



YEAR 10 COURSE GUIDE

2026



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Welcome to Year 10

The transition from Year 9 to Year 10 is a significant one. Year 10 marks the beginning of the senior years of education where students have greater choice and take greater responsibility for their own education. This is the time students start to seriously consider their pathway to employment, further education and training. During Year 10, students assess their capabilities and make decisions about their final years of schooling. The College provides considerable careers support to Year 10 students including: a Work Experience Program in Term 2; course counselling using careers profiling; the development of individual career portfolios; and one-on-one support meetings with the College Careers Coordinator. Year 10 is also a time when students start to fully explore their leadership capabilities.

This booklet outlines the curriculum opportunities for Year 10 students and should be read carefully. Year Level Coordinators, teachers and the Careers Team are geared to provide support and encouragement to students as they make their choices for Year 10. Other significant people to consult are family, older students, and subject teachers, who have worked closely with students during their time at the College. It is an exciting time and the College looks forward to working with students and their families over the final three years of their secondary education.

Year 10 Certificate

Students must demonstrate the minimum requirements to be eligible to be automatically promoted into VCE or VCE VM; all students need to work towards demonstrating the following:

- Maintaining an average Work Habit Rating of 3.00 or above
- A minimum of eight satisfactory results as reported on semester reports across the course of the year, including a satisfactory result in English
- Satisfactory performance in at least four Year 10 exams each semester
- A minimum of 90% attendance in classes. Note: the policy for VCE is 90% attendance

Students who meet these requirements will receive a Year 10 Certificate at the conclusion of the academic year.

Sunbury College Three-Year Course Plan

Students are required to complete a Three-Year Course plan for Years 10 – 12, ensuring they consider their pathway options beyond school and that their subject choices take prerequisite courses/qualifications into consideration. The plans are used by the Senior Programs and Careers Team to gain an overview of the programs selected, and the suitability of each student's subject choices in light of future pathway plans.

It is essential for students to participate in discussions related to their education, and have a voice in their Senior Years Program. When students are aware of, and choose suitable programs that are achievable, there are positive effects on their learning and educational outcomes. There is also an important element of flexibility to a student's Senior Years Program; having a clear course plan enables the Careers team, Year Level Coordinators, and Senior Programs leader to support students to make any adjustments that will enable them to achieve their academic and study goals beyond Sunbury College.

As part of the process for completing their Three-Year Course Plan, students must read and review the Year 10, VCE and VCE VM Course Guides, and be prepared to update their plan each year. Students are encouraged to seek advice and guidance from parents/carers, review their Year 9 Morrisby report, and ensure their online My Career Portfolio is updated and/or completed.

Sunbury College Three-Year Course Plan

All Year 10 students undertake six subjects in each semester for four periods a week. Core subjects run over the full year, while elective subjects run over a semester.

Full year subjects:

- English
- Mathematics
- Science

Note: Accelerated VCE subjects run for a full year.

Semester subjects:

(Students must choose one subject from each of the following streams)

- Humanities
- Health and Physical Education
- Technology / Arts

Students choose three additional subjects they would like to undertake to complete their Year 10 program.

Sample Program

Semester 1	English	Mathematics	Science	Humanities Choice	Technology/ Art Choice	Other choice
Semester 2	English	Mathematics	Science	Health and PE choice	Other choice	Other choice

Year 10 Educational Items

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Parents' voluntary contributions support the College to meet the diverse needs of our students, and to ensure the necessary materials and facilities are available to run programs successfully.

The voluntary curriculum contribution for Year 10 will be approximately \$275 which includes the provision of a diary, ID card, printing, core subject consumables and whole school sporting and cultural activities.

Year 10 students participate in electives enabling them to explore their career choices and develop their strengths and preferences for future learning. Please check the costs associated with elective choices as they vary between subjects.

The following are approximate costs:

Food Studies \$150 - \$170

Outdoor Education \$380 - \$400

Product Design - Textiles \$50 - \$70

Product Design - Wood and Plastic \$60 - \$80

** These are based on 2025

A detailed break down of the fees that electives attract can be found on the College website under Policies - Parent Payment Arrangements.

Accelerated Learning

At Sunbury College Accelerated VCE means:

A student completes one subject earlier than the normal VCE years. A number of students are offered the opportunity at Year 10 to study a Unit 1 and 2 VCE subject as part of their course. These students are then also offered the opportunity in Year 11 to study a Unit 3 and 4 subject as part of their course.

What is the advantage of Accelerated VCE at Sunbury College?

