Hampton Park
SECONDARY
COLLEGE

Respect, Learning, Working Together

SUBJECT HANDBOOK

YEAR 10 CURRICULUM PROGRAMME

2025

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PRINCIPAL'S INTRODUCTION

"At Hampton Park Secondary College, we are rich in diversity, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence."

Hampton Park Secondary College is committed to providing an educational model that is both student-centered and focused upon personalised learning-experiences. We understand that students become passionately *engaged* in their education when the pedagogical approach is *placed*, *purposeful*, *passion-led*, and *pervasive*.[1] At Hampton Park Secondary College, we have re-designed our learning programme to enable students to excel through this research-based future-focused model, ensuring *all* of our students benefit from deepened learning and improved educational outcomes. In line with this approach is our recognition that all students are unique, and that each student brings their own distinct and individual passions, interests, skills, and knowledge into our learning ecosystem. Thus, at Hampton Park Secondary College, we enable a tailor-made educational programme that empowers students to take control of their learning.

> *We are all born with fathomless capacities, but what we make of them has everything to do with education. One role of education is to help people develop their natural talents and abilities; the other is to help them make their way in the world around them. Too often, education falls short on both counts. As we face an increasingly febrile future, it's vital to do better. For that to happen, education has to be urgently transformed. We have the resources and the expertise, but now we need the vision and commitment.*[2]
>
> *Sir Ken Robinson*

We recognise that our young people are entering into a world that is changing at a faster rate than ever before and is posing new environmental, political, societal, economical, and technological challenges and complexities that were never before imaginable. At Hampton Park Secondary College, we believe that there has never been a more befitting time at which to make sure every one of our students is empowered to explore, enhance, and excel in, their "fathomless capacities". We believe that it *is* time for a transformation in education, and we have the "vision and commitment" to demand that the learning in which our students engage both prepares them for the world in which they live and supports them to develop innate and new talents and abilities. Thus, creating a culture of learning which, at its foundation, believes learning should be done *with* students, rather than *to* students, is at the heart of the College. Our innovative approach to learning accords each student with a tailor-made educational programme, ensuring that no student is held back from reaching their full potential, and that no student is left behind. Through the creation of optimal conditions for learning, where learning becomes organic as students are empowered to take control of their pathways and explore and develop their passions, students truly thrive.

Principal Wayne Haworth

[1] Valerie Hannon, 'Learning Futures' (Innovation Unit UK, A contribution to the Innovative Learning Environments project of OECD/CERI)
[2] Sir Ken Robertson, 'Standardisation Broke Education, Here's how we Can Fix our Schools', *Wired Magazine* (May/June 2019).

LEARNING AT HAMPTON PARK SECONDARY COLLEGE

Learning at Hampton Park Secondary College is categorised into three stages or 'programmes': Explore, Enhance, and Excel. These programmes recognise the unique needs of each student as they engage in their secondary education and allow learning to be transformative, dynamic, and focused upon growth. Our programmes allow students to 'move through' their secondary schooling experience in a way that better reflects their passions and abilities rather than their nominal 'year level'. Hence, whilst many students merely *survive* their time at high-school, students at Hampton Park Secondary College instead *thrive* in an exceptional learning environment where they are empowered and supported to create an educational pathway that is as individual and unique as they are.

LEARNING CREDITS MAP

The following Credits Map outlines the HPSC Curriculum Plan which shows how the eight Key Learning Areas of the Victorian Curriculum are substantially addressed and how the curriculum plan is organised and implemented. The Map indicates the minimum number of Units of Study or Credits every student will acquire across Years 7 to 10.

CORE	GUIDED CHOICE ELECTIVES (It is compulsory for students to select an elective from these learning areas)	FREE CHOICE ELECTIVES

Learning Areas	Explore (Year 7)	Enhance (Year 8)	Enhance (Year 9)	Excel (Year 10)	Total
Mentoring	2 Credits	2 Credits	2 Credits	2 Credits	8 Mentoring Credits
English / EAL	2 Credits	2 Credits	2 Credits	2 Credits	8 English Credits
Mathematics	2 Credits	2 Credits	2 Credits	2 Credits	8 Maths Credits
Health & Physical Education	2 Credits	2 Credits (1 Core & 1 Elective)	2 Credits (1 Core & 1 Elective)	2 Credits (1 Core & 1 Elective)	8 HPE Credits
Humanities	2 Credits	1 Credit	1 Credit	1 Credit	5 Humanities Credits
Science	1 Credit	1 Credit	1 Credit	1 Credit	4 Science Credits
The Arts	1 Credit	1 Credit	1 Credit	1 Credit	4 Arts Credits
STEM	1 Credit	1 Credit	1 Credit	1 Credit	4 STEM Credits
Free Choice Credits from any Learning Area including Languages	4 (Taster) Credits	2 Credits **or** 1 Credit for students studying Humanities with Literacy Support	2 Credits **or** 1 Credit for students studying Humanities with Literacy Support	2 Credits **or** 1 Credit for students studying Humanities with Literacy Support	10 Free Choice Credits or 8 Free Choice Credits for students studying Humanities with Literacy Support
Sub Total	17 Credits	14 Credits	14 Credits	14 Credits	60 Credits

COLLEGE VALUES

Respect, Learning, and Working Together

Our vision of learning excellence is underpinned by the Hampton Park Secondary College values of Respect, Learning, and Working Together. Informing our daily interactions and decisions, these values are embedded in our whole school practice, and they are supported by our School-Wide Positive Behaviour Support programme. Our values embody the educational centrality of building critical, informed, and reflective citizens in a democratic, equitable, and just environment that is characterised by cultural, economic, and social diversity. Through living our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning and re-learning, having high levels of empathy, and *always* being critical and creative problem solvers.

Our values of **Respect, Learning,** and **Working Together** guide our educational programmes within the community in the following ways:

- I respect myself and other people.
- I actively listen to others with an open mind.
- I respect other people's different perspectives.
- I am inclusive.
- I respect school property and the property of others.
- I wear my school uniform with pride.
- I set personal goals and have high expectations of myself and others to continually improve.
- I have a positive attitude and enthusiasm for learning.
- I strive to achieve my personal best.
- I take pride in the achievements of myself and others.
- I am willing to share ideas, resources, and skills.
- I am helpful and approachable.
- I contribute positively to class, group activities, and the school community.

LEARNING DISPOSITIONS

Our Learning Dispositions are based on Professor Guy Claxton's Building Learning Power, 21st Century Competencies and Michael Fullan's 6Cs of Deep Learning. Students are provided with everyday learning opportunities to develop these dispositions and are assessed against them within their subjects. These dispositions underpin the learning that takes place at our College as we develop confident and empathetic individuals who have the skills and values that empower them to successfully navigate the world in which they live.

Our Learning Dispositions are:

- **Critical and creative thinking**
- **Collaboration**
- **Resilience**
- **Resourcefulness**

LITERACY & NUMERACY SUPPORT

Having adequate skills and knowledge in the areas of literacy and numeracy is a vital requisite to acquiring deep learning in any subject area. Hampton Park Secondary College is committed to supporting all students in their learning. Our teachers have an expert understanding of the literacy and numeracy demands of their subject area and of how to ensure that all students are able to access the learning within their classroom. However, often students are identified as having literacy or numeracy 'gaps' in their learning that require that the student receives additional support to ensure that they are able to get the most out of their learning experiences.

A major priority of the College is to make sure that all students attain the literacy and numeracy skills, and knowledge needed to successfully navigate the world in which they live. At a micro level, each teacher continuously uses formative assessment strategies within their classroom to monitor student understanding and to adjust learning as required. At a macro level, the College collects and monitors comprehensive information about the literacy and numeracy growth and achievement of each student. This includes regular feedback from teachers, collection of detailed information through the use of ACER Assessment for Reading, Maths, and Grammar and Punctuation, and comprehensive analysis of information collected through NAPLAN. This information assists the College in ensuring that all students are engaged in learning that meets their needs, whether it be that a student is identified as needing to be further extended in their learning, needing to receive additional support in a specific skill area, or needing to receive additional support in a broader range of skills through our intervention programmes.

Hampton Park Secondary College offers intervention programmes for students needing additional support in literacy and numeracy. These programmes feature smaller class sizes with greater opportunity for one-to-one and small-group support from area experts and customised programmes that target the needs of each student. Students in years 7 to 10, identified as needing additional support in literacy, will be enrolled in our Literacy Support programme. Students in years 7 to 10, identified as needing additional support in numeracy, will be enrolled in our Numeracy Support programme.

What is Literacy?

Students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy encompasses the knowledge and skills students need to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others, and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable, and distinctive literacy that is important for learning and representative of the content of that learning area.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions, and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

What is Numeracy?

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

MENTORING

Mentoring is a weekly programme where students meet and collaborate to discuss personal development, careers and pathways, and health and wellbeing. During these sessions, the focus is upon developing positive relationships, individual student growth, and fostering school pride. Our College values guide the programme with the aim of strengthening social connections, building house spirit, and providing opportunities for students to be supported both in and out of the classroom.

Through Mentoring, Mentor Teachers will help students develop personal skills (teamwork, organisation, and expressing opinions respectfully), as well as transferable skills for success beyond their time at the College (positive communication, time management, and critical thinking).

Each week has a different focus, which includes fun and engaging activities and building positive connections with peers and the community.

The Mentor teacher plays a significant role in helping students to remain connected to school, attend every school day, and to thrive academically, socially, and emotionally. It is well documented that students learn best when teachers and parents/carers work together. The Mentor Teacher is the primary point of contact for the student at school, and it is vital for the Mentor Teacher to build a relationship with the student, their family, and the Student Learning Leaders. Regular monitoring of students by the Mentor Teacher, using effective communication (between both the students and parents/carers), will support each student in remaining 'on track' and enhance student wellbeing and academic success. Student wellbeing provides the foundation upon which academic achievement can be built. Student engagement and connectedness are substantial measures of student wellbeing.

Mentor Teachers play a significant role in:

- Building relationships with students and their parents/carers through calling and/or emailing parents/carers at the beginning of the year to introduce themselves and to let parents/carers know that Mentor Teachers are the first port of call should they have any queries or concerns. This helps with communication and provides a personal approach to the wellbeing of our students.
- Monitoring attendance and punctuality (using Compass Attendance features).
- Monitoring uniform to ensure that a student's uniform is consistent with the HPSC Uniform Policy.
- Monitoring academic performance through viewing student reports to get a broad oversight of each student's progress. If there are any concerns, sharing these with the relevant staff members and contacting parents/carers, where appropriate.
- Participating in and attending year level camps and other co-curricular activities, where possible.
- Initiating and conducting parent-student conferences to discuss matters of concern such as school connectedness, attendance, lateness, and social matters.

Mentor Teachers play an essential role in a school-wide wellbeing network as we ensure that each and every student at Hampton Park Secondary College is known, valued, and recognised as an integral part of our community. Mentor Teachers work closely with Sub School Leaders, Student Learning Leaders, the Wellbeing Team, and the Careers Team with the aim of fostering compassion, confidence, self-esteem, resilience, and self-determination in each of our young people. Hampton Park Secondary College's Mentoring programme is a core element in ensuring our students experience a personalised, supportive, and engaging environment where each student is empowered to achieve their full academic potential.

YEAR 10 PROGRAMME

YEAR 10 COURSE OUTLINE

CORE SUBJECTS Compulsory for all students	GUIDED CHOICE ELECTIVES Students need to select an elective from these learning areas	FREE CHOICE ELECTIVES

Subject	One Semester	Full Year
Mentoring	MENTORING CREDIT	
English OR EAL	CORE ENGLISH / EAL CREDIT	
Mathematics	CORE MATHS CREDIT	
Health & Physical Education	CORE HPE CREDIT	HPE CREDIT Select at least one elective
Science	SCIENCE CREDIT Select at least one elective	
Visual & Performing Arts	ARTS CREDIT Select at least one elective	
Humanities	HUMANITIES CREDIT Select at least one elective	
STEM & Digital & Design Technologies	STEM CREDIT Select at least one elective	
Student Choice	FREE CHOICE ELECTIVE	
Student Choice	FREE CHOICE ELECTIVE	

Languages Note:

- An exemption has been granted by the Victorian Registration and Qualifications Authority (VRQA).
- Arabic, French, and Japanese can be chosen as an elective for each semester.

