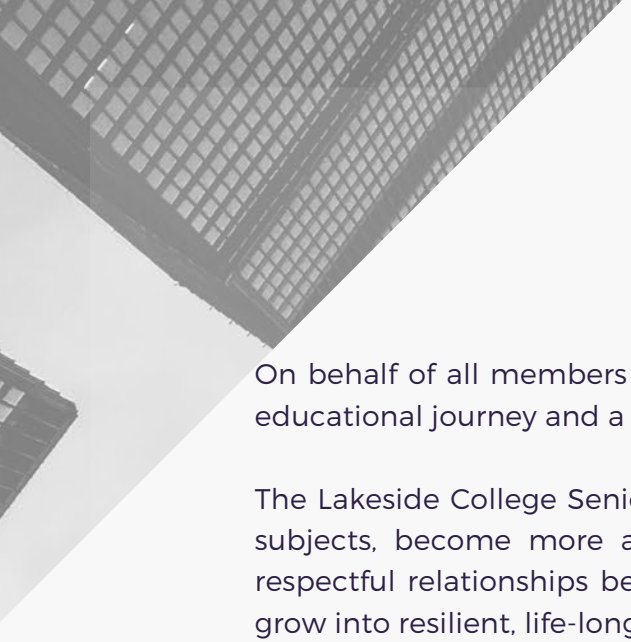
Lakeside
COLLEGE

YEAR 10 HANDBOOK

2024



Welcome

Curriculum Overview

On behalf of all members of the Lakeside College community welcome to Year 10. This is a very exciting stage in your educational journey and a year in which you will be required to make some significant decisions about study pathways.

The Lakeside College Senior School program provides you with an opportunity to experience an exciting range of new subjects, become more autonomous in your decision making and more independent in your learning. We value respectful relationships between students, teachers and parents and our programs are designed to help our students grow into resilient, life-long and curious learners.

Year 10 is considered such an important year for students because it is a time where they need to consolidate the skills they have learnt over the years. It is also a time for them to start thinking about future study options and potential learning pathways. Year 10 students are becoming more and more independent and this is a time when they are encouraged to take up different opportunities for learning. Our program offers students an opportunity to pursue their interests and passions.

Year 10 students are given numerous opportunities to learn outside of the classroom. We have an extensive sporting and co-curricular program that engage students in a variety of interesting and challenging activities. Taking part in co-curricular activities gives students access to new experiences, helps them develop new skills and allows them to meet students from different classes and different year levels. It also allows them to investigate different interests and new ways of learning.

We encourage all of our students to embrace all the opportunities available to them. Our aim is for all students to better understand themselves as learners and embrace opportunities to grow academically, physically, spiritually and emotionally. Our learning and teaching programs are designed to challenge all students appropriately and we use various sources of data to inform our practices and approach to learning.

Head of Senior School
Mrs Amanda Trewin

Year 10 at Lakeside College

At Lakeside College, our curriculum is designed around the learning outcomes identified in the Australian Curriculum. At Year 10, all students experience a range of subjects across different disciplines with specialist teachers as well as accessing an extensive Elective Studies Program. Some key features of the Year 10 program include:

- Core studies in English, Maths, Science, Health and Physical Education, Christian Studies, Humanities
- Our Christian Studies Program is based on the Christian Studies Curriculum Framework produced by Lutheran Education Australia
- An extensive Elective Studies Program which enables students to complete up to four semesterised units throughout the year. The Elective Studies Program is designed to give students an opportunity to try different subjects from a variety of disciplines. It also enables them to indulge their passions by selecting more than one elective from the same discipline.
- Year 10 students participate in a comprehensive Pastoral Care program which takes place for 50 minutes a week. The program focuses on the development of resilience, peer relationships, leadership, life skills and individual and community health and wellbeing.
- All Year 10 students participate in a camp program. The program is designed to help students build resilience, set achievable goals and learn the value of challenging themselves through the development of a growth mind-set.