Students who complete a Unit 1 and 2 VCE subject in Year 10:

- Are prepared to undertake a Unit 3 and 4 VCE subject in Year 11
- Have been introduced to and prepared for VCE
- Have the opportunity to explore a subject early, which may help with choosing other VCE subjects.
- Gain valuable exam practice in preparation for their future VCE studies
- Are provided with an additional academic challenge, and the opportunity to undertake further study in an area of interest

Students who complete a Unit 3 and 4 VCE subject in Year 11 may have the opportunity to complete their VCE with six Year 12 subjects instead of five. This sixth subject contributes 10% to the Australian Tertiary Admissions Rank (ATAR) score which measures a student's overall academic achievement compared to other Year 12 students, and is used by universities to determine eligibility for courses.

College Guidelines for Acceleration:

Students may be offered the opportunity to undertake an accelerated program based on:

- Victorian Curriculum levels at Year 9
- The number of Honours awarded in Semester One reports
- Performance in PAT and NAPLAN Tests (Year 7 and Year 9 when available)
- A commitment to study and enjoyment of academic challenge
- Recommendations from teachers
- An average Work Habits Rating above 3.75
- School attendance of 90% or above

Specific information on VCE subjects is available in the Senior School VCE & VCE VM Course Guide. Students hoping to undertake an accelerated VCE subject will be invited to an acceleration meeting prior to selecting a VCE subject.

Other Accelerated Subject Opportunities

VET

Year 10 students are also offered the opportunity to undertake VET (Vocational Education and Training) subjects in the following areas: Community Services, Dance, Music, and Sport and Recreation.

VET Certificate courses provide students with specific training for work in a variety of industries, and recognise their competency to undertake work tasks. VET courses provide a more practical structure than a traditional curriculum. These subjects may, if continued In Year 11, provide a contribution to a student's ATAR.

Students wishing to undertake these subjects may have to satisfy subject specific entry requirements, in addition to:

- Having an average Work Habits Rating above 3.00
- Maintaining regular attendance in line with College expectations

Academic Sports Program

The Academic Sports Program is an initiative designed to enhance study and career opportunities within the Health Sciences, and Sport and Recreation. Students undertake a sequence of studies, and should note the Year 10 sequence to ensure they select the correct units.

The program of study offers flexibility for students to pursue post schooling study in areas including:

- Nursing
- Dietetics and nutrition
- Physical Education teaching
- Physiotherapy
- Osteopathy
- Sports management
- Sports administration
- Sports coaching
- Community Recreation Officers, Personal Trainers, and Fitness Instructors

Students accepted for entry into the Academic Sports Program will take part in a range of events and professional learning activities that enhance their studies. These may include visits to sporting facilities and universities, and guest lecturers from sports-related industries. The College continues to further our links with institutions such as RMIT to give students firsthand experience of the tertiary environment.

To further their skill development in this area, and satisfy some of the individual subject requirements, students in the Sports Academy will be expected to:

- Coach at least one sporting team during the year
- Assist in the College Sporting Carnivals
- Deliver lunchtime sporting activities at various times throughout the year

The program will also help develop the leadership and organisational skills necessary for future career path. Students will be supported and guided by the director of the program, the College Sports Coordinator, their Sport and Recreation teacher, and the Careers teams.

In recognition of their status in the school, an Academic Sports Program uniform may be purchased upon acceptance into the program. Students are invited to apply for the program via an application form which will be available from the General Office.

Students may be eligible for the program if they meet the following criteria:

- Maintain an average Work Habits Rating of 3.50 or above, and no lower than 3.00 in any subject
- Satisfactory completion of all units of study in Year 9
- Commitment to a clear career pathway
- Organisation and communication skills
- Sporting interests and level of competition
- Full adherence to College policies and expectations
- Behaviour that models College values
- Compliance with the requirements of the program
- A minimum of 90% attendance in class

Ongoing involvement in the program will be conditional on students maintaining the required criteria levels.

The VCE Academic Sport Program (ASP) subjects complement the core subjects to enable a targeted and well-rounded curriculum. The ASP complements the following subjects:

- Accounting
- Biology
- Business Management
- Chemistry
- Economics
- Health and Human Development
- Physics
- Psychology

Academic Sports Program Learning Sequence

Year 10	English	Maths	Science	VET Sport and Recreation Units 1 and 2	One Physical Education subject	One Humanities subject <u>and</u> One Arts/Technology subject
Year 11	English	One or two Maths subjects: - General - Methods - Specialist	VET Sport and Recreation Units 3 and 4	VCE Physical Education Units 1 and 2	One VCE ASP subject	One VCE ASP subject
Year 12	English	One or two Maths subjects: - General - Methods - Specialist	VCE Physical Education Units 3 and 4	One VCE ASP subject	One VCE ASP subject	

Core Full Year Subjects

All students must undertake English, Mathematics and Science over the whole of Year 10.