Science Note:

- All Enhance Science electives ensure students participate in both strands of Science Understanding and Science Inquiry Skills.

Visual & Performing Arts Note:

- Students must select from both Visual Arts and Performing Arts subjects across years 7 to 10.

Humanities Note:

- All year 10 students are required to select one Humanities elective. Across years 7, 8, 9, and 10, students must participate in all four Humanities disciplines through the selection of electives that address History, Geography, Civics & Citizenship, and Economics & Business.
- Year 10 students enrolled in Humanities with Literacy Support participate in all disciplines all year and therefore are not required to but can select Humanities elective as a free choice elective.

STEM Note:

- Students must select from both Digital Technologies and Design Technologies subjects across years 7 to 10.

The information in the table above reflects the requirements in the VCAA Victorian Curriculum F-10 Guidelines.

YEAR 10 PROGRAMME

YEAR 10 SUBJECTS (EXCEL)

The following is a list of Year 10 studies offered at Hampton Park Secondary College. Please refer to the relevant information about each study in the handbook and speak to the nominated staff listed in the subject description. Students need to refer to the Excel Subject Handbook to select their VCE or VET subject.

ARTS (VISUAL & PERFORMING)
Art Making and Exhibiting – Year 10
Backstage Pass – Year 10 (Theatre Studies)
Dance – Year 10
Drama – Year 10
Media – Year 10
Music – Year 10
Street Art – Year 10 (Art Making and Exhibiting)
Visual Communication Design – Year 10
ENGLISH
Year 10 Vocational Learning Literacy
Year 10 Core English & EAL
Evolution of English Language – Year 10 (English Language)
Literature – Year 10
HEALTH & PHYSICAL EDUCATION
Year 10 Core Health and Physical Education
Health and Human Development – Year 10
Advanced Physical Education – Year 10
Rugby Academy (Physical Education)
Sport and Recreation – Year 10
HUMANITIES
Accounting – Year 10
Business Management – Year 10
Geography – Year 10
History – Year 10
Legal Studies – Year 10
Philosophy – Year 10

YEAR 10 PROGRAMME

LANGUAGES
Arabic – Year 10
French – Year 10
Japanese – Year 10
Persian – Year 10
MATHEMATICS
Year 10 Maths for Life
Year 10 Core Maths
Year 10 Advanced Maths
Elite Algebra – Year 10
SCIENCE
Biology – Year 10
Chemistry – Year 10
Environmental Science
Physics – Year 10
Psychology – Year 10
General Science – Year 10
STEM (DIGITAL & DESIGN TECHNOLOGIES)
Computer Programming – Year 10 (Applied Computing)
Engineering and Mechatronics – Year 10 (Systems Engineering)
Food Studies – Year 10
Innovate Advanced: Mixed Materials **OR** Textiles – Year 10 (Product Design and Technology)

YEAR 10 PROGRAMME

VISUAL & PERFORMING ARTS

The Arts include Dance, Drama, Media Arts, Music, Visual Arts, and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines, and traditions that have shaped the expression of culture locally, nationally, and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this process occurs in different disciplines.

The Arts present ideas that are dynamic as well as rich in tradition. Through engaging in The Arts, students are entertained, challenged, and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contribute to the development of confident and creative individuals and enrich Australian society. Students express, represent, and communicate ideas in contemporary, traditional, and emerging art forms. In Dance, Drama, and Music students explore the performing arts, whilst in Media, Visual Arts, and Visual Communication Design students explore the world of visual representation and expression.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across The Arts, and students are encouraged to respect and value these unique and evolving traditions.

YEAR 10 VISUAL & PERFORMING ARTS

ART MAKING AND EXHIBITING - YEAR 10

Subject Description:

Year 10 Art Making and Exhibiting is for students who are passionate about making artwork and are interested in the way the art world operates. In this subject, students will experience what it is like to be an artist in the studio, an exhibiting artist, and an artist in other contexts. By examining the roles and practices of artists in society, students develop an understanding of the way artists work across a range of cultures and periods of time. Students gain insight into artistic perception, the role of beliefs and intention in artistic process, and the artist's relationship with the viewer. This elective will focus on a range of artforms that may include drawing, painting, printmaking, mixed media, digital art, and three- dimensional artforms.

Assessment:

- A folio of developmental and finished artworks.
- Presentation of own artworks.
- Written and aural tasks about the studio practice of renowned artists from various times and places.
- Peer review and self-assessment.
- Assessment processes will involve rubrics adapted from the Art Making and Exhibiting study design.
- Students will sit an examination for this subject.

Advice to Students:

There are no pre-requisites for this subject, however students considering undertaking the subject should be confident, independent, and self-managed learners who are passionate about the creative process of artmaking. Students should be aware that this subject is designed to develop the necessary skills required to undertake VCE Art Making and Exhibiting. It is **highly recommended** that students take Year 10 Art Making and Exhibiting if they wish to take VCE Art Making and Exhibiting in the following year.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Art*	*Drawing & Painting*	*Comics & Graphic Novels*	***Year 10 Art Making & Exhibiting***	*VCE Art Making & Exhibiting Units 1 & 2*	*VCE Art Making & Exhibiting Units 3 & 4*
Option Two	*Art*	*Comics & Graphic Novels*	*Sculpting with Multi Materials*	***Year 10 Art Making & Exhibiting***	*VCE Art Making & Exhibiting Units 1&2*	*VCE Art Making & Exhibiting Units 3 & 4*
Option Three	*Art*	*Photography*	*Drawing & Painting*	***Year 10 Art Making & Exhibiting***	*VCE Art Making & Exhibiting Units 1 & 2*	*VCE Art Making & Exhibiting Units 3 & 4*
Acceleration Option	*Art*	*Drawing & Painting*	***Year 10 Art Making & Exhibiting***	*VCE Art Making & Exhibiting Units 1 & 2*	*VCE Art Making & Exhibiting Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Fee and Mr Horsfall

YEAR 10 VISUAL & PERFORMING ARTS

BACKSTAGE PASS - YEAR 10 (THEATRE STUDIES)

Subject Description:

Have you ever wanted to design the next superhero costume? Have you ever wanted thunder to crash with your every word? How do you build a swamp? Year 10 Backstage Pass is for those students who wish to discover all aspects of theatre, form a production company, and put on a production! Students will get hands-on experience and learn about many of the areas that combine to create a theatre production.

This will include experiencing such elements as:

- Lighting and sound design.
- Costume and sake-up design.
- Prop and set building.
- Acting and directing.
- Artwork and advertisement.
- Stage management.

The group will work as a production team, take on a script and design a show from the ground up, creating a product for a performance evening!

Assessment:

- Commitment to the production company and your role.
- Research assignments.
- Reflection based assessment tasks.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking any Drama subject, however, you must be willing to participate in all activities, work with others, and bring positive energy!

This subject continues to build important skills in drama; however, it is **not directly linked** to VCE Drama studies.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Stand & Deliver*	*Acting Out*	*Acting Out*	***Year 10 Backstage Pass***	*VCE Drama Units 1 & 2*	*VCE Drama Units 3 & 4*
Option Two	*Stand & Deliver*	*Acting Out*	*Acting Out*	***Year 10 Backstage Pass AND*** *Year 10 Drama*	*VCE Drama Units 1 & 2*	*VCE Drama Units 3 & 4*
Acceleration Option	*Stand & Deliver*	*Acting Out*	*Year 10 Drama* ***AND/OR Year 10 Backstage Pass***	*VCE Drama Units 1 & 2*	*VCE Drama Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Windross or Ms Scerri

YEAR 10 VISUAL & PERFORMING ARTS

DRAMA - YEAR 10

Subject Description:

Year 10 Drama will take students on a journey that will prepare them for all that VCE Drama has to offer. They will explore a range of styles, scenes, and characters, use lighting and sound to enhance performance, prepare to entertain audiences, and take a trip to the theatre. Students will be encouraged to participate in school and/or house productions to further their experience.

Assessment:

- Practical drama activities, exercises, and presentations.
- Creating and developing a devised ensemble performance.
- Presenting a devised performance.
- Analysis and evaluation of own and others' work.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking any Drama subject, however you must be willing to participate in all activities, work with others, and bring positive energy!

It is highly recommended that you take Year 10 Drama if you wish to study VCE Drama in the following year.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Stand & Deliver*	*Acting Out*	*Acting Out*	***Year 10 Drama AND*** *Year 10 Backstage Pass*	*VCE Drama Units 1 & 2*	*VCE Drama Units 3 & 4*
Option Two	*Stand & Deliver*	*Acting Out*	*Acting Out*	***Year 10 Drama***	*VCE Drama Units 1 & 2*	*VCE Drama Units 3 & 4*
Acceleration Option	*Stand & Deliver*	*Acting Out*	***Year 10 Drama AND*** *Year 10 Backstage Pass*	*VCE Drama Units 1 & 2*	*VCE Drama Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Windross or Ms Scerri

YEAR 10 VISUAL & PERFORMING ARTS

MEDIA - YEAR 10

Subject Description:

This subject introduces students to the practical and theoretical skills that they will use in VCE Media. In this subject, students study the basics of film analysis, cinematic formal elements, genre, and narrative structure. They develop the skills to recognise, analyse, describe, and enjoy film as an art and entertainment form. Students learn to understand how films are constructed to make meaning and engage audiences. They will be introduced to the basic 'building blocks' and formal elements (narrative, mise-en-scène, cinematography, sound, and editing) that make up a film, as well as some fundamental principles of analysis, genre, style, performance, and storytelling.

Students will learn the knowledge and skills that will help them to undertake VCE Media. Students will analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. Students will develop and refine media production skills to integrate and shape the technical and symbolic elements in image, sound, and text to represent a story, purpose, meaning, and style.

Assessment:

- Ongoing portfolio of short media products.
- Short and medium length analysis tasks.
- Research assignment.
- Students will sit an examination for this subject.

Advice to Students:

It is recommended that students have studied 'Filmmaking' to support their understanding of this class. It is **highly recommended** that students take Year 10 Media if they wish to study VCE Media in the following year.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	Filmmaking 101	Photography	Film Making	***Year 10 Media***	VCE Media Units 1 & 2	VCE Media Units 3 & 4
Option Two	*Filmmaking 101*	*Film Making*	*Animation*	***Year 10 Media***	*VCE Media Units 1 & 2*	*VCE Media Units 3 & 4*
Option Three	*Filmmaking 101*	*Animation*	*Comics & Graphic Novels*	***Year 10 Media***	*VCE Media Units 1 & 2*	*VCE Media Units 3 & 4*
Acceleration Option	*Filmmaking 101*	*Film Making*	***Year 10 Media***	*VCE Media Units 1 & 2*	*VCE Media Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Mr Marriott and Mr Kriaris

YEAR 10 VISUAL & PERFORMING ARTS

MUSIC - YEAR 10

Subject Description:

In this subject, students familiarise themselves with the three learning areas of VCE Music. They develop solo and group performance as well as rehearsal skills on one or more instruments. Students build their ability to overcome technical and expressive challenges relevant to their performances. Students will study vital listening, aural, theoretical, and analytical skills required for studying Music at a VCE level.

Assessment:

- Performances, including ensemble and group work.
- Listening tasks.
- Composition.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject, however, it is recommended that students have at least two years' experience playing an instrument.

