

Year 10 Handbook

2027



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 the study pathways that lay before you.

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 an important year for students as it is a time where they will need to consolidate the skills they have learned over the middle school years. It is also a time for them to start thinking about future study options and potential learning pathways. Year 10 students are becoming increasingly independent and this is a time when they are encouraged to take up different opportunities for learning. Thus, our Year 10 program offers students an opportunity to pursue their individual interests and passions.

In 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 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 to ensure the greatest impact.

Mr. Josh Rosaia

Acting Head of Secondary School



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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

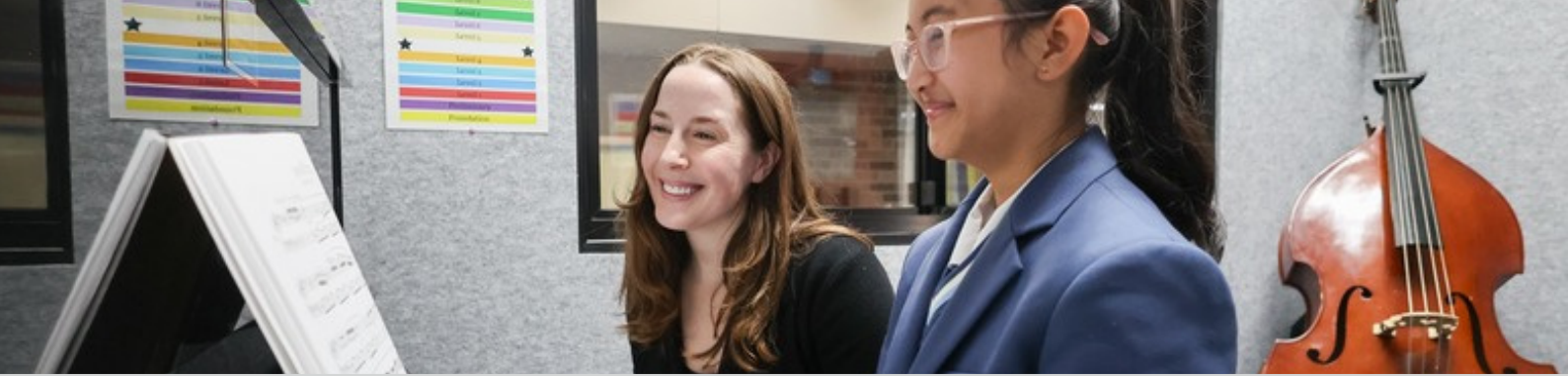
An extensive Elective Studies Program which enables students to complete up to four semester-based units throughout the year. The Elective Studies Program is designed to give students an opportunity to try different subjects from a variety of disciplines. It also enables them to indulge their passions by selecting more than one elective from the same discipline.

In place of Pastoral Care class, our Year 10 students participate in a comprehensive program that takes place once per term on Wellbeing Days. These special events support students in vital life skill development, such as resilience building, nurturing peer relationships, leadership skill consolidation, and understanding individual and community health and wellbeing.

All Year 10 students also 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.

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 in and organising devotion/prayer.

End of Semester Examinations are a compulsory part of the Year 10 program. The core subjects English, Maths, Science, Humanities and Health/PE, as well as all Electives, will have an examination that will run for 100 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.

Our nurturing Homeroom environments provide stability and care through:

Daily connection with a teacher and check in-space,
One main point of communication between home and school
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 – both 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 a diary or organisational tool and the planning of a study timetable. The use of these also allows students to keep track of assessment tasks they are required to complete and when assignment work is due.

There is now an overwhelming amount of evidence on the benefits of Home Learning, especially amongst senior students. However, it is important to ensure the amount of Home Learning given to students is balanced and targeting specific learning outcomes.

At Lakeside 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:

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



Home Learning

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 is the recommended Home Learning time for students in Year 10.

Year 10

Home learning is allocated on most weekdays. It is expected that students will spend approximately 90-120 minutes 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 that is not completed during the week should be finalised on the weekend.

Year 10 Home Learning could include:

- Daily independent reading and/or targeted literacy
- 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/PE Christian Studies
- Humanities

A variety of unique subjects form 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 2027:

- Art
- Cooking Basics
- Forensic Psychology
- German (year-long)
- Introduction to Visual Communication
- Law and Order
- Multicultural Foods
- Music
- Robotics
- Sports Psychology
- Sports Coaching
- 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 1/2 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 that will be more complex than what they experience as part of the 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 as it will provide them with an appropriate challenge. For many students, taking on an accelerated study prematurely can lead to unnecessary stress and anxiety, which is why preliminary discussions with the relevant teacher are crucial.

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 consistently excellent academic results, based on assessment information and across all subjects
- Evidence of sound study and time management practices

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 by the student's teachers.