Below is information on the core subjects studied in both semesters:

English

The course involves the study of a variety of texts and their contexts, enhancing language control and employing a range of reading, writing, and speaking and listening strategies. English at Year 10, aims to prepare students for Senior Years English. There is a strong emphasis on improving and refining skills involved in writing essays for the purpose of persuasion and analysis, developing critical evaluation skills, and effective communication in spoken language.

English is a prerequisite for most university courses; many courses require an expected study score to be achieved. Specific careers where solid English skills are relevant: teaching, public relations, journalism, professional writing, politics and law.

English Elective

Advanced English

In Advanced English, students will explore the ways in which the English language provides younger generations opportunities to explore and assert a unique identity. Students will learn how texts reflect an author's ideas and concerns about their own times, providing students with an opportunity to develop their ability to interpret texts from a variety of perspectives. Advanced English also provides students the chance to consider the position of women in Australian English, and the ways in which female voices are endorsed, challenged and/or marginalised in Australian texts. Through this, students will develop their critical thinking and writing skills, as well as their confidence in creating and defending their own positions on issues.

Mathematics

In Year 10, students select either Standard Mathematics or Advanced Mathematics based on their interests, learning preferences and future aspirations. Both subjects continue to develop essential skills across number, algebra, measurement, space, statistics and probability.

This selection is a collaborative process supported by Year 9 Mathematics teachers and the Mathematics Instructional Leader. Recommendations are guided by student interests, academic progress, work habits and a range of assessment data.

Standard Mathematics

This subject helps students consolidate core mathematical skills and apply them across a range of contexts. Students will explore topics such as:

- Data analysis
- Statistics
- Linear relationships

Standard Mathematics supports students in building strong problem-solving strategies and prepares them for a broad range of future study and career options.

Advanced Mathematics

This subject provides opportunities for students to deepen their understanding of mathematical concepts and strengthen their reasoning skills. Key topics include:

- Algebra
- Graphing techniques
- Probability and statistics

Advanced Mathematics is well suited to students who enjoy working with abstract ideas, investigating patterns and exploring how mathematical concepts connect. It may be of particular interest to students considering future studies in areas such as:

- Science
- Engineering
- Technology
- Mathematics
- Economics

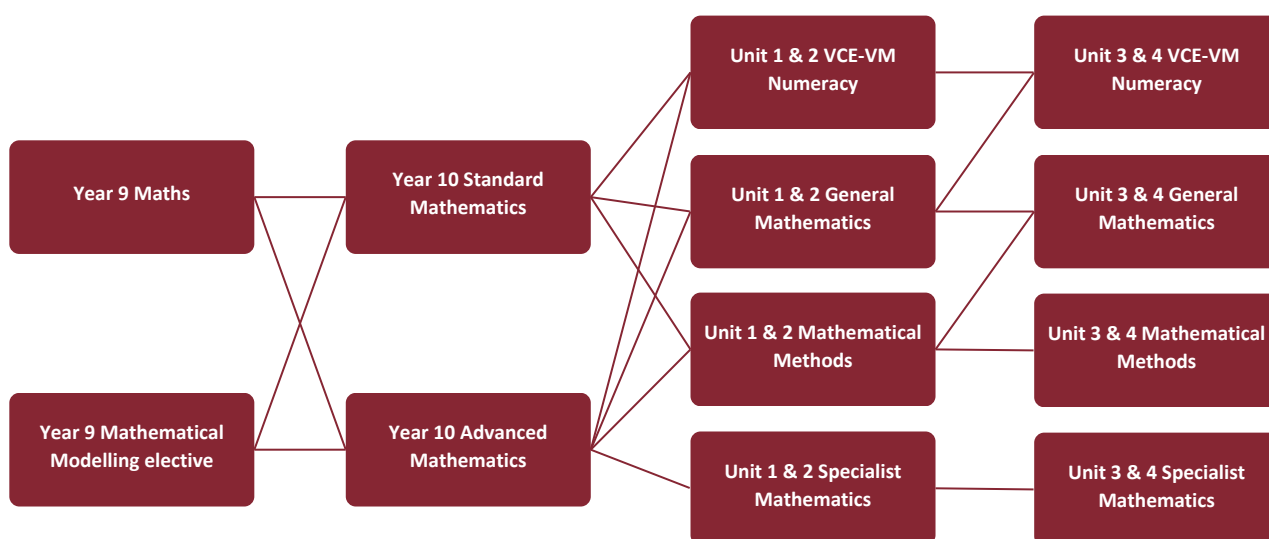
Students will be supported with clear instruction, scaffolded lessons and regular feedback to help them succeed and grow as confident mathematical thinkers.