It is **highly recommended** that students have undertaken at least one Enhance Music subject and/or Instrumental Music lessons (or do so concurrently) to support their understanding of this class.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Try an Instrument*	*Music Band Performance*	*Music Studio*	***Year 10 Music***	*VCE Music Units 1 & 2*	*VCE Music Inquiry Units 3 & 4*
Option Two	*Try an Instrument*	*Music Studio*	*Music Band Performance*	***Year 10 Music***	*VCE Music Units 1 & 2*	*VCE Music Inquiry Units 3 & 4*
Acceleration Option	*Filmmaking 101*	*Music Band Performance*	***Year 10 Music***	*VCE Music Units 1 & 2*	*VCE Music Inquiry Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Mr Evangelista

YEAR 10 VISUAL & PERFORMING ARTS

STREET ART - YEAR 10 (ART MAKING AND EXHIBITING)

Subject Description:

Street art is the type of art that inspires our day-to-day experiences in public and community spaces. This subject investigates how street art and similar types of art practice can inform, challenge, delight, and provide a sense of belonging through both the creative process and the experience of the viewer. Students will engage in an artmaking practice that aims to enrich and inspire the community of HPSC.

Indoor and outdoor projects will be proposed and developed by students and could include murals, mosaics, aerosol stencilling, 2D and 3D installations, 'wood blocking', textiles, sticker art, zine production, digital projections, and 'land' art. Students will develop artmaking ideas from their own experience of popular culture, humour, nostalgia, nature, human experience, and identity. Sustainable practices will be a consideration in student praxis.

Assessment:

- Folio based assessment: An ongoing studio process involving brainstorming, art trials and development, individual student projects, and collaborative projects in a range of street art forms.
- Written worksheets and research tasks.
- Written reflection and evaluation of student's own art.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this subject should be confident, independent, and self-managed learners who are passionate about the creative process of artmaking and working in the community.

This subject continues to build important skills in Visual Art; however, it is **not directly linked** to VCE Art Making and Exhibiting studies.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Art*	*Drawing & Painting*	*Photography*	*Year 10 Art Making & Exhibiting* ***AND*** ***Year 10 Street Art***	*VCE Art Making & Exhibiting Units 1 & 2*	*VCE Art Making & Exhibiting Units 3 & 4*
Option Two	*Art*	*Sculpting with Multi Materials*	*Comics & Graphic Novels*	***Year 10 Street Art***	*VCE Art Making & Exhibiting Units 1 & 2*	*VCE Art Making & Exhibiting Units 3 & 4*
Acceleration Option	*Art*	*Drawing & Painting*	*Year 10 Art Making & Exhibiting* ***OR*** ***Year 10 Street Art***	*VCE Art Making & Exhibiting Units 1 & 2*	*VCE Art Making & Exhibiting Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Fee, Ms Long, and Mr Horsfall

YEAR 10 VISUAL & PERFORMING ARTS

VISUAL COMMUNICATION DESIGN - YEAR 10

Subject Description:

Do you enjoy designing? Do you have a creative mind? This subject is recommended for anyone who is interested in the design industries. This course will give students the opportunity to explore aspects of the design fields of messages and interactive experiences as they learn about the use of the design elements and principles in conjunction with media, materials, and methods to produce visual communications. Students will learn to use industry standard software, such as Adobe Creative Cloud, and develop designs that utilise specialist equipment, such as laser cutters, to create original designs. Students will develop important knowledge and skills needed to undertake Visual Communication Design as a part of their VCE.

Assessment:

- Portfolio of final presentations.
- Visual communication analysis.
- Design process development work.
- Pitch presentation and evaluation.
- Students will sit an examination for this subject.

Advice to Students:

This subject will provide students with a foundation in key concepts that will be covered throughout VCE Visual Communication Design. It gives students opportunities to improve the key skills and knowledge that will be encountered in VCE. It is recommended that students have already completed a combination of Graphic Design, 3D Drawing, or Architecture. This subject is **highly recommended** to those who are planning to study VCE Visual Communication Design in the following year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Logo Making*	*3D Drawing*	*Architecture*	***Year 10 Visual Communication Design***	*VCE Visual Communication Design Units 1 & 2*	*VCE Visual Communication Design Units 3 & 4*
Option Two	*Logo Making*	*Graphic Design*	*3D Drawing*	***Year 10 Visual Communication Design***	*VCE Visual Communication Design Units 1 & 2*	*VCE Visual Communication Design Units 3 & 4*
Option Three	*Logo Making*	*Architecture*	*Graphic Design*	***Year 10 Visual Communication Design***	*VCE Visual Communication Design Units 1 & 2*	*VCE Visual Communication Design Units 3 & 4*
Acceleration Option	*Logo Making*	*Graphic Design*	***Year 10 Visual Communication Design***	*VCE Visual Communication Design Units 1 & 2*	*VCE Visual Communication Design Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Grove

YEAR 10 PROGRAMME

ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people become ethical, thoughtful, informed, and active members of society.

What distinguishes English from other subjects is not only the skills it develops, but its central subject matter. The central concern of English is with the study and application of how language works in a range of contexts and media. English is further defined by the nature of the texts with which it engages. English is essentially the study of language as a social and cultural semiotic in its multiplicity of textual forms. English is also defined by the values it tries to create. English has been about the shaping of the 'self'. This has meant the promotion of humane values, the enrichment of the imaginative life, and the development of aesthetic sensibility through engagement with literary texts. Today, this includes a self-reflexivity that enables students to understand how their 'self' is located within social and cultural contexts and constructed through language and text. Accordingly, students are able deliberately to conform to or challenge relations of power and the social processes inherent in textual practices.

Contemporary English includes the study of text in terms of "how?" and "can?": "How does it ask to be read?" and "Can I read it another way?" English embraces such a "critical" literacy but works to ensure that it is not developed at the expense of the imaginative and the aesthetic. Such study of language foregrounds a new sense of "the personal" - explorations of self and identity as they are socially, culturally, historically, and politically constituted in and through language and text.
Above all English makes possible the (re) imagining of other ways of being. At this point, students are in a position to become "designers" of social futures (Kress). The concept of design restores to the centre of English the fundamental role of the development of an aesthetic sense, and the development of the imagination - ideas which mass standardised literacy testing can never aspire to assess.

**Adapted from The English Teachers' Association NSW*

YEAR 10 ENGLISH & EAL

YEAR 10 VOCATIONAL LEARNING LITERACY

Subject Description:

Year 10 Vocational Learning Literacy is an alternative to Year 10 Core English/EAL. This subject enables the development of knowledge, skills, and capabilities relevant to reading, writing, and oral communication and their practical application in the contexts of everyday life, family, employment, further learning, and community. In this subject, students develop their knowledge and skills to read and write simple or short texts. Students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context, and audience. Students will develop capacity to engage with, understand, and respond to digital texts. Students engage in issues that create discussion and debate in the community. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view, and listen to a range of diverse opinions and consider the language and purpose of the content, and how the language and purpose changes depending on the audience and context. They consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner. Year 10 Vocational Learning Literacy content is drawn from the Victorian Curriculum's Level 10 English, however, it is taught with a more structured and vocational focus.

Assessment:

- A reflective journal.
- A response to structured questions.
- A digital presentation.
- A research task.

Advice to Students:

Year 10 Vocational Learning Literacy is an alternative to Year 10 Core English/EAL. It is designed for a small number of students who would benefit from a more structured and vocational approach to studying English and who are planning to undertake The Victorian Pathways Certificate (VPC) in years 11 and 12 or the VCE Vocational Major. The learning assists students to develop the skills and knowledge needed as they enter VPC/or the VCE VM in Year 11. Both are pathways to, employment, apprenticeships, or further education and training. Students must get approval to undertake this subject.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Core English*	*Core English*	*Core English*	***Year 10 Vocational Learning Literacy***	*VPC Literacy Units 1 & 2* *VCE VM Literacy Units 1 & 2*	*VPC Literacy Units 3 & 4* *VCE VM Literacy Units 1 & 2*

Teachers to see for advice regarding this subject: Ms Spence, Ms Fiddes, and Ms Larcombe

YEAR 10 ENGLISH & EAL

YEAR 10 CORE ENGLISH & EAL

Subject Description:

English/EAL is a core subject from Years 7 to 12. The big idea for English/EAL is communication. Students learn in four key areas: speaking, listening, reading, and writing. Students engage with a reading framework and learn public speaking skills. Students learn to write in three key genres: creative, persuasive, and analytical. Year 10 English/EAL aims to mirror the skills and demands students will experience in VCE English and VCE VM or VPC Literacy. Students engage with texts to develop their understanding and write in-depth analyses in response to a given prompt. They further develop their writing skills by producing a creative or persuasive piece and documenting the writing process. Students extend their skills in argument analysis by analysing a range of persuasive texts. They also learn to present their point of view on a recent and relevant issue.

Assessment:

- Text analysis essays and analysing argument essays.
- Creation of own texts in response to a specific context and audience to achieve a stated purpose.
- Written reflections and an oral presentation.
- Students will sit an examination for this subject.

Advice to Students:

Students **must** undertake this subject. To enter a university course, mainstream English students must achieve a minimum study score of 25 and EAL students must achieve a minimum study score of 30.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core English/EAL*	*Year 8 Core English/EAL*	*Year 9 Core English/EAL*	***Year 10*** **Core English/EAL**	*VCE English/EAL Units 1 & 2*	*VCE English/EAL Units 3 & 4*
Option Two	*Year 7 Core English/EAL*	*Year 8 Core English/ EAL*	*Year 9 Core English/EAL*	***Year 10*** **Core English/EAL**	*VCE VM Literacy Units 1 & 2*	*VCE VM Literacy Units 3 & 4*
Advanced English (Literature)	*Year 7 Core English/EAL*	*Year 8 Core English/EAL* ***AND*** *Plot Twists*	*Year 9 Core English/EAL* ***AND*** *Gothic Literature*	***Year 10 Core English*** ***AND*** *Year 10 English Literature*	*VCE English Units 1 & 2* ***AND*** *VCE Literature Units 1 & 2*	*VCE English Units 3 & 4* ***AND*** *VCE Literature Units 3 & 4*
Advanced English (English Language)	*Year 7 Core English/EAL*	*Year 8 Core English/EAL* ***AND*** *Plot Twists*	*Year 9 Core English/EAL* ***AND*** *Rhythm & Poetry*	***Year 10 Core English*** ***AND*** *Year 10 English Language*	*VCE English Units 1 & 2* ***AND*** *VCE English Language Units 1 & 2*	*VCE English Units 3 & 4* ***AND*** *VCE English Language Units 3 & 4*

Teachers to see for advice regarding this subject: Ms Spence and Ms Larcombe

YEAR 10 ENGLISH & EAL

LITERATURE - YEAR 10

Subject Description:

The study of Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices. Throughout this study, students deepen their understanding of themselves as readers. They expand their frameworks consider literary forms and features, engage with language, and refine their insight into authorial choices. Students immerse themselves in fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Assessment:

- A close analysis of selected passages.
- A creative response a text.
- An analytical response to a text.
- A comparative response.
- Students will sit an examination for this subject.

Advice to Students:

This subject introduces the study of Literature and will help prepare students for VCE Literature by focusing on some of the areas of study and methods of critical analysis by using a range of literary text-types. It is **highly recommended** that students study this subject prior to studying Literature Units 1 & 2. However, this unit is taken in addition to the Core English Units 1 & 2 for VCE studies.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core English/EAL*	*Year 8 Core English/EAL*	*Year 9 Core English/EAL*	*Year 10 Core English* ***AND*** ***Year 10 Literature***	*VCE English Units 1 & 2* ***AND*** *VCE Literature Units 1 & 2*	*VCE English Units 3 & 4* ***AND*** *VCE Literature Units 3 & 4*
Advanced English	*Year 7 Core English/EAL*	*Year 8 Core English/EAL* ***AND*** *Plot Twists*	*Year 9 Core English/EAL* ***AND*** *Gothic Literature*	*Year 10 Core English* ***AND*** ***Year 10 Literature***	*VCE English Units 1 & 2* ***AND*** *VCE Literature Units 1 & 2*	*VCE English Units 3 & 4* ***AND*** *VCE Literature Units 3 & 4*

Teachers to see for advice regarding this subject: Ms Spence, Ms Larcombe, and Ms Soo

YEAR 10 ENGLISH & EAL

EVOLUTION OF ENGLISH LANGUAGE - YEAR 10 (ENGLISH LANGUAGE)

Subject Description:

Year 10 Evolution of Language is an elective subject for students in Year 10. This subject explores language from a different and original perspective. Students learn how English language, both spoken and written, is used in different contexts. Students also investigate language features used by speakers of English from diverse backgrounds. In this study, a range of written and spoken texts are explored, including YouTube clips, social media examples, and Memes. Students also learn how language is used to construct identities, and they explore how language creates a sense of a shared community, such as Teen-speak, e-chat and youth subcultures. Students investigate the process of first language acquisition (e.g., 'baby-talk' and 'toddler talk') along with the evolution of English language over time. Some of the skills developed through this subject are word knowledge, language variation and change, texts in context, analytical skills, and research skills. "The English language is a work in progress. Have fun with it." Jonathan Culver

Assessment:

- Short answer questions.
- A research essay.
- A case study.
- An analysis of spoken and written text
- Students will sit an examination for this subject.