Year 10 at Lakeside College

- All students belong to a Homeroom and the Homeroom Teacher plays an important role in supporting our students in their final years of schooling. All students are expected to engage in Homeroom based activities including taking part and organising devotion/prayer.

- End of Semester Examinations are a compulsory part of the Year 10 program. Each Core Subject will have an examination that will run for at least 90 minutes. Students are given revision guides and class study time to help them prepare for each examination.

The Role of the Homeroom Teacher

The Homeroom teacher plays a significant part in how we educate young people. As students grow through their teenage years into adolescence they experience a number of physical, emotional and social changes. For some students, this can be a very unstable, stressful and anxiety provoking time.

This instability affects the wellbeing and learning of students. We recognise that students who do not feel safe, secure and protected will struggle to learn and this has been backed by a significant amount of research.

It is within Homeroom that we provide: stability and nurture through:

- Daily connection with a teacher and check in space,
- One main point of communication between home and school, and
- A place to help develop spiritually, emotionally, and interpersonally.

At Lakeside it is our desire that each student is known as an individual by every teacher, and that they develop a particularly strong relationship with their Homeroom Teacher. The Homeroom Teacher is the first point of contact for parents/guardians and will often be the liaison point for any school related matters.

Inclusive Education

Inclusive Education at Lakeside College allows for the coordination, service and provision of learning support for students. It is relevant to all students and of particular importance to those with specific identified needs. Our approach at Lakeside College is founded on the belief that every child has the ability to reach their developmental potential underpinned by equitable and inclusive practices.

The individual differences of students, their strengths and challenges, are recognised and acknowledged through the provision of individualised or modified programs. Individual differences may relate to students who need support in their learning by a specialist teacher or students who need to be further challenged and enriched in their learning.

The Inclusive Education Coordinator assists staff in catering for the individual needs of students by supplementing and augmenting the provisions of the classroom in a supportive and caring environment. The Student Support Officer may provide resource support, classroom support or withdrawal support, either individually or in a small group according to needs identified.

As students with identified needs move into their senior years, additional educational planning is suggested to ensure that choices and pathways are considered to match a best-fit pathway. You can make an appointment with our College Careers Counsellor to help you identify what possibilities are available.

If you would like to engage further with inclusive education at the College please contact your child's Homeroom teacher or our Inclusive Education Coordinator.

Home Learning

Home Learning is, indeed, an important aspect of our learning and teaching programs. We stress, however, the importance of the time allocated to Home Learning tasks at each year level. Parents are encouraged to help their child adhere to the time allocated for completing Home Learning tasks as a way of ensuring that their child does not spend an unreasonable amount of time on Home Learning. Teachers support this process by encouraging the use of the student diary and the planning of a study timetable. The use of the student diary also allows students to keep track of assessment tasks they are required to complete and when assignment work is due.

In the media recently there has been much said about the issue of Home Learning, especially amongst students in both the Early and Middle Years stage of learning. The issue surrounding the debate seems to centre on the amount of Home Learning given to students and the value of completing Home Learning when measured against specific learning outcomes.

As a College we believe that Home Learning should:

- Consolidate classroom learning
- Foster and sustain lifelong learning skills
- Encourage students' responsibility for their own learning
- Enhance students' capacity to manage their personal learning

Research has shown that home learning is important because:

1. It improves your child's thinking and memory
2. It helps your child develop positive study skills and habits that will serve him or her well throughout life
3. Home Learning encourages your child to use time wisely
4. It teaches your child to work independently
5. Home Learning teaches your child to take responsibility for his or her work
6. It allows your child to review and practice what has been covered in class
7. It helps your child to get ready for the next day's class
8. Home Learning helps your child learn to use resources, such as libraries, reference materials, and computer Web sites to find information
9. It encourages your child to explore subjects more fully than classroom time permits
10. It allows your child to extend learning by applying skills to new situations
11. It helps your child integrate learning by applying many different skills to a single task, such as book reports or science projects
12. Home Learning helps parents learn more about what your child is learning in school
13. It allows parents to communicate about what he or she is learning
14. It encourages parents to spark your child's enthusiasm

We have also designed our curriculum and learning programs so that Home Learning should be:

- Age and stage appropriate
- Interesting, challenging and where appropriate, open ended
- Balanced with a range of activities
- Purposeful, meaningful and relevant to the curriculum
- Assessed by teachers with feedback and support provided

Outlined below the recommended Home Learning time for students in each stage of learning.