Subject Selection Guidance

Choosing the right Year 10 Mathematics subject is an important part of a student's learning journey. Students are encouraged to reflect on their academic strengths, interests and learning style. Both Standard and Advanced Mathematics offer rich learning experiences that support growth and prepare students for future success.

The diagram below outlines the Mathematics pathways available from Year 9 through to Year 12, and should be used by students when selecting their Year 10 Mathematics subject.

Potential Mathematics Pathways



Science

Students undertake a program that develops key skills and introduces them further to specific science disciplines available in VCE. These include: Biology, Chemistry, Physics and Psychology.

In Science, students will develop skills such as:

- Working independently and collaboratively to develop and apply safe and responsible work practices when completing all practical investigations, including the appropriate disposal of wastes
- Conducting investigations that include collecting, processing, recording, and analysing qualitative and quantitative data; drawing conclusions consistent with the question under investigation and the information collected; evaluate procedures and reliability of data
- Making connections between concepts; processing information; applying understandings to familiar and new contexts
- Interpreting, explaining, and communicating information and ideas accurately and effectively
- Using scientific language and conventions correctly, including equations and units of measurement.

Semester Long Subjects - Required

The Arts

Students must choose at least one Art subject from those listed below

Art

This is a folio-based subject that requires students to learn how to use specific materials and techniques, and research at least two artists from different cultures and/or times. In developing the folio, students are guided through the research requirements, the development of meaningful annotations, and exploration of different art media including: watercolour, acrylics, charcoal, pastel, ink and wash, pencil, armature wire and plaster.

Students also explore the following techniques: collage, painting, drawing, and printmaking. Assessments include three practical art-making projects, one research project, and an end-of-semester exam. Students' critical and creative capabilities are also assessed.

Dance

In this course of study, students will draw on their own experiences of movement and ideas of dance to express themselves and create dance works. Students will practise dance skills and techniques, and develop their own movement vocabulary. Students will participate in dance-making activities, workshops, improvisations, and construction rehearsals. In groups, students will prepare, rehearse, and present a group dance to an audience, one of which will include the employment of duo work. Choreographic construction and arrangement devices will be studied, and the conventions of duo and ensemble choreography throughout history will be explored.

Digital Art

Digital Art continues to build on the skills students developed in the Year 9 Digital Art elective. Students will be introduced to the drawing and design programs within the Adobe master suite, utilising the tools and applications specific to the visual design industry. The skills developed will support students undertaking current Year 10 Art and Technology options, as well as preparing students for design folio outcomes at VCE level.

Drama

Drama allows students to develop their acting and scriptwriting skills in a variety of theatrical styles. Students who elect this subject must be prepared to participate in solo and group activities and performances. It is strongly recommended that students interested in studying VCE Drama complete Year 10 Drama.

Whilst this is primarily an acting course, production skills will also be taught. Students will develop their acting skills and learn to use dramatic elements (focus, tension, language, mood, movement, and symbol) in their performance activities. They will research specific acting styles and genres, and apply their knowledge in practical activities. They will study the roles of stagecraft designers and analyse a live theatre production. Students will study play structures and participate in scriptwriting and analysis activities. A range of writing tasks including research, reviews, and evaluations will be completed, and students will devise, rehearse and prepare their own works for performance.

Media Studies

The course at Year 10 will focus on examining how media texts aim to persuade and influence an audience. Students will investigate the style and form of a range of media texts including: film, music video, magazines, advertising and radio podcasts. This will inform students' own approach to designing a range of media products for different audiences.

This subject allows students to build their agency and choice by undertaking the design process when considering the specific chosen style of a product. Students will work individually, and collaboratively to develop their skills through workshops, practical activities, and exposure to a range of media texts. This subject is a pathway into VCE Media.

Photography

In Photography, students will be introduced to an overview of the history of photography, the impact its development has had on fine art, and commercial applications of photography. Through an overview of the many genres of modern photography, students will be introduced to portraiture, landscape photography (in particular urban representation) and documentary photography. Students will produce a folio that includes the work of professional photographers, and an exploration of media and techniques (including digital manipulation: Photoshop) in their own response to a design brief.