Subject Descriptors - Core Studies

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, listen to and create spoken and multimodal texts, and analyse a broad range of literary texts. With an exploration of diverse purposes and audiences, they discuss ideas and responses to representations, making connections and providing evidence of their understanding. 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 the interpretations of these may be influenced by different readers and viewers. Students create written and multimodal texts, expressing ideas and representations, making connections and providing evidence of learning. They select and experiment with text structures to organise, develop and link ideas and representations.

Units covered throughout the year include:

- Text Study: *Blade Runner* (1982) directed by Ridley Scott
- Thematic Unit: Australian Story
- Text Study: *Twelve Angry Men* (1954) written by Reginald Rose
- Persuasive Unit: Persuasive media texts

Assessment

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



Core Studies

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



Core Studies

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



Core Studies

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



Core Studies

Christian Studies

Christian Studies at Year 10 uses an inquiry-based learning approach driven by core big questions. Students explore perspectives across four central 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, exploring how it gives expression to faith through worship, prayer, fellowship, and sacraments. In Christian Living, students explore Christian teachings about living in relationship with God and how this inspires people to live in love and service within local and global communities. Finally, in Christianity in the World, students explore diverse religious, cultural, and spiritual expressions. While Christians believe God creates all people to live in a relationship with Him, we recognise that people express spirituality in different ways. This multi-religious context provides a range of philosophical and ethical frameworks, presenting both unique challenges and opportunities for Christian communities.

During Semester 1 students study the Gospel of John, as they dive into the distinct perspective of the fourth Gospel, exploring how John portrays Jesus as the Word made flesh. Through key signs, "I Am" statements, and narrative accounts, students investigate John's central themes of light, life, love, and belief, examining what it means to experience a transformed life in relationship with Jesus.

During Semester 2 students explore the Book of Acts. The study follows the movement of the early Church from Jerusalem to Rome, showing how Jesus' work is continued through the power of the Holy Spirit and the tireless work of the Apostles and early believers. Students explore how the Gospel forms communities marked by courage, generosity, inclusion, equality, and allegiance to Jesus, even when the message faces pressure, misunderstanding, and opposition.

Assessment

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



Core Studies

Humanities

In Geography, students explore the effects of human activity on coastal environments over time. They evaluate the extent of interconnections occurring between people, 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 Banquer. 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
- Banquer online platform



Electives

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. Identifying the influences of other artists on their own designs and artworks. Students further explore the design and creation process for their clock task.

Assessment

- Deconstructive Photomontage
- Elements and Principles Art analysis slides
- Clock Design Task
- Medium Explorations
- Written Exam

Cooking Basics

In the Cooking Basics unit, students explore the fundamental theories and techniques of various cooking methods. They learn to prepare a variety of dishes using these methods, enhancing their understanding of kitchen safety and hygiene practices. Through hands-on activities, students develop practical cooking skills, gain insights into the nutritional value of different foods, and learn to calculate the cost of recipes. This unit aims to foster creativity and confidence in the kitchen.

Assessment

- Hygiene and Safety Task
- Design Task
- Weekly Practical Productions
- Written Exam



Electives

Forensic Psychology

The Year 10 Forensic Psychology course introduces students to the scope and role of forensic psychologists, exploring the historical context and differences between clinical and criminal psychology. The students cover the nature of crime, including definitions and various types, alongside theories of criminal behaviour, focusing on biological, psychological, and sociological perspectives.

Students learn about criminal profiling, techniques for behavioral analysis, and the legal framework, including the importance of expert testimony and issues surrounding eyewitness reliability. Additionally, the course addresses the intersection of mental health and crime, examining psychological disorders, the insanity defense, and risk assessment for reoffending.

Through case studies of famous criminal cases, students gain insights into real-world applications of forensic psychology and discuss current issues, including ethical considerations and technological impacts. Research methods are also covered, emphasising design, ethics, and critical evaluation of studies. The course concludes with a review of key concepts and an exploration of future directions in forensic psychology, assessing emerging trends and societal roles.

Assessment

- Hygiene & Safety Task
- Experiment Reports
- Design Task



Electives

German

Students learn about housing in German speaking countries, including alternative housing, naming rooms in a house and speaking about household chores.

They also learn about shopping in German speaking countries, including different part of a department store and items for sale.

Furthermore, students learn about the German school system and what teenagers are allowed to and not allowed to do in Germany.

The topic of holiday destinations and activities are also covered, including Berlin and the history of Berlin.

