primary aged students with the focus on fun, participation and developing the skills of the students.

BIOMECHANICS AND MENTAL HEALTH (1):

In this Semester you will look at two major topics of study; Biomechanics and Mental Health.

Biomechanics:

This topic of study will focus on the factors (biomechanical principles) that allow an athlete to perform particular skills. Students will gain an understanding how changes in equipment have improved major sports and world records. They will also develop a knowledge base of linear motion, angular motion, motion through air and water, force production and principles of equilibrium.

In the practical components of this course students will complete activities in sporting events that answer the following

- What is biomechanics and why is it important?
- What is angular motion?
- How does the angle of release effect distance of a throw or kick?
- What is the difference between speed and acceleration?
- What are the types of motions?
- What are newtons laws?

Mental Health:

This topic of study will develop students understanding of the difference between mental health and mental illness and to understand that an individual's mental health sits along a continuum.

A major focus of this unit is for students to be able to distinguish the facts about stress, anxiety and depression and to then look at the relationship that these have with one another.

Most importantly students will learn strategies to promote their own mental health with skills they can continue to develop throughout their life.

Step 4: Choose your Science:

You must complete some Science in Year 10. You can choose either: Work Science (1 semester) or Core Science (2 semesters).

WORK SCIENCE (1):

Students model chemical reactions in terms of rearrangement of atoms. They investigate how chemical reactions result in the production in a range of useful substances, for example, fuels, metals, and pharmaceuticals. They use word or symbol equations to represent chemical reactions. Students recognise that genetic information is passed on to offspring from both parents and involves the processes of fertilization and meiosis. They use models and diagrams to represent the relationship between DNS, genes, and chromosomes. Students gather data to analyse everyday motion produced by forces, for example, measurements of distance and time, velocity, mass, acceleration, and force.

CORE SCIENCE (2):

Year 10 Core Science seeks to give students the opportunity to practise critical and creative thinking, and scientific problem solving through a range of experiments, activities, and exercises.
It covers the following areas of science: Biology – which is the study of life and living things; Chemistry – which is the study of matter, and natural and processed materials; Physics – the study of the physical world in terms of motion, force and energy; Geology – earth science; and Astronomy – space science.

TOPICS: Science is investigating; Road Science; Inheritance; Chemical Reactions; Explaining Reactions; Forensic Science; Species Survival; Metals and Non-metals; and Renewable Energy.

Step 5: Choose your Humanities

You must complete at least ONE semester of humanities in Year 10. The following are the Humanities electives offered for Year 10, 2018. You can choose as many of these electives as you can fit!

LIVES MATTER (1):

Students study two major historical events that have helped structure and influence today's society: World War Two and Rights and Freedoms Movements. Students discover what caused World War Two to erupt and why the Nazi's became so popular in Germany. Students use film to uncover different perspectives on the Holocaust and how this impacted on millions of people. Discovering the impact and importance of Australian Rights Activists have had on Australian society is the focus while studying Rights and Freedoms Movements. Students also analyse the importance of the Universal Declaration of Human Rights and learn about rights movements from around the globe.

REBELS AND REJECTS (1):

Students study two major global influences that has shaped Australian society. Firstly, they examine the development of popular culture in Australia and how post World War II effected popular culture in Australia, including music, fashion and sport. They use historical sources to compare and contrast generational perspectives on rock 'n' roll. Students evaluate the historical significance of an Australian sportsperson of their choice. Secondly, students explore the multiple waves of migration to Australia and the origin of the White Australia Policy. They employ historical sources to examine the changing attitude of the 60's, 70's and 80's to the arrival of migrants. Students analyse the causes and conditions that led to the increased migration to Australia.

SOCIAL ENTERPRISE (1):

Students learn about the concept of social enterprise. The business model where either profits from the sale of goods goes towards a charity or to a specific group of people in order to raise their standard of living; or where the business itself serves a need in a community.
Students learn about the concept of community, in primarily the local sense, but also the global sense and how global citizenship has come about.
Students will then identify a need in the local community. They will design a business to either produce and market goods to return money to that need, or design a business that meets that need directly. Students will need to work with the local council to help identify needs, and possibly with the Hands-Up Mallee team.

GOVERNMENT AND SOCIETY (1):

Students will review and revise the democratic process in Australia. They will compare and contrast the systems of government in other countries. They will learn about the political parties in Australia as part of the global political spectrum and concepts of left and right wing politics. They will engage in political debate on historical events and current affairs. Students will learn about how pressure groups influence public opinion and parliamentary processes, whether they are unions or environmental groups.

Step 6: Choose your electives

Next is your chance to include some other subjects that you might like to try. You may choose subjects that you like, subjects that relate to your chosen career, or subjects that you would like to try out in preparation for Year 11.

Each of the remaining electives are semester based – meaning that they only equal 1 Unit. Remember that the TOTAL number of units you can pick is 12. It is a good idea to count up how many core units you have already chosen so that you know how many electives you can pick:
e.g. English (2); Advanced Maths (2); Core Science (2); Lifesaving (1); Biomechanics (1); Rebels and Rejects (1) – 9 Units….. meaning I can chose 3 electives.

The electives are in alphabetical order:

Year 10 ART (1):

This unit focuses on development of practical art skills and technical processes using a variety of media, plus art appreciation, criticism and analysis. Students study selected artworks of different media; develop a personal sketchbook diary showing their development of ideas and trials; complete a series of exercises in art appreciation, criticism, and analysis; and develop a personal expression.