Years 10

Home learning is allocated on most week days. It is expected that students will spend approximately two hours on homework per evening from Monday to Thursday.

Given that many students are actively involved in activities on the weekends, it is preferable that home learning not be set over the weekend. However, it is expected that home learning not completed during the week should be finalised on the weekend.

Year 10 Home Learning could include:

- Daily independent reading
- Revision and preparation for tests and assessment tasks
- Projects and assignments as discrete tasks
- Reinforces key learning and develops skills further
- Extension of class work.

Year 10 Curriculum Structure

At Year 10, all students will complete the following core studies for the entire academic school year:

- English
- Mathematics
- Science
- Health
- Physical Education
- Christian Studies
- Humanities
- German

A variety of subjects forms part of the Elective Studies Program. Students select up to four semester length units of study and complete two elective units per semester. The following elective studies are offered to all Year 10 students in 2024:

- Community Health
- Sports Coaching
- German Semester 1 & 2
- Music Semester 1 & 2
- Media Semester 1 & 2
- Art
- Food Technology - Food Science
- Food Technology - Bake and Decorate
- Law and Order
- VCE Advanced Placement Program (By Invitation Only)

Year 10 Advanced Placement Program

In Year 10, some students may wish to complete one VCE study as part of our Advanced placement program. For Year 10 students the accelerated level is to access a Unit 1 and 2 sequence. Taking on a VCE unit as part of your Year 10 program is not a decision to be taken lightly.

Students need to be prepared to complete a significant amount of work which will be more complex than what they will experience as part of their ordinary Year 10 program. They also need to be ready for the volume and pace of taking on an accelerated study. For some students, taking on an accelerated study is an excellent choice because it will provide them with an appropriate challenge. For other students taking on an accelerated study prematurely can lead to unnecessary stress and anxiety.

It is for these reasons that access to an accelerated study at Year 10 will be by invitation only. The invitation will be based on the following criteria:

- Demonstration of sound background of study and achievement in that area of study
- Evidence of very good overall academic results, based on assessment information
- Evidence of sound study and time management practices
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Students will be invited in writing to consider taking part in the VCE Advanced Placement Program. The invitation will outline what VCE subjects are available to choose from and will be based on careful discussion and consideration of the student's teachers.

The following pages outline the course content, learning outcomes and assessment tasks for each subject taught in Year 10.

Core Studies

English

Students interact with their peers, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing evidence. Students read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing evidence. They select and experiment with text structures to organise, develop and link ideas and representations.

Units covered throughout the year include:

- Thematic Unit: Australian Story
- Text Study: Knives Out (2019) directed by Rian Johnson
- Text Study: The Happiest Man on Earth (2020) written by Eddie Jaku
- Persuasive Unit: Persuasive media texts

Assessment

- Writing folio
- Personal response to text
- Text response essay
- Language analysis
- Persuasive speech

Mathematics

Students use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. They solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and by using digital tools. Students interpret and use logarithmic scales representing small or large quantities. They solve measurement problems involving surface area and volume of composite objects. Students apply Pythagoras' theorem and trigonometry of right-angled triangles. They interpret networks used to represent practical situations.

Students plan and conduct statistical investigations involving bivariate data using tables and scatter plots, and comment on possible association. They compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers. Students design and conduct simulations involving conditional probability, using digital tools. They apply conditional probability to solve problems involving compound events.