Advice to Students:

This subject is taken in addition to Core English. Completion of this course will prepare students for the study of VCE English or VCE English Language. It is **highly recommended** that students study this subject prior to studying English Language Units 1 & 2.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core English/EAL*	*Year 8 Core English/EAL*	*Year 9 Core English/EAL*	*Year 10 Core English* ***AND*** ***Year 10 English Language***	*VCE English Units 1 & 2* ***AND*** *VCE English Language Units 1 & 2*	*VCE English Units 3 & 4* ***AND*** *VCE English Language Units 3 & 4*
Advanced English	*Year 7 Core English/EAL*	*Year 8 Core English/EAL* ***AND*** *Plot Twists*	*Year 9 Core English/EAL* ***AND*** *Rhythm and Poetry*	*Year 10 Core English* ***AND*** ***Year 10 English Language***	*VCE English Units 1 & 2* ***AND*** *VCE English Language Units 1 & 2*	*VCE English Units 3 & 4* ***AND*** *VCE English Language Units 3 & 4*

Teachers to see for advice regarding this subject: Ms Spence, Ms Soo, and Mr Antill

YEAR 10 PROGRAMME

HEALTH & PHYSICAL EDUCATION

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics, and psychology inform what we understand about healthy, safe, and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In Health and Physical Education, students develop the knowledge, understanding, and skills to strengthen their sense of self and build and manage satisfying relationships. The curriculum helps them to be resilient and to make decisions and take actions to promote their health, safety, and physical activity participation.

Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies to enable students to participate in a range of physical activities confidently, competently, and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities, and movement concepts, and acquire an understanding of the science behind how the body moves.

YEAR 10 HEALTH & PHYSICAL EDUCATION

YEAR 10 CORE HEALTH AND PHYSICAL EDUCATION

Subject Description:

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement, and online situations. In year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures.

Focus areas to be addressed in year 10 include:

- Alcohol and other drugs (AD).
- Food and nutrition (FN).
- Health benefits of physical activity (HBPA).
- Relationships and sexuality (RS).
- Safety (S).
- Lifelong physical activities (LLPA).

Assessment:

- Personal analysis and goal setting.
- Harm minimisation booklet.
- CPR practical assessment.
- Students will sit an examination for this subject.

Advice to Students:

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE VET Health Services Certificate, or VCE VM pathway. This subject combines both practical and theory classes, similar to VCE Physical Education. This core subject runs for one semester and is comprised of one practical session and two theory lessons per week.

Students MUST Purchase the College Physical Education uniform to participate in practical sessions.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Health & Physical Education*	*Team Sports*	*Personal Training*	***Year 10 Physical Education***	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*
Option Two	*Let's Cook!*	*Healthy Body, Healthy Mind*	*Elite Basketball* ***OR*** *Elite Soccer*	***Year 10 Physical Education***	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*
Acceleration Option	*Year 7 Core Health & Physical Education*	*Healthy Body, Healthy Mind*	***Year 10 Physical Education***	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Porter, Mr Van Pelt, and Miss Newton

YEAR 10 HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT - YEAR 10

Subject Description:

The Year 10 Health and Human Development elective aims to build the key knowledge and skills needed to succeed in VCE Health and Human Development. Students wishing to pursue the VCE subject are strongly encouraged to complete this elective, however it is not a pre-requisite. The topics and skills covered are grouped into three main components: Individual, national, and global health and wellbeing. Students who complete this elective will develop a deep understanding of dimensions of health, human development, and data analysis.

Topics covered include:

- The dimensions and interrelationships of health and wellbeing.
- Individual health including nutrition and mental health.
- Global health including human development and health in low-income countries.
- Data analysis and how to answer VCE style questions.

Assessment:

- Youth health advocacy project.
- Structured questions: Students will complete structured questions that cover the topics learnt during the semester. The questions will include short answer questions, case studies, and data analysis. This mimics a VCE SAC task.
- Students will sit an examination for this subject.

Advice to Students:

It is recommended that students wishing to complete VCE Health and Human Development choose Year 10 Health and Human Development. This subject prepares students for the demands and key skills and knowledge required to succeed in VCE Health and Human Development.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Health & Physical Education*	*Year 8 Core Health & Physical Education*	*Healthy Body, Healthy Mind* ***AND*** *Year 10 Food Studies*	*Year 10 Core Health & Physical Education* ***AND*** ***Year 10 Health & Human Development***	*VCE Health & Human Development Units 1 & 2*	*VCE Health & Human Development Units 3 & 4*
Option Two	*Year 7 Core Health & Physical Education*	*Creative Cooking*	*Year 9 Core Health & Physical Education*	*Year 10 Core Health & Physical Education* ***AND*** ***Year 10 Health & Human Development***	*VCE Health & Human Development Units 1 & 2*	*VCE Health & Human Development Units 3 & 4*
Acceleration Option	*Year 7 Core Health & Physical Education*	*Healthy Body, Healthy Mind*	***Year 10 Health & Human Development***	*VCE Health & Human Development Units 1 & 2* ***AND*** *Year 10 Core Health & Physical Education*	*VCE Health & Human Development Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Raynes

YEAR 10 HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION - YEAR 10

Subject Description:

In the Physical Education elective, students are provided with the opportunity to develop a basic understanding and appreciation of the importance of physical fitness and nutrition for optimum sporting performance. Students will increase their knowledge of the theory and practice of performance in sport.

Topics covered include:

- Investigate sports injuries and management.
- Learn about body systems (respiratory, cardiovascular, muscular, and skeletal).
- Study the benefits of fitness.
- Study the use of energy systems in sport.
- Study psychological factors that affect sporting performance.
- Study biomechanics in sport and apply coaching principles for sporting success.
- Analyse games, movement patterns, and heart rate responses to exercise.

Assessment:

- Practical Laboratory Report: Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective.
- Reflection folio and training programme: Participate in a variety of training methods and design and evaluate training programmes to enhance specific fitness components.
- Students will sit an examination for this subject.

Advice to Students:

The VCE Physical Education elective aims to build the key knowledge and skills needed to succeed in VCE Physical Education. Students wishing to pursue the VCE subject are strongly encouraged to complete this elective, however it is not a pre-requisite. This subject combines both practical and theory classes, similar to VCE Physical Education.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Health & Physical Education*	*Team Sports*	*Personal Training*	*Year 10 Core Health & Physical Education* ***AND*** ***Year 10 Physical Education***	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*
Option Two	*Let's Cook!*	*Healthy Body, Healthy Mind*	*Elite Basketball* ***OR*** *Elite Soccer*	*Year 10 Core Health & Physical Education* ***AND*** ***Year 10 Physical Education***	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*
Acceleration Option	*Year 7 Core Health & Physical Education*	*Healthy Body, Healthy Mind*	***Year 10 Physical Education***	*VCE Physical Education Units 1 & 2* ***AND*** *Year 10 Core Health & Physical Education*	*VCE Physical Education Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Porter and Mr Van Pelt

YEAR 10 HEALTH & PHYSICAL EDUCATION

RUGBY ACADEMY (PHYSICAL EDUCATION)

Subject Description:

The Rugby Academy aims to provide an opportunity for students who are passionate about rugby to develop their skills, fitness, and game play in a variety of Rugby codes (i.e., Touch Football, Rugby League, Rugby Union). One session per week is dedicated to developing sport specific fitness and conditioning. The remaining two sessions are devoted to improving skills, extending strategic understanding, and participating in match simulation. Additionally, students will develop a holistic understanding of strategies for improving mental, social, emotional, and physical health, both inside and outside the classroom. This programme explores culture, identity, and what it means to actively contribute to a team through personal development. Students have the opportunity to develop their leadership and teamwork skills, and throughout the unit they are expected to represent the College in a variety of interschool sporting events. The Academy requires students to participate in Gala Days and has external coaching from Melbourne Rebels and Rugby Victoria.

Assessment:

- Practical and fitness assessments.
- Umpiring and coaching.
- Written analysis tasks.

Advice to Students:

Elite Rugby is a **year-long** subject which is part of a **three-year programme** that will prepare students for their chosen pathway. Therefore, students interested in this subject need to ensure they select Rugby Academy for both semesters.

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform, as well as rugby boots and mouthguard to undertake this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Year 7 Core Health & Physical Education*	***Rugby Academy AND** Year 8 Core Health & Physical Education*	*Personal Training **AND** Year 9 Core Health & Physical Education*	*Year 10 Core Health & Physical Education **AND** Year 10 Sport & Recreation*	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*
Option Two	*Let's Cook! **AND** Year 7 Core Health & Physical Education*	*Healthy Body, Healthy Mind **AND** Year 8 Core Health & Physical Education*	***Rugby Academy AND** Year 9 Core Health & Physical Education*	*Year 10 Core Health & Physical Education **AND** Year 10 Physical Education*	*VCE Physical Education Units 1 & 2*	*VCE Physical Education Units 3 & 4*
Acceleration Option	*Year 7 Core Health & Physical Education*	***Rugby Academy AND** Year 8 Core Health & Physical Education*	*Year 10 Health & Human Development **AND** Year 9 Core Health & Physical Education*	*VCE Physical Education Units 1 & 2 **AND** Year 10 Core Health & Physical Education*	*VCE Physical Education Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Louden

YEAR 10 HEALTH & PHYSICAL EDUCATION

SPORT AND RECREATION - YEAR 10 (OUTDOOR AND ENVIRONMENTAL STUDIES & CERTIFICATE III SPORT, AQUATICS, AND RECREATION)

Subject Description:

If you are enthusiastic about physical fitness and sport, Sport and Recreation may be the pathway for you. Students will complete an exciting range of sporting related units and develop a basic level of skills and knowledge for sports coaching for a variety of sports. Students will develop knowledge of local sports industry and will learn about the preparation of resources and equipment required to run sports and recreation sessions, how to conduct these sessions, coach participants, provide first aid, and how to interact with the local community. There will be a wide variety of sports covered that will be tailored to student needs.

Assessment:

- Plan and conduct a recreation session for junior year levels/local primary schools.
- Undertake Sporting First Aid introductory testing.
- Undertake a sports coaching assistant role for interschool sports for junior year levels/local primary schools.
- Students will sit an examination for this subject.

Advice to Students:

The Year 10 Sports and Recreation elective aims to build the key knowledge and skills needed to succeed in VET Certificate III Sport, Aquatics, and Recreation (offered at the College) and VCE Outdoor and Environmental Studies. Students wishing to pursue these senior subjects are **highly recommended** to complete this elective, however it is not a pre-requisite. This subject combines both practical and theory classes.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Health & Physical Education*	*Team Sports*	*Healthy Body, Healthy Mind*	*Year 10 Core Health & Physical Education* ***AND*** ***Year 10 Sport & Recreation***	*VET Cert III Sport, Aquatics, & Recreation*	*VET Cert III Sport, Aquatics, & Recreation*
Option Two	*Year 7 Core Health & Physical Education*	*Personal Training*	*Elite Basketball* ***OR*** *Elite Soccer*	*Year 10 Environmental Science* ***AND*** ***Year 10 Sport & Recreation***	*VCE Outdoor & Environmental Studies Units 1 & 2* ***AND/OR*** *Environmental Science Units 1 & 2*	*VCE Outdoor & Environmental Studies Units 3 & 4* ***AND/OR*** *Environmental Science Units 3 & 4*
Acceleration Option	*Year 7 Core Health & Physical Education* ***AND*** *Planet Earth*	*Outdoor Education*	*Year 10 Environmental Science* ***AND*** ***Year 10 Sport & Recreation***	*VET Cert III Sport, Aquatics, & Recreation* ***AND*** *Year 10 Core Health & Physical Education*	*VET Cert III Sport, Aquatics, & Recreation*	*Cert II Workplace Skills*

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Mr Hare and Mr Jessop

YEAR 10 PROGRAMME

HUMANITIES

The Humanities include the study of Politics, Law, Economics, Business, Geography, History, and Philosophy.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Politics, Law, Economics, Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed, and responsible citizens.