Year 10 BIOLOGY (1):

Throughout the semester, students will be introduced to concepts related to Units 1-4 of VCE Biology. The topics covered will be: 'Environmental Adaptations' and 'Disease and Immunity'. Students will undertake extended practical investigations as well as looking at real life case studies in order to connect basic Biology to everyday life.

Year 10 DANCE (1):

Through Dance, students will explore real, imaginary, and abstract ideas to plan and create dance works. In the presentation of the work, they will be able to contribute to the choice of appropriate spaces, materials, equipment, and presentation forms; and show an understanding of the concepts of purpose and audience.

Year 10 DRAMA (1):

Drama explores the role of performance in particular traditions, times in history and cultures, as well as in contemporary drama and theatre. The knowledge of styles and conventions gained from this exploration is then incorporated into

students' dramatic works. Students analyse live theatre performances and use reviews to assist in the interpretation of plays. They design, construct, and experiment with sets, costumes, and properties in their own presentations.

Year 10 ENGINEERING BY DESIGN (1):

Students who have an interest in extending themselves mathematically, will have the opportunity throughout this subject to participate in extended problem solving activities and not just the usual textbook questions. Students will be expected to participate in the various Maths competitions offered throughout the semester.

Year 10 FOOD (1):

The aim of this course is for students to: Acquire, extend, and apply a range of practical skills related to the use of equipment and appliances, and develop an understanding of the processes used in handling ingredients to produce a food product; Develop safe, logical, and efficient work practices; Develop skills in oral, written, and graphic communication by investigating topics related to the study of food and nutrition; Acquire knowledge of nutrition through an understanding of the importance of diet in relation to health.

Year 10 INFORMATION TECHNOLOGY (1):

The aim is to understand more about the use of computers in society and to further develop personal and employable computer skills. Students experience a variety of software packages, which have been selected to develop a range of skills. The course is a useful introduction to Unit 1 and 2 Information Technology.

Year 10 MEDIA (1):

Media is a great preparation for VCE Media with students exploring elements of narrative and representation in film texts and producing their own short films as a response. Story elements in Media are explored by analysing the film text 'Stand by Me' and then producing a film review or a short film or podcast that re-enacts a childhood story. Representation and symbolism use is studied by analysing 'The Shining' and 'The Conjuring' from the horror film genre and then responding by producing a 'Building Suspense' short film. Students learn about varied techniques that media producers use to portray their version of the truth. This will involve the analysis of varied television and film texts, including the works of Louis Theroux and Michael Moore. A popular ending to this subject has involved students merging established documentary styles with comedic elements to create a mockumentary about a very rare and exotic creature, commonly known as 'the teenager'.

YEAR 10 MUSIC (1):

This subject aims to provide students with the opportunity to expand their practical playing skills, theoretical knowledge, and gain knowledge in various areas of the music industry providing a pathway to VCE or VET music studies. This includes recording of performances and the use of other forms of music technology. The story of music styles throughout the ages to today is also included. Students are strongly encouraged to be learning a musical instrument and be having instrumental lessons.

Year 10 PSYCHOLOGY (1):

Throughout the semester, students will be introduced to concepts related to Units 1-4 of VCE Psychology. The topics covered will be: 'The brain', 'Responding to Threat', and 'Psychological Research and Ethics'. Students will undertake theoretical and practical investigations as well as looking at real life case studies in order to connect basic Psychology to everyday life.

Year 10 TEXTILES (1):

This subject focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment, and machines used to process materials. Appropriate methods of communicating ideas to assist in the design of products are also covered.

Year 10 VISUAL COMMUNICATION AND DESIGN (1):

Students develop an individual approach and style in their work by refining their skills in the areas of symbology, orthographic and pictorial drawing, technology use, and illustration. They will be expected to keep a neat resource file, a folio of designs, and computer works. Projects will be given in the areas of information: Visual Communication; Environmental and Product Design; and Analysis of VCD. Students will be required to complete a series of tasks using '*Illustrator'* and *'Photo Shop'.*

Year 10 WOOD (1):

Students research, develop, produce, and evaluate an outdoor bench to suit their home décor. This project develops students' knowledge and application of design and production skills. The evaluation stage develops students' ability to analyse their performance and highlight strengths as well as possible areas of improvement. Students gain an understanding of design concepts, fashion trends, and factors that influence a successful design concept. Introduction to new tools and processes are also undertaken to help broaden students' understanding of production methods in one off productions.

SUBJECT SELECTIONS: 2018: Yr10

My proposed career is: _____

I plan on attending university: YES / NO

My top 3 University and course choices are:
1. _____
2. _____
3. _____

Pre-requisites for my courses:
_____
_____
_____
_____

My Year 10 subjects:
**REMEMBER – the number in the brackets MUST add up to 12.

1. English/Advanced English	(2)
2. Foundation Maths/Maths/Advanced Maths	(2)
3. PE:	(1) or (2)
4. Science:	(1) or (2)
5. Humanities:	(1) or (2) or (3) or (4)
6. Elective:	(1)
Elective:	(1)
Elective:	(1)
Elective:	(1)
Elective:	(1)

** If you would like to include a Year 11 subject, please see the YEAR 11 – subjects 2018 offerings. A year 11 subject is equivalent to (2) units.

** If you would like to include a VET subject, please see the VET/VCAL subject offerings.