Year 10 Mathematics Advanced Analysis and Enrichment Program

In Year 10, students have the opportunity to be invited to participate in a Mathematics Advanced Analysis and Enrichment class. This program is designed to provide an exciting and challenging learning experience for students who have demonstrated exceptional aptitude and enthusiasm for mathematics. Through engaging activities, problem-solving exercises, and in-depth exploration of mathematical concepts, students will have the opportunity to expand their mathematical knowledge and skills beyond the regular Year 10 curriculum.

Assessment

- Essential assessment pre test and post test
- Investigation task
- Assignment
- Topic test
- Exams

Science

Students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. Students describe trends in patterns of global climate change and identify causal factors. They explain how Newton's laws describe motion and apply them to predict motion of objects in a system. Students explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. They analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. Students analyse the key factors that influence interactions between science and society. They will recognise the importance of First Nations Australians and the role they play in contemporary science.

Assessment

- Research Projects
- Assessed Practicals
- Tests
- Posters
- Analysis of an Issue

Physical Education

Students engage in a range of sport and recreational activities in order to encourage lifelong participation in physical activity. They participate in a variety of activities including Volleyball, Tennis, Golf, Badminton, Self-Defense, Fitness Classes, Hiking and designing their own small-sided games. Students follow a peer feedback approach to encourage development of skills by reflecting on their own and peers techniques and play.

Assessment

- Verbal understanding of skills and rules
- Skill analysis via video
- Assessed Practicals
- Student feedback

Health and Human Development

The Health curriculum in Year 10 continues to support students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits through topics such as emotional regulation, understanding online health information and the importance of a healthy balanced diet. They explore strategies to support the development of preventive health practices that build and optimise individual and community health and wellbeing such as goal setting and regular mindfulness as well learning about the importance of having good quality sleep and a healthy sleep routine for optimal health and wellbeing.

Assessment

- Self reflection
- Investigations
- Oral presentations
- Group work

Christian Studies

In Christian Studies students undertake topics that explore ideas from the following four strands - Christian Beliefs, Christian Church, Christian Living and Christianity in the World. In Christian Beliefs, they focus on the trinitarian nature of God – Father and creator, Son and saviour, Holy Spirit and helper. In Christian Church, students investigate the dynamic and diverse nature of the Christian community and how the Christian community gives expression to belief in worship, prayer, fellowship and sacraments. In Christian Living, students explore Christian teachings about living in relationship with God and how this inspires Christians to live in love and service in the local and global community. In Christianity and the World, students explore the diverse religious and cultural expressions of belief and life. Christians believe that God creates all people to live in relationship with him and recognise that people find expression for their spirituality in different ways. This multi-religious, cultural and diverse spiritual landscape provides a range of philosophical and ethical frameworks for living that present challenges and opportunities for Christian communities.

Assessment

- Essays/Reports
- Reflections
- Posters
- Oral presentations
- Investigations
- Projects

Humanities

In Geography, students explore the effects of human activity on environments, and the effect of environments on human activity, over time. They evaluate the extent of interconnections occurring between people and places and environments, analysing the changes that result from these interconnections and their consequences. Students identify strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.

In History, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world. Students explore and describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period.

In Economics and Business, students learn the fundamentals of managing their finances through Banqer. They understand how credit and bank interest work, as well as how to manage bank accounts and financial transactions. Students also investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.

Assessment

- Case studies
- Tests
- Historical profile
- Historical essay
- Banqer online platform

Community Health

Community Health
Students learn about Australia's healthcare system and the role of public health and health promotion. They investigate a variety of Men's and Women's Health Issues including stereotypes, social media, body image, gambling, violence, mental health, physical activity etc. Students work in small groups to research and develop a health promotion program within the school community. They are responsible for planning, implementing, critiquing and evaluating their programs. Students learn valuable skills including teamwork, communication, negotiation, planning, decision making, delegation and working collaboratively. They conclude the project with class presentations. The Community Health elective is an excellent introduction to VCE Health and Human Development.