In History, Geography, and Philosophy, students explore the processes that have shaped, and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

YEAR 10 HUMANITIES

ACCOUNTING - YEAR 10

Subject Description:

Year 10 Accounting explores the financial recording, reporting, analysis, and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report, and analyse financial data, and report, classify, verify, and interpret accounting information, using both manual methods and information and communications technology (ICT).

Assessment:

- Structured questions and a written report.
- A folio of exercises.
- A case study (with an ICT focus).
- Classroom presentation.
- Students will sit an examination for this subject.

Advice to Students:

It is **highly recommended** that students complete My Money prior to undertaking Year 10 Accounting. Students considering undertaking this subject should be curious of how financial and ethical considerations need to be understood and applied to create advantageous business situations and decisions for business owners. It is **highly recommended** that students undertake this subject to study VCE Accounting.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Humanities*	*Like a Boss: Running Your Own Business*	*My Money*	***Year 10 Accounting***	*VCE Accounting Units 1 & 2*	*VCE Accounting Units 3 & 4*
Option Two	*Year 7 Core Humanities*	*Invest Like the Best*	*World of Work*	***Year 10 Accounting AND*** *Year 10 Business Management*	*VCE Accounting Units 1 & 2* ***AND*** *VCE Economics Units 1 & 2*	*VCE Accounting Units 3 & 4* ***AND*** *VCE Economics Units 1 & 2*
Acceleration Option	*Year 7 Core Humanities*	*My Money*	***Year 10 Accounting***	*VCE Accounting Units 1 & 2* ***AND*** *VCE Business Management Units 1 & 2*	*VCE Accounting Units 3 & 4* ***AND*** *VCE Business Management Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Naidoo, Ms Qureshi and Ms Noble

YEAR 10 HUMANITIES

BUSINESS MANAGEMENT - YEAR 10

Subject Description:

Business Management is an introductory course designed to provide students with an insight into what it is like to study VCE Business Management in years 11 and 12. The course is intended to highlight the crucial skills and knowledge required to be successful in the VCE, with a focus on developing powerful study skills to prepare for formal assessments, including the ability to recall and use business terminology accurately and apply business concepts to real-life scenarios. In the first unit, 'Introduction to Business Management', students explore and classify the diverse types of organisations and businesses operating in the economy, understand the key business objective of making profits, and discuss how management functions (such as marketing, organising, and forecasting) are used to ensure success. In the second unit, 'Business Stakeholders', students consider a range of internal and external stakeholders in a business and how these stakeholders influence the decisions made by businesses. This involves a consideration of the interests of shareholders, directors, and employees, along with the competing interests of customers, competitors, trade unions, and technological trends.

Assessment:

- Evidence of revision using study skills that are covered in the course.
- A case study analysis/media analysis.
- A business research report and the development of a business plan.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this subject should be mindful that the study of business management often involves analysing materials from real-life news sources such as newspapers and company websites. As such, students will need to be resilient in developing their reading and writing skills to support the application of business theories to case-study scenarios. Year 10 Business Management should be of interest to students who aspire to work in any type of organisation in the future, or who have an interest in starting their own business one day. It is **highly recommended** that students undertake this subject prior to studying VCE Business Management in years 11 and 12.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Year 7 Core Humanities*	*Like a Boss: Running Your Own Business*	*My Money*	***Year 10 Business Management***	*VCE Business Management Units 1 & 2*	*VCE Business Management Units 3 & 4*
Option Two	*Year 7 Core Humanities*	*Invest Like the Best*	*World of Work*	*Year 10 Accounting* ***AND*** ***Year 10 Business Management***	*VCE Accounting Units 1 & 2* ***AND*** *VCE Economics Units 1 & 2*	*VCE Accounting Units 3 & 4* ***AND*** *VCE Economics Units 3 & 4*
Acceleration Option	*Year 7 Core Humanities*	*Like a Boss: Running Your Own Business*	***Year 10 Business Management***	*VCE Accounting Units 1 & 2* ***AND*** *VCE Business Management Units 1 & 2*	*VCE Accounting Units 3 & 4* ***AND*** *VCE Business Management Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Dixit, Ms Qureshi, Ms Riley, Mr O'Grady and Mr Andrews

YEAR 10 HUMANITIES

GEOGRAPHY - YEAR 10

Subject Description:

Year 10 Geography is aimed at preparing students for undertaking VCE Geography. The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. The focus of this subject is on the topics of tourism, human population, and changes to the land. Students will look at current local, regional, and global case studies and evaluate how each example is being managed. This subject will involve excursions that enable students to develop a range of fieldwork and data collection skills.

Assessment:

- Analysis of geographic data and structured questions.
- Fieldwork and fieldwork reports.
- Case Studies.
- Students will sit an examination for this subject.

Advice to Students:

It is **highly recommended** that students complete Disasters & Geology prior to undertaking Geography. Students considering undertaking the unit should have an interest in business and economics. It is **highly recommended** that students undertake this subject prior to studying VCE Geography in years 11 and 12.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Travel the World*	*Outdoor Education*	*Disasters & Geology*	***Year 10 Geography***	*VCE Geography Units 1 & 2*	*VCE Geography Units 3 & 4*
Option Two	*Year 7 Core Humanities*	*Disasters & Geology*	*Outdoor Education*	**Year 10** ***Geography AND*** *Year 10 Sport & Recreation*	*VCE Geography Units 1 & 2* ***AND*** *VCE Outdoor & Environmental Studies Units 1 & 2*	*VCE Geography Units 3 & 4* ***AND*** *VCE Outdoor & Environmental Studies Units 3 & 4*
Acceleration Option	*Planet Earth*	*Outdoor Education*	**Year 10** ***Geography AND*** *Year 10 Environmental Science*	*VCE Geography Units 1 & 2* ***AND*** *Environmental Science Units 1 & 2*	*VCE Geography Units 3 & 4* ***AND*** *Environmental Science Units 1 & 2*	

**Please note, these are sample options only. Please consider all appropriate Humanities, Science, and Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Riley, Ms Strachan or Mr Andrews

YEAR 10 HUMANITIES

HISTORY - YEAR 10

Subject Description:

History is a dynamic discipline that involves structured inquiry into the human actions, forces, and conditions (social, political, economic, cultural, environmental, and technological) that have shaped the past and present. In this subject, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Students investigate one major global influence that has shaped Australian society, including the development of the global issues during the twentieth century.

Assessment:

- An inquiry research assignment.
- Analysis of primary sources and historical interpretations.
- An essay that explains and analyses a significant historical moment.
- Students will sit an examination for this subject.

Advice to Students:

It is highly recommended that students complete either Myths and Legends or World Wars prior to undertaking Year 10 History. Students considering undertaking this subject should be curious about historical facts and demonstrate a willingness to engage in research and critical thinking activities. It is **highly recommended** that students undertake this subject prior to studying VCE History in years 11 and 12.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Humanities*	*Myths & Legends*	*World Wars*	***Year 10 History***	*VCE History Units 1 & 2*	*VCE History Units 3 & 4*
Option Two	*National Identity: Australian History & Politics*	*Fight for Your Rights!*	*Australian Political Systems*	***Year 10 History AND*** *Year 10 Philosophy*	*VCE History Units 1 & 2* ***AND*** *VCE Politics Units 1 & 2*	*VCE History Units 3 & 4* ***AND*** *VCE Politics Units 3 & 4*
Acceleration Option	*Great Rulers of the Ancient World*	*World Wars* ***AND*** *Myths & Legends*	***Year 10 History***	*VCE History Units 1 & 2*	*VCE History Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Riley, Ms Fiddes or Mr Antill

YEAR 10 HUMANITIES

LEGAL STUDIES - YEAR 10

Subject Description:

Legal Studies is an introductory course designed to provide students with an insight into what it is like to study VCE Legal Studies in years 11 and 12. The course is intended to highlight the fundamental skills and background knowledge required to be successful in the VCE, including learning some the crucial legal terminology and applying legal concepts to case study scenarios.

The course covers topics such as crime and justice, how people sue each other in civil law, the process of making laws through parliaments and the courts, and how the law protects human rights in Australia. Students refer to the actual sources of law from the State and Federal parliaments and consider legal cases through an analysis of current news events and landmark court decisions.

Assessment:

- Structured questions and a folio of exercises.
- Written research reports.
- Media analyses.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites to undertaking this subject. Students considering undertaking this subject should be mindful that Legal Studies often involves analysing materials from news sources (such as newspapers), official information from the government, and other legal institutions. As such, students will need to be resilient in developing their reading and writing skills to support the application of legal theories to case-study scenarios.

Year 10 Legal Studies should be of interest to students who aspire to work in any legal or business field in the future, including as lawyers, law enforcement officers, and in state and local government. It is **highly recommended** that students undertake this subject prior to studying VCE Legal Studies in years 11 and 12.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Humanities*	*Fight for Your Rights!*	*Crime & Justice*	***Year 10 Legal Studies***	*VCE Legal Studies Units 1 & 2*	*VCE Legal Studies Units 3 & 4*
Option Two	*National Identity: Australian History & Politics*	*Fight for Your Rights!*	*Crime & Justice* ***AND*** *Australian Political Systems*	***Year 10 Legal Studies***	*VCE Legal Studies Units 1 & 2*	*VCE Legal Studies Units 3 & 4*
Acceleration Option	*Year 7 Core Humanities*	*Crime & Justice*	***Year 10 Legal Studies***	*VCE Legal Studies Units 1 & 2*	*VCE Legal Studies Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Attard, Ms Ho or Ms Qureshi

YEAR 10 HUMANITIES

PHILOSOPHY - YEAR 10

Subject Description:

Philosophy is an introductory course designed to provide students with an insight into what it is like to study VCE Philosophy in years 11 and 12. The course is focused on getting students thinking outside of the box about some big ideas. This subject will teach students critical thinking, how to structure a logical argument, and that most things in life are subjective. This will assist students in other classes, such as English, History and Legal Studies. Philosophy invites students to consider the big questions in life, such as, "How are we here?", "What created the universe?", "What makes a person good or bad?", "What is the meaning of life?", and "How do I know that I know anything?". Students will leave this subject with more questions than they have answers! This subject is a fun way to think critically. It is run with debates, research, and discussion!

Assessment:

- Essays and research tasks.
- Debates.
- Short-answer responses and written reflections.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. The only requirement is the willingness to think about big ideas and topics concerning the universe and life itself. We will get into some heated debates and mental exercise. Philosophy is a fun way of thinking and a new way to consider the world around you.

Philosophy should be of interest to students who are excited by ethics, arguing, logic, and the universe. Philosophy is useful for career pathways such as law, teaching, economics, politics, history, and science. It is **highly recommended** that students undertake this subject prior to studying VCE Philosophy in years 11 and 12.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Humanities*	*Fight for Your Rights!*	*Crime & Justice*	***Year 10 Philosophy***	*VCE Philosophy Units 1 & 2*	*VCE Philosophy Units 3 & 4*
Acceleration Option	*Year 7 Core Humanities*	*Fight for Your Rights!*	***Year 10 Philosophy***	*VCE Philosophy Units 1 & 2*	*VCE Philosophy Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Phelan

YEAR 10 PROGRAMME

LANGUAGES

Learning languages broadens your horizons about the personal, social, cultural, and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

For students who already speak one or more languages, there are opportunities in the Languages Domain for them to engage in subjects that make the most of those skills. Learning another language helps develop essential areas of the brain. Research shows that it also improves memory, concentration, creativity, and problem-solving skills.