Students are exposed to former students of German in Australia, who are using German in their careers and receive information about scholarship and exchange programs between Germany and Australia

Assessment

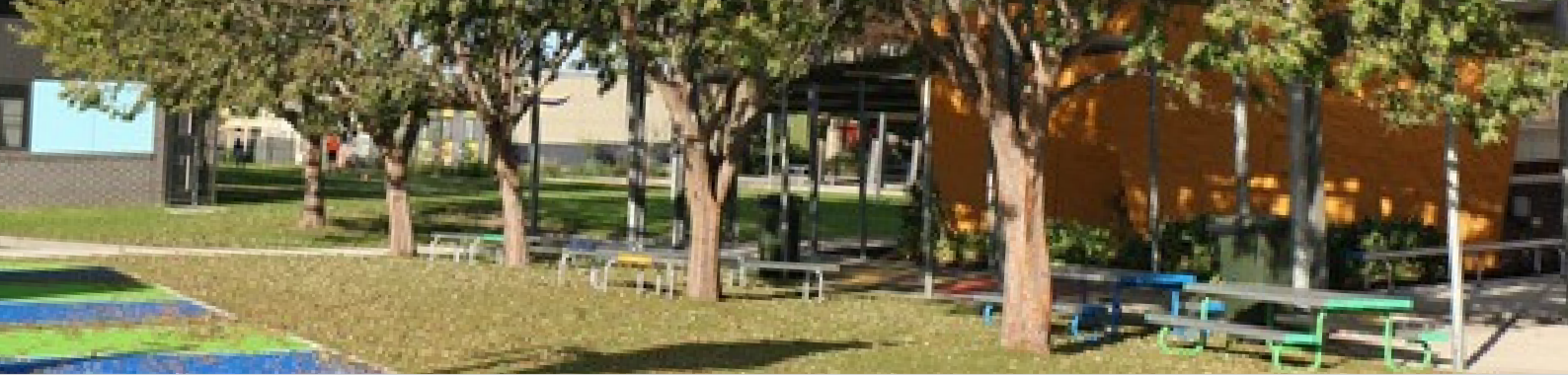
- Speaking Skills
- Listening Skills
- Writing Skills
- Reading Skills
- Project Work

Sports Psychology

This elective unit explores the psychological factors that influence sporting performance and participation. Students investigate topics such as motivation, confidence, arousal, stress, concentration, teamwork, leadership, goal setting and mental skills training. Through a combination of practical activities and theory, students develop strategies to improve individual and team performance while gaining an understanding of how psychological skills can enhance wellbeing, resilience and success in sport and physical activity. This subject is ideal for students with an interest in sport, coaching, exercise science or psychology.

Assessment

- Projects
- Topic tests
- Create a training program
- Sport psychology analysis



Electives

Introduction to Visual Communication (Graphics)

Year 10 Introduction to Visual Communication is a one-semester elective that immerses students in the full design process—research, ideation, refinement, production and evaluation—while building the visual language they will need for VCE Visual Communication Design and other creative pathways.

Working with both manual and digital techniques, students hone freehand sketching, observational drawing and technical drawing (orthogonal, isometric and perspective) before translating their concepts into polished layouts using industry-standard software selected by the teacher. They explore the elements and principles of design, typography, colour theory, image composition and human-centred design principles to solve authentic briefs such as branding, poster campaigns, packaging prototypes or environmental signage. Along the way, students analyse how professional designers communicate messages, consider sustainability and cultural context in their own work, and reflect on feedback to improve clarity and impact. The semester culminates in a personal portfolio that demonstrates each learner's ability to generate multiple ideas, justify design choices and present resolved visual communications that meet a defined audience and purpose.

Assessment

- Animal House Design
- Logo Design
- Working with a Design Brief

Law and Order

Students learn about Australia's legal system and its place in maintaining 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, including a visit from a representative from Pakenham Justice Centre to discuss how individual cases are managed. Controversial legal topics, such as age of incarceration and Castle Law, are also debated.

Assessment

- Case studies
- Research projects
- Debate
- Mock trial



Electives

Multicultural Foods

In Multicultural Foods, students look at the diet of Indigenous Australians before European settlement and explore how food patterns have changed, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of what is Australian cuisine.

Students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures. Students select a country and produce an inquiry-based research task on one particular food-producing region of the world. Through practical activities, students explore the ingredients and techniques used in other cultures.

Assessment

- Research Task
- World Food Expo Design Task
- Weekly Practical Productions
- Written Exam

Music

Students develop performance skills and techniques as individuals 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, including Jazz and Latin American Music. An array of individual and group technical and performance tasks is organised to prepare students to engage in performance across all mediums. All these skills are developed throughout 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



Electives

Robotics

This robotics course asks students to solve several different real-world problems involving coding. To allow students to do this, they first need to become familiar with coding in Python. They learn how to use this code to create algorithms that allow them to solve a number of real-world problems. They learn how to use variables to force robots to follow instructions. They explore how to use IF and THEN statements to make different decisions that can be coded into robots and other coding mediums.

Assessment

- Topic Tests
- Development of Training Program
- Projects

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