Assessment

- Health Issues Research Assignment
- Community Health Group Project

Sports Coaching

Students, through theory and practice, identify and apply multiple roles and facets of sports coaching. They identify different types of coaching styles and approaches to sport education. Students analyse motivation, and its impacts. They explore ways to manage and increase motivation in athletes. Students develop, organise equipment and engage in practical coaching sessions in conjunction with primary school students at the College. They will justify decisions when modifying games for the benefit of skill development, and understand the targeted skills of a session. Students will analyse players' movements and techniques, providing feedback for the development of the player and their skills.

Assessment

- Topic Tests
- Development of Training Program
- Movement analysis
- Sports psychology profile

German Semester

Students discuss brand shopping and the concept of pocket money. They describe people, clothing and how to compare them. Students learn how to be polite using Konjunktiv II (würde, könnte), how to describe travel routes and people's characteristics. Students learn how to compare adjectives using 'als' and 'wie'. They study perfect tense of separable and non-separable verbs followed by Dativ or Akkusativ. Students learn to recognise and use the key features of the German sound system and to develop their knowledge of the German grammatical system. They initiate and maintain interactions with each other by offering ideas and opinions, and information related to community and future plans. Students translate and interpret aspects of informative and imaginative texts. They present information in different modes and text types using written and oral German language skills.

Assessment

- Speaking Skills
- Listening Skills
- Writing Skills
- Reading Skills
- Project Work

Music Semester

Students develop performance skills and techniques as an individual and within a group. Music theory content remains a focus along with the introduction of aural training. Students critique music examples using their instrument knowledge and the elements of music and express viewpoints on overall performance effectiveness and meaning. They explore various music styles across historical and contemporary eras. An array of individual and group technical and performance tasks are organised to prepare students to engage in high level performance across all mediums. All these skills are developed through the course of the year to prepare students for VCE Music courses.

Assessment

- Solo and ensemble performances
- Technical assessments on instruments
- Theory and listening tests
- Research reports on music artist/s

Media

Students analyse how and why media art concepts are manipulated to construct representations in the works they create and/or experience. They also evaluate how and why media artists across many cultures, times and places use their concepts to represent and/or challenge ideas and perspectives, including in Australian contexts. Students use media concepts to communicate their ideas and perspectives on contemporary issues through responsible media and production processes. They work in multiple genres and both plan for and present their media creations to an audience.

Assessment

- Media art analysis
- Poster presentation
- Advertisement production

Art

Students investigate issues within society and how art can be used to comment on social problems, using computer programs such as Photoshop. Existing imagery is manipulated to create a new artwork. Students manipulate materials, techniques, and processes to develop and refine the representation of ideas and subject matter in their artworks. They identify influences of other artists on their own designs and artworks. Students further explore the design and creation process for their clock task.

Assessment

- Deconstructive Montage

Food Technology - Food Science

Science experiments occur in every household, every day! In this course, students learn about the functional properties of food and explore the physical and chemical changes that take place during food storage, preparation, and presentation. Students will use a range of science experiments to investigate these changes and will reinforce their understanding through weekly practical productions such as roasting meat and vegetables, baking cookies, and making pavlova for example. In this unit, students gain an understanding of the chemical changes that occur in everyday cooking and how we can use this knowledge to achieve a desired end product.

Assessment

- Hygiene & Safety Task
- Experiment Reports
- Design Task
- Weekly Practical Productions

Food Technology - Bake and Decorate

Students will design and create a variety of baked food goods, including a range of muffins, biscuits, pastries and cakes with a strong focus on understanding ingredients for form and function and using tools and equipment accurately to create a designed product. Taking inspiration from current food trends in decorating, students use creative design thinking and project management skills to plan, design and create delicious baked food solutions.

Assessment

- Hygiene and Safety Task
- Biscuit Design Task
- Celebration Cake Design Task
- Weekly Practical productions

Law and Order

Students learn about the legal system that is in place to maintain law and order within the community. They explore the role of the High Court, the Constitution and the features of a resilient democracy. Throughout the semester, students examine case studies to demonstrate their understanding of key legal concepts.

Assessment

- Case studies
- Research projects
- Reports
- Tests