Learning another language means more than just memorising unfamiliar words. Languages all use different systems, so when we learn a new language, we compare and contrast it with English. This deepens understanding of English and significantly improves English language skills. It also grants the skill to learn other new languages more easily.

To know more about the benefits of learning a new language, watch this YouTube video:
https://www.youtube.com/watch?v=dtBxBHBN8nk – Why learn a language?

Learning Languages:

- Contributes to the strengthening of the community's social, economic, and international development capabilities**.**
- Extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication**.**
- Develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives**.**
- Develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture, and identity**.**
- Strengthens intellectual, analytical, and reflective capabilities, and enhances creative and critical thinking.

YEAR 10 LANGUAGES

ARABIC - YEAR 10

Subject Description:

Students acquire communication skills in Arabic. They develop an understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Arabic is the fifth most spoken language in the world. Learning it will help students to understand the rich culture of the Middle East with its unique ways of life, cuisine, literature, and art. Nations that speak Arabic contributed significantly to the development of global civilisation, including to the advancement of philosophy, medicine, and science. An understanding of Arabic allows the speaker to explore the worlds of architecture, astrology, navigation, mathematics, and literature in their first language. To know more about the benefits of learning Arabic, please visit Why learn Arabic? (https://www.youtube.com/watch?v=Ypu2am5-Kn0).

Intercultural capability and language skills developed enable students to:

- Reflect on how intercultural experiences influence attitudes, values, and beliefs.
- Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.
- Demonstrate an awareness of and respect for cultural diversity within the community.
- Communicate in the language they are learning.
- Understand the relationship between language, culture, and learning.
- Understand themselves as communicators.

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Arabic.
- Students will sit an examination for this subject.

Advice to Students:

Arabic is recommended to students who have a passion for languages and cultures. Learning a language is an ongoing process. If you are considering undertaking VCE Arabic, you should aim to study Arabic for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2. In the Enhance years, you may choose to study Arabic each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in Arabic at VCE, you should consider taking Arabic in Enhance and year 10 in consecutive units. Students **must** undertake this subject in order to study VCE Arabic. It is **highly recommended** that students undertake Arabic to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		*Arabic* (One or two semesters)	*Arabic* (One or two semesters)	***Arabic*** (One or two semesters)	*VCE Arabic Units 1 & 2 (VSL)*	*VCE Arabic Units 3 & 4 (VSL)*
Option Two			***Arabic*** (One or two semesters)	*Arabic* (Two semesters)	*VCE Arabic Units 1 & 2 (VSL)*	*VCE Arabic Units 3 & 4 (VSL)*

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

Teachers to see for advice regarding this subject: Ms Eid, and Ms Ong

YEAR 10 LANGUAGES

FRENCH - YEAR 10

Subject Description:

French is a young, vibrant, international language. Among its 275 million speakers, more than 96 million live in Africa, and it also represents the second most widely spoken native language and foreign language in Europe. By the year 2050, it is estimated that French will be the language most spoken in the world - the latest projection is that French will be spoken by 750 million people by 2050. France itself is known as a home of great food, wine, the arts, science, and fashion. A knowledge of French can provide you with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting. In Melbourne there are now 120 French companies that have set up offices, subsidiaries, or headquarters here in fields such as transport. French studies in Enhance and year 10 will include cultural studies, excursions, and student-led projects (for example, a French café).

To know more about the benefits of learning French please visit https://www.youtube.com/watch?v=V7_Z48d4XQI – Why Learn French?.

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in French.
- Students will sit an examination for this subject.

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE French, you should aim to study French for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2. In Enhance and year 10, you may choose to study French each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in French at VCE, you should consider taking French in Enhance and year 10 in consecutive units: Students **must** undertake this subject in order to study VCE French. It is **highly recommended** that students undertake French to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Taster French* (Double elective)	*French* (One or two semesters)	*French* (One or two semesters)	***French*** (One or two semesters)	*VCE French Units 1 & 2*	*VCE French Units 3 & 4*
Option Two	***Taster French*** (double elective)	*French* (One or two semesters)	*French* (One or two semesters)	*French* (Two semesters)	*VCE French Units 1 & 2*	*VCE French Units 3 & 4*

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

Teachers to see for advice regarding this subject: Ms Eid, and Ms Ong

YEAR 10 LANGUAGES

JAPANESE - YEAR 10

Subject Description:

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. Japanese is also widely used by communities of speakers in Hawaii, Peru, and Brazil, and learnt as an additional language by large numbers of students in South Korea, China, Indonesia, and Australia. Japan holds the world's third largest economy, moreover, it is Australia's third largest trading partner. Australia and Japan are currently actively developing a deeper relationship in different spheres and have been close strategic and economic partners for more than 50 years. Japan has a multifaceted culture; on the one hand, it is steeped in the deepest of traditions dating back thousands of years, on the other hand, it is a society in a constant state of rapid flux, with continually shifting fads and fashions and technological development that continuously pushes back the boundaries of the possible. In this subject, students will learn Japanese greetings, how to introduce themselves, as well as other basic vocabulary. Students learn about the differences between the three Japanese scripts, *Hiragana*, *Katakana,* and *Kanji*. They will learn about the culture of Japan and Japanese-speaking communities. To know more about the benefits of learning Japanese, please visit

Why study Japanese? 5 reasons to get started (https://www.youtube.com/watch?v=lN5F8rzaH5c)

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Japanese.
- Students will sit an examination for this subject.

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Japanese Second Language, you should aim to study Japanese for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2. In Enhance and year 10, you may choose to study Japanese each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in Japanese at VCE, you should consider taking Japanese in Enhance and year 10 in consecutive units. It is **highly recommended** that students undertake Japanese to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Taster Japanese* (double elective)	*Japanese* (One or two semesters)	*Japanese* (One or two semesters)	***Japanese*** (One or two semesters)	*VCE Japanese Second Language Units 1 & 2 (VSL)*	*VCE Japanese Second Language Units 3 & 4 (VSL)*
Option two		***Japanese*** (One or two semesters)	***Japanese*** (One or two semesters)	*Japanese* (Two semesters)	*VCE Japanese Second Language Units 1 & 2 (VSL)*	*VCE Japanese Second Language Units 3 & 4 (VSL)*

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

Teachers to see for advice regarding this subject: Ms Ong

YEAR 10 LANGUAGES

PERSIAN - YEAR 10

Subject Description:

Students acquire communication skills in Persian, which encompasses both Dari and Farsi. They develop an understanding of the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Persian, with its rich history and literary tradition, offers students insights into the vibrant cultures of Iran, Afghanistan, and Tajikistan. Learning Persian enables students to connect with their heritage, explore Persian literature and poetry, and appreciate the significant contributions of Persian-speaking nations to art, science, and philosophy. An understanding of Persian opens doors to exploring the rich traditions of storytelling, music, and the culinary arts, enriching students' global perspectives.

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Persian.
- Students will sit an examination for this subject.

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Persian, you should aim to study Persian for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2. In Enhance and year 10, you may choose to study Persian each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in Persian at VCE, you should consider taking Persian in Enhance and year 10 in consecutive units: Students **must** undertake this subject in order to study VCE Persian. It is **highly recommended** that students undertake Persian to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		*Persian* (One or two semesters)	*Persian* (One or two semesters)	***Persian*** (One or two semesters)	*VCE Persian Units 1 & 2 (VSL)*	*VCE Persian Units 3 & 4 (VSL)*
Option Two			*Persian* (One or two semesters)	***Persian*** (Two semesters)	*VCE Persian Units 1 & 2 (VSL)*	*VCE Persian Units 3 & 4 (VSL)*

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

Teachers to see for advice regarding this subject: Ms Davoodi, and Ms Ong

YEAR 10 PROGRAMME

MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge, and skills that they will draw on in their personal and work lives. Mathematical ideas have evolved across societies and cultures over thousands of years and are constantly developing as digital technologies provide new tools for mathematical exploration and invention.

While the usefulness of mathematics for modelling and problem-solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic, and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics, and probability are common aspects of most people's mathematical experience in everyday personal, study, and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure, and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling, and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

YEAR 10 MATHEMATICS

YEAR 10 MATHS FOR LIFE

Subject Description:

Maths for Life is an alternative core maths option for students who have difficulties with maths. The aim of this course is to give students who struggle with mathematics the skills to have a better appreciation and understanding of mathematics for life. Students will develop their confidence and skills to perform simple and familiar numeracy tasks, and they will develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of ICT.

On completion of this unit, students will be able to perform everyday mathematical tasks that involve a single mathematical step or process. Students will be able to communicate mathematical ideas using common everyday language and mathematical notation.

Assessment:

- Pre and post testing using Essential Assessment.
- SNMY and Maths-U-See.
- Maths300 activities.
- Project and problem-solving tasks with real world applications.
- Students will sit an examination for this subject.

Advice to Students:

This subject is for students who need additional support with their learning in an individualised programme. Once a student enrols in this subject, they are precluded from undertaking core or VCE Maths (excluding Foundation) in later years.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Maths*	*Year 8 Maths for Life*	*Year 9 Maths for Life*	***Year 10 Maths for Life***	*VCE Foundation Maths Units 1 & 2*	*VCE Foundation Maths Units 3 & 4*
Option Two	*Year 7 Core Maths*	*Year 8 Core Maths*	*Year 9 Maths for Life*	***Year 10 Maths for Life***	*VCE VM Numeracy Units 1 & 2*	*VCE VM Numeracy Units 3 & 4*

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

Teachers to see for advice regarding this subject: Ms Fernando and Ms Murdoch

YEAR 10 MATHEMATICS

YEAR 10 CORE MATHS

Subject Description:

This course is aimed at students preparing to undertake a VCE sequence of General Maths or Foundation Maths. Students will develop competency in the use of ICT skills applicable to mathematics, in particular, the use of CAS calculators. They will undertake topics that develop their understanding, fluency, problem-solving skills, and reasoning. These skills are fundamental to learning mathematics and working mathematically and are applied across the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment:

- Pre and post testing using Education Perfect.
- Project and problem-solving tasks.
- Extended inquiry tasks with real world applications.
- CAS calculator competency.
- Students will sit an examination for this subject.

Advice to Students:

Maths is a core subject for years 7 to 10. Pathways from this core subject include VCE General Mathematics and VCE Foundation Mathematics.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Maths*	*Year 8 Core Maths*	*Year 9 Core Maths*	***Year 10 Core Maths***	*VCE General Maths Units 1 & 2*	*VCE General Maths Units 3 & 4*
Option Two	*Year 7 Core Maths*	*Year 8 Core Maths*	*Year 9 Core Maths*	***Year 10 Core Maths***	*VCE General Maths Units 1 & 2* ***AND*** *VCE Maths Methods Units 1 & 2*	*VCE General Maths Units 3 & 4* ***AND*** *VCE Maths Methods Units 3 & 4*
Acceleration Option	*Year 8 Core Maths*	*Year 9 Core Maths*	***Year 10 Core Maths***	*VCE General Maths Units 1 & 2* ***AND*** *Algebra 101* ***AND*** *Algebra 102*	*VCE Maths Methods Units 1 & 2* ***AND*** *VCE General Maths Units 3 & 4* ***AND/OR*** *VCE Specialist Maths Units 1 & 2*	*VCE Maths Methods Units 3 & 4* ***AND/OR*** *VCE Specialist Maths Units 3 & 4*

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

Teachers to see for advice regarding this subject: Ms Fernando and Ms Murdoc

YEAR 10 MATHEMATICS

YEAR 10 ADVANCED MATHS

Subject Description:

This course covers material from Victorian Curriculum level 10 (Core Year 10) as well as content from level 10A, which extends skills and knowledge. Students will develop competency in the use of ICT skills as they apply to mathematics, in particular, the use of a CAS calculator. They will develop their understanding, problem-solving, and reasoning skills within the topics studied, with an emphasis on algebraic skills.

Assessment:

- Pre and post topic assessments.
- Complex problem-solving tasks.
- Extended inquiry tasks.
- CAS calculator competency.
- Students will sit an examination for this subject.

Advice to Students:

This subject is aimed at year 10 students or year 9 students in an acceleration pathway. The course is suited to students who have a strong appreciation for and understanding of mathematics, particularly algebra, and would like to pursue multiple mathematics subjects in VCE. Specific requirements for acceptance into Advanced Mathematics include outstanding performance in year 9 Core Mathematics and teacher recommendation. It is preferred that students interested in Mathematical Methods complete Advanced Maths in year 10.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Maths*	*Year 8 Core Maths*	*Year 9 Advanced Maths*	***Year 10 Advanced Maths***	*VCE General Maths Units 1 & 2* ***AND*** *VCE Maths Methods Units 1 & 2*	*VCE General Maths Units 3 & 4* ***AND*** *VCE Maths Methods Units 3 & 4*
Option Two	*Year 7 Core Maths*	*Year 8 Core Maths* ***AND*** *Algebra 101*	*Year 9 Advanced Maths* ***AND*** *Geometry*	***Year 10 Advanced Maths*** ***AND*** *Algebra 102*	*VCE General Maths Units 1 & 2* ***AND*** *VCE Foundation 3 & 4*	***AND*** *VCE General Maths Units 3 & 4*
Acceleration Option	*Year 8 Core Maths*	*Year 9 Advanced Maths*	***Year 10 Advanced Maths***	*VCE General Maths Units 1 & 2* ***AND*** *Algebra 101* ***AND*** *Algebra 102*	*VCE Maths Methods Units 1 & 2* ***AND*** *VCE General Maths Units 3 & 4* ***AND/OR*** *VCE Specialist Maths Units 1 & 2*	*VCE Maths Methods Units 3 & 4* ***AND/OR*** *VCE Specialist Maths Units 3 & 4*

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

Teachers to see for advice regarding this subject: Ms Podsytnik, Ms. Murdoch, and Ms Fernando

YEAR 10 MATHEMATICS

ELITE ALGEBRA - YEAR 10

Subject Description:

Elite Algebra is designed for accelerated students in year 10 studying a VCE Maths subject or alongside Advanced Maths 10. Elite Algebra reinforces the concepts learnt in the Algebra 102 course. In this subject, students will solve multi-step equations and algebraic fractions, simplify surds, construct simultaneous equations based on real life scenarios, solve and graph inequalities, graph and investigate parabolas, hyperbolas, circular, and absolute value functions. Practising those skills will help students to stay well versed and well prepared as they enter VCE Methods or VCE Specialist.

Assessment:

- Skill-based formative assessments – DESMOS/Quizzes/ClassPad Calculator Activities
- Project based learning task related to the real world.
- Collaborative investigations.
- Students will sit an examination for this subject.

Advice to Students:

It is **highly recommended** that accelerated students studying VCE Maths in year 10 and future VCE Mathematics Methods or Specialist Maths students undertake this subject. The aim of this subject is to give students more practise with advanced algebra before taking, or alongside with, a VCE maths-related subject.

Students MUST purchase a Casio Classpad CAS Calculator to undertake this subject.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Maths*	*Year 8 Core Maths* ***AND*** *Algebra 101*	*Year 9 Core Maths* ***AND*** *Geometry*	*Year 10 Advanced Maths* ***AND*** *Algebra 102*	*VCE General Maths Units 1 & 2* ***AND*** *VCE Maths Methods Units 1 & 2*	*VCE General Maths Units 3 & 4* ***AND*** *VCE Maths Methods Units 3 & 4*
Option Two	*Year 7 Core Maths*	*Year 8 Core Maths* ***AND*** *Algebra 101*	*Year 9 Core Maths* ***AND*** *Algebra 102*	*Year 10 Advanced Maths*	*VCE General Maths Units 1 & 2* ***AND*** *VCE Foundation 3 & 4*	***AND*** *VCE General Maths Units 3 & 4*
Acceleration Option	*Year 8 Core Maths*	*Year 9 Advanced Maths*	*Year 10 Advanced Maths* ***AND*** *Algebra 101*	*VCE General Maths Units 1 & 2* ***AND*** *Algebra 102*	*VCE Maths Methods Units 1 & 2* ***AND*** *VCE General Maths Units 3 & 4* ***AND/OR*** *VCE Specialist Maths Units 1 & 2*	*VCE Maths Methods Units 3 & 4* ***AND/OR*** *VCE Specialist Maths Units 3 & 4*

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

Teachers to see for advice regarding this subject: Mrs Podsytnik, Ms Fernando, and Ms Murdoch

YEAR 10 PROGRAMME

SCIENCE

Science allows students to answer interesting and important questions about the biological, physical, and technological world through observation and experience. Science is a dynamic, collaborative, and creative endeavour arising from our world by exploring the unknown, investigating universal mysteries, making predictions, and solving problems.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings, and skills to make informed decisions about local, national, and global issues.

Throughout the study of science, students can experience the joy of scientific discovery and nurture their curiosity about the world around them. In doing this, they develop critical thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena, and draw evidence- based conclusions using scientific methods. The students also have the opportunity to develop scientific literacy, including the capacity to investigate the world around them and the way it has changed and changes as a result of human activity.

YEAR 10 SCIENCE

BIOLOGY - YEAR 10

Subject Description:

This class will prepare students for VCE Biology by covering several core topics that are essential for Units 1-4 studies in biology. This subject will cover content relating to cell organelles and their functions with investigations and analyses of these organelles in action through the processes of photosynthesis and cellular Respiration. Students will also explore how genetics play a role in the evolution of our species, considering mutation, natural selection and interacts with other species on our evolution journey. Students will complete a range of experiments during both units whilst working on skills that will enable them to recall and apply their knowledge in assessments that align with the expected outcomes at a VCE level.

Assessment:

- Ongoing coursework, including practical work.
- Topic tests.
- Experimental report analysis.
- Case study analysis.
- Students will sit an examination for this subject.

Advice to Students:

It is **highly recommended** that students undertake this subject prior to studying Biology at a VCE level.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Year 7 Core Science*	*Medicine and disease*	*Year 9 Core science*	***Year 10 Biology***	*VCE Biology Units 1 & 2*	*VCE Biology Units 3 & 4*
Option Two	*Planet Earth*	*Fantastic Beasts*	*Medicine & Disease*	***Year 10 Biology AND*** *Year 10 environmental science*	*VCE Biology Units 1 & 2 OR VCE Environmental science Units 1 & 2*	*VCE Biology Units 3 & 4 OR VCE Environmental science Units 3 & 4*
Acceleration Option	*Let's experiment*	*Medicine & Disease*	***Year 10 Biology***	*VCE Biology Units 1 & 2*	*VCE Biology Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Mr Mahon & Ms Marshall

YEAR 10 SCIENCE

CHEMISTRY - YEAR 10

Subject Description:

Chemistry is sometimes called the 'Central Science' because it connects almost all of the other sciences with each other. When someone knows Chemistry, they can better understand how Biology, Physics, Ecology, Environmental Science, and so many disciplines work together. In this subject, students will use the fundamentals of chemical elements and reactions to perform investigations and discover how chemistry can apply to real world applications. This includes exploration of chemical properties, chemical equations and how different chemicals can interact or be modified.

Assessment:

- Ongoing coursework, including practical work.
- Written responses and topic tests.
- Student directed research investigations.
- Students will sit an examination for this subject.

Advice to Students:

It is **highly recommended** that students undertake this subject prior to studying Chemistry at a VCE level. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Let's Experiment*	*Chemical Curiosity*	*Bright Sparks*	***Year 10 Chemistry***	*VCE Chemistry Units 1 & 2*	*VCE Chemistry Units 3 & 4*
Option Two	*Planet earth*	*Year 8 Science Inquiry*	*Chemical Curiosity*	***Year 10 Chemistry***	*VCE Chemistry Units 1 & 2*	*VCE Chemistry Units 3 & 4*
Acceleration Option	Year 7 Core Science	*Chemical Curiosity*	***Year 10 Chemistry***	*VCE Chemistry Units 1 & 2*	*VCE Chemistry Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Glenn & Ms. Naidoo

YEAR 10 SCIENCE

ENVIRONMENTAL SCIENCE - YEAR 10

Subject Description:

This subject will prepare students for VCE Environmental Science and VCE Biology by covering several core topics that are essential for Units 1-4 in these areas. Environmental Science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. In Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere, and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change, and energy use. Students will complete a range of field work as a class during both units whilst working on skills that will enable them to recall and apply their knowledge in assessments that align with the expected outcomes at a VCE level.

Assessment:

- Ongoing coursework, including practical and field work.
- Topic tests.
- Experimental report analysis.
- Case study analysis.
- Students will sit an examination for this subject.

Advice to Students:

It is **highly recommended** that students undertake this subject prior to studying Environmental Science at a VCE level.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Year 7 Core Science*	*Fantastic Beasts*	*Disasters & Geology*	***Year 10 Environmental Science***	*VCE Environmental Science Units 1 & 2*	*VCE Environmental Science Units 3 & 4*
Option Two	*Planet Earth*	*Medicine & Disease*	*Fantastic Beasts*	***Year 10 Environmental Science***	*VCE Environmental Science Units 1 & 2 OR VCE Biology Units 1 & 2*	*VCE Environmental Science Units 3 & 4 OR VCE Biology Units 3 & 4*
Acceleration Option	*Planet Earth*	*Year 9 Inquiry Science*	***Year 10 Environmental Science***	*VCE Environmental Science Units 1 & 2*	*VCE Environmental Science Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Owen & Mr Smitts

YEAR 10 SCIENCE

PHYSICS - YEAR 10

Subject Description:

Physics helps students to understand the world around them and to satisfy their curiosity. Physics provides students with the opportunity to study nature at its most fundamental level, helping them understand many familiar and interesting questions about how the world works. Physics is a science that deals with matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat, electricity, magnetism, radiation, atomic structure, and nuclear phenomena. Physics challenges the human imagination with concepts such as relativity and string theory, and it leads to great discoveries, such as computers and lasers that, in turn, lead to technologies that can change the way humanity lives. For example, physics has the potential to achieve anything, from healing joints, to curing cancer, to developing sustainable energy solutions. An understanding of physics underpins and complements many other areas of study, including Engineering, Chemistry, Biology, and Environmental Science. In this course, students will learn the basic concepts of motion, forces, electricity, and nuclear physics. They will learn the Scientific Method and conduct a variety of practical and theory-based experiences.

Assessment:

- Ongoing coursework, including engagement in practical work.
- Written responses and topic tests.
- Student led practical investigations.
- Students will sit an examination for this subject.

Advice to Students:

This is an introductory subject that does not assume a previous physics background. Students considering undertaking the unit should be confident, independent, and self-managed learners. However, students will need some basic mathematical skills such as applying and manipulating algebraic equations and Cartesian graphs to solve some physics problems. It is **highly recommended** that students undertake this subject prior to studying VCE Physics in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Planet earth*	*Year 8 Core science*	*Bright Sparks*	***Year 10 Physics***	*VCE Physics Units 1 & 2*	*VCE Physics Units 3 & 4*
Option Two	*Let's Experiment*	*Bright Sparks*	*Robotics: VEX V5 EDR*	***Year 10 Physics***	*VCE Physics Units 1 & 2*	*VCE Physics Units 3 & 4*
Acceleration Option	Year 7 Core Science	*Bright Sparks*	***Year 10 Physics***	*VCE Physics Units 1 & 2*	*VCE Physics Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Glenn

YEAR 10 SCIENCE

PSYCHOLOGY - YEAR 10

Subject Description:

In this subject, students are provided with an opportunity to develop their scientific understanding and inquiry skills through their explorations of famous psychological studies. Students will learn about mental health disorders such as schizophrenia, and they will learn how the brain and nervous system work. Throughout this unit, students will have the opportunity to explore what Psychology is, and develop the key skills and knowledge required to prepare them for VCE Psychology. Students will expand their understanding of the scientific process, which enables them to critically assess the strengths and limitations of research, make evidence- based conclusions, and gain an awareness of the ethical considerations of scientific exploration. Psychology provides many opportunities for further study pathways and careers such as working with children, adults, families, and communities in a variety of settings and specialist fields (educational, forensic, health, sport, and organisational or medical research).

Assessment:

- Topic tests.
- Student led investigations with presentations.
- Written assessment.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners. Year 10 Psychology is recommended for students who have a broad interest in science. It is **highly recommended** that students undertake this subject prior to studying VCE Psychology in the future.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	Year 7 Core Science	*Year 8 Core science*	*Neuroscience*	***Year 10 Psychology***	*VCE Psychology Units 1 & 2*	*VCE Psychology Units 3 & 4*
Option Two	*Let's Experiment*	*Neuroscience*	*Medicine & Disease*	***Year 10 Psychology***	*VCE Psychology Units 1 & 2*	*VCE Psychology Units 3 & 4*
Acceleration Option	Year 7 Core Science	*Neuroscience*	***Year 10 Psychology***	*VCE Psychology Units 1 & 2*	*VCE Psychology Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Dawson

YEAR 10 SCIENCE

GENERAL SCIENCE - YEAR 10

Subject Description:

Are you interested in how science skills can be applied in both research and non-research careers? In general science, students will be given the opportunity to develop real-world application skills in science and practice applying these skills in the context of forensics. This subject allows students to explore and utilise skills in biology, chemistry and psychology disciplines and appreciate their use in common scenarios. Students will research careers within forensic science to see how each specific field is represented within this area and how science has evolved over time. After a detailed, teacher led, investigation into forensic evidence types, students then choose an area of their own interest and work collaboratively with their peers to research, develop, and deliver a lesson to their class. After learning from their peers about forensic evidence, students apply their knowledge of how forensic evidence is used in helping to solve crimes through working with a mock crime scene. Finally, students consolidate their knowledge as they prepare a presentation on the forensic evidence of a famous crime of their choice. By enrolling in this subject, parents give permission for students to access materials that may be rated M or even MA due to the nature of some crimes explored. Students will develop skills in data analysis, independent research of credible information, collaboration, and deductive reasoning.

Assessment:

- Digital presentation on a career field in science.
- Inquiry into a crime-scene investigation.
- Case study analysis on a famous crime.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this subject should be confident, independent, and self-managed learners. General science is recommended for students with a broad interest in science or students that are interested in vocational learning pathways.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Planet Earth*	*Medicine and disease*	*Year 9 Core science*	***Year 10 General science***	*VCE Biology Units 1 & 2*	*VCE Biology Units 3 & 4*
Option Two	*Let's experiment*	*Year 8 Core science*	*Chemical curiosity*	***Year 10 General science***	*VCE Chemistry Units 1 & 2*	*VCE Chemistry Units 3 & 4*
Option Three	*Year 7 Core science*	*Neuroscience*	*Bright Sparks*	***Year 10 General science***	*VCE Psychology Units 1 & 2*	*VCE Psychology Units 3 & 4*
Option Four	*Year 7 Core Science*	*Neuroscience*	*Forensic Science*	***Year 10 General science***	*VCE VM pathway*	*VCE VM pathway*

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Peters and Mr Mahon

YEAR 10 PROGRAMME

STEM (Design & Digital Technologies)

STEM is an acronym for Science, Technology, Engineering, Arts, and Mathematics. STEM enables students to apply knowledge from these subject areas to solve problems creatively using the scientific method, design process, and various mathematical skills. STEM encourages teamwork and high-level communication, which are both necessary skills in industry as workplaces become more collaborative and digitised. Working on STEM projects and learning tasks helps build resilience as not all of endeavours will succeed the first time. Processes must be modified and refined using a methodical process to achieve success. Put simply, STEM helps to develop students into creative problem-solvers and lifelong learners. There is a key focus on **Digital Technology** and **Design Technology** in all STEM subjects.

Digital Technology is a major part of our lives and thus, our education. Anything that can be digitised is stored online. Our STEM subjects allow students to acquire a deep knowledge and understanding of digital systems, data and information, and the processes associated with creating digital solutions so that they can take up an active role in meeting current and future needs of society. Students are provided with practical opportunities to explore the capacity of information- systems to transform data systematically and innovatively into digital solutions through the application of computational, design, and systems thinking.

Design Technology is a key focus in all STEM subjects. Using design thinking, students plan and manage projects from conception to realisation. They apply design and systems thinking and processes to investigate ideas, generate and refine ideas, plan and manage, and produce and evaluate designed solutions. They develop a sense of pride, satisfaction, and enjoyment from their ability to create innovative designed solutions.

This unique combination of subjects offers students a broad range of learning experiences, readily transferable to their lives beyond school.

YEAR 10 STEM

COMPUTER PROGRAMMING - YEAR 10 (APPLIED COMPUTING)

Subject Description:

Dr Dan Crow, a CS professor at Leeds University wrote an excellent summary of computational thinking and why it is necessary: “Will every job in the future involve programming? No. But it is still crucial that every child learns to code. This is not primarily about equipping the next generation to work as software engineers, it is about promoting computational thinking. Computational thinking teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems".

In this subject, students learn the basics of programming and explore the pathways of the Microsoft Suite, Python, HTML, and Visual Basic.Net. After mastering these programs, they will then apply their understanding by solving problems using these programs.

Assessment:

- Demonstrating competency in a variety of computer programs.
- A presentation that communicates use of the design process and of a variety of computer programs to solve a set problem.
- A written report and structured questions.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. It is **highly recommended** that students undertake this subject prior to studying Units 1 & 2 Applied Computing AND/OR Units 3 & 4 Data Analytics AND/OR Software Development, in the future.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Innovate*	*Innovate Intermediate*	*Computer Game Design*	***Year 10 Computer Programming***	*VCE Applied Computing Units 1 & 2*	*VCE Data Analytics Units 3 & 4*
Option Two	*Introduction to Robotics*	*Robotics: VEX V5 EDR*	*Computer Game Design*	***Year 10 Computer Programming AND*** *Year 10 Engineering & Mechatronics*	*VCE Applied Computing Units 1 & 2*	*VCE Algorithmics (HESS) Units 3 & 4*
Acceleration Option	*Introduction to Robotics*	*Computer Game Design*	***Year 10 Computer Programming***	*VCE Applied Computing Units 1 & 2*	*VCE Software Development Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate STEM and Design & Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr D’Auria and Ms Vu

YEAR 10 STEM

ENGINEERING AND MECHATRONICS - YEAR 10 (SYSTEMS ENGINEERING)

Subject Description:

In Engineering and Mechatronics, students will build their skills in design, evaluation, computing, technology, engineering, and electronics. Engineering and Mechatronics focuses on the development of students' skills in managing and manipulating electronic materials and resources. Students will use a range of tools, equipment, and machines to design and produce a functional physical product or system. These materials and resources may include wood, plastics, or textiles, as well as components such as wheels and axles, pulleys and belts, gears, switches, lights, motors, connecting wires, batteries, coding, CAD, and printed circuit boards. This subject utilises robotics, telecommunications, and various systems to build an end product.

Assessment:

- Practical production tasks, including design, construction, fabrication, and customisation (including coding)
- Engineering logbook
- Documentation of the systems engineering process in a written report as well as a brochure or poster.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is recommended for students who have a passion for experimenting and manipulating objects to make them functional and aesthetically appealing through using a variety of materials. It is **highly recommended** that students undertake this subject prior to studying VCE Systems Engineering.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Introduction to Robotics*	*Robotics: VEX V5 EDR*	*Innovate Intermediate*	***Year 10 Engineering & Mechatronics***	*VCE Systems Engineering Units 1 & 2*	*VCE Systems Engineering Units 3 & 4*
Option Two	*Innovate*	*Innovate Intermediate*	*Robotics: VEX V5 EDR*	***Year 10 Engineering & Mechatronics***	*VCE Systems Engineering Units 1 & 2*	*VCE Systems Engineering Units 3 & 4*
Acceleration Option	*Introduction to Robotics*	*Robotics: VEX V5 EDR*	***Year 10 Engineering & Mechatronics***	*VCE Systems Engineering Units 1 & 2*	*VCE Systems Engineering Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate STEM and Design & Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr D'Auria and Mr Beveridge

YEAR 10 STEM

FOOD STUDIES - YEAR 10

Subject Description:

Year 10 Food Studies students will investigate the challenges involved in providing interesting and healthy family meals. Students explore the different nutritional requirements across the lifespan and learn about menu planning for families. Students examine the types of foods that can be prepared for the different meals of the day, understanding cooking processes and safety and hygiene. Students will be involved in tending the Kitchen Garden and utilising fresh seasonal ingredients in the meals they produce. Students will be exposed to real world situations where they will use the design process to create a practical food solution. This subject prepares students for VCE Food Studies and VET Certificate II Cookery.

Assessment:

- Practical assessment tasks with records that reflect on these activities.
- Written research inquiry.
- Design and produce a practical food solution.
- Students will sit an examination for this subject.

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is for students who enjoy challenging themselves, love food, and would like to learn about diverse cultures and cuisines. Students will consolidate their understanding of skills learnt in Explore and Enhance. It is **highly recommended** that students undertake this subject prior to studying VCE Food Studies or VET Certificate II Cookery.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	*Let's Cook!*	*Creative Cooking*	*Global Bites*	***Year 10 Food Studies***	*VCE Food Studies Units 1 & 2*	*VCE Food Studies Units 3 & 4*
Option Two	*Let's Cook!*	*Global Bites*	*Global Bites*	***Year 10 Food Studies***	VET Certificate II Cookery	VET Certificate II Cookery
Acceleration Option	*Let's Cook!*	*Global Bites*	***Year 10 Food Studies***	*VCE Food Studies Units 1 & 2*	*VCE Food Studies Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate STEM and Design & Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Ms Zhao and Ms Bellgrove

YEAR 10 STEM

INNOVATE ADVANCED: MIXED MATERIALS OR TEXTILES - YEAR 10 (PRODUCT DESIGN AND TECHNOLOGY)

Subject Description:

This is a subject for students who have a passion for design as well as students who might be looking to select Product Design and Technology (Mixed Materials or Textiles) in years 11 and 12. In this subject, students will develop their skills in using the design process, problem-solving, and creative and critical thinking. Students will analyse and evaluate real-world case studies from relevant industries and unpack the necessary skills through the implementation of the design process. This course informs sustainable behaviours and develops technical skills that enable students to present multiple solutions to everyday life situations.

Assessment:

- Multimodal records of evidence of research, development, and conceptualisation of products and of reflection.
- Practical work: demonstrations of graphical and physical product concepts including prototyping and making final proofs of concept along with finished products.
- Students will sit an examination for this subject.

Advice to Students:

This subject requires a high level of planning, management, and problem-solving skills, as well as collaboration skills and a willingness to take on several roles within a team in order to achieve success. It is **highly recommended** that students undertake this subject prior to undertaking VCE Product Design & Technology. This subject also supports the skills required in other VCE Design Technology and Arts subjects.

Possible Pathways:

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Option One	*Innovate*	*Innovate Intermediate*	*Computer Game Design*	***Year 10 Innovate Advanced***	*Product Design & Technology Units 1 & 2*	*Product Design & Technology Units 3 & 4*
Option Two	*Introduction to Robotics*	*Robotics: VEX V5 EDR*	*Innovate Intermediate*	***Year 10 Innovate Advanced***	*Product Design & Technology Units 1 & 2*	*Product Design & Technology Units 3 & 4*
Acceleration Option	*Innovate*	*Innovate Intermediate*	***Year 10 Innovate Advanced***	*Product Design & Technology Units 1 & 2*	*Product Design & Technology Units 3 & 4*	

**Please note, these are sample options only. Please consider all appropriate STEM and Design & Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Ms Long, Mr Beveridge, and Mr D'Auria

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