Visual Communication and Design

In levels 9 and 10, students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.

Students critically reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications.

Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

VCE VET Music - Performance

This subject provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 include recording a music demo and preparing for performances. Units 3 and 4 offer scored assessments and include units such as developing improvisation skills, applying knowledge of genre to music-making, and performing music as part of a group or as a soloist.

Units of Competency

Units 1 and 2

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Incorporate music technology in performances
- Make a music demo
- Perform simple repertoire in ensembles

VCE VET Certificate II in Dance

This subject provides students with the opportunity to develop the knowledge, skill and competency that will enhance their training and employment prospects in the live performance industry.

Units of Competency

Units 1 and 2

- Develop basic dance techniques
- Prepare for live performances
- Follow safe dance practices
- Develop a basic level of physical fitness for dance performance

Students will also complete a minimum of three electives, which will be decided by the provider.

Health and Physical Education

Students must choose at least one Health and Physical Education subject from those listed below.

AFL Football

This subject has both practical and theoretical elements.

Practical: Football (AFL) will be dissected into intense skill work (game sense), video analysis of current AFL games, varying training methods, weight training program, and tactical training drills. As well as improving fitness levels specific to student needs, pre and post-fitness tests specific to football will also be conducted.

Theory: Students will investigate game sense and coaching, nutrition in sport, and recovering strategies, fitness components, skill acquisition and classification, Indigenous culture, coaching techniques and sports psychology. Guest speakers, including past and present players, will visit the college and talk about motivation.

Exercise Science

This subject has both practical and theory elements.

Practical: Sports selected from football, soccer, rugby, basketball, netball, handball, and volleyball. Students will study individual and team strategies to improve performance. They will be required to engage in umpiring, coaching, and scoring.

Theory: Students will investigate anatomy-related topics such as skeletal, articular, muscular, respiratory and circulatory systems and training adaptations.

Health Knowledge and Promotion

This subject will provide students with basic knowledge and understanding of health and wellbeing and the components that underpin it. Students will analyse the health status of Australians using appropriate measures, and investigate the nutritional requirements for adolescents through food selection models and the Australian Dietary Guidelines. Students will also develop an in-depth exploration of mental health issues that affect the community.

Outdoor Education

Outdoor Education provides opportunities to develop positive relationships with the environment, others, and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society, and our environment. Outdoor Education engages students in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understanding to move safely and competently while valuing a positive relationship with natural environments, and promoting the sustainable use of these environments.

Outdoor Education is instrumental in the teaching of self-reliance, interdependence, and leadership; the development of an adventurous spirit; managing personal risks; safe journeys in nature; the value of lifelong outdoor recreation for enjoyment; health, and wellbeing; understanding nature through direct experience; and for developing deeper human-nature relationships.

Year 10 students are offered the opportunity to undertake Outdoor Education which will offer a pathway to Units 3 and 4 in Year 11 providing an additional subject for ATAR purposes.

Personal Fitness

This subject has both practical and theory elements.

Practical: Selected from a variety of activities designed to improve personal fitness such as weight training, circuit training, and boxercise. As a part of the practical tasks, students will study individual strategies to improve fitness.

Theory: Students will complete the following fitness related units: Fitness Components, Energy Systems, Training Principles, Training Programs, and Fatigue and Recovery.

Note: If choosing this unit of study, students are unable to also choose VET Sport and Recreation.

Sports Science

This subject has both practical and theoretical elements.

Practical: Sports selected from volleyball, badminton, basketball, softball, cricket, tennis, golf and ultimate frisbee. As a part of the practical component, students will link scientific and biomechanical concepts to various sports and determine their effect on performance.

Theory: Students will investigate topics such as performance-enhancing drugs, nutrition and body image in sport. Students will analyse biomechanical techniques with the use of technology in a sporting context.

VCE VET Sport and Recreation

This is a full year subject

The VCE VET Sport and Recreation program provides students with the opportunity to undertake sport activity studies that enable them to become multi-skilled, thereby enhancing entry to employment and further training across many sectors in the sport and recreation industry. The course requires students to demonstrate a number of core competencies, and a range of electives that are intended to enhance students' skills and knowledge in more specialised areas of sporting activity.

There are subject specific charges for this course; students are required to pay an annual materials fee to participate in this program. This cost is directly related to certificate completion including resource booklets and training in First Aid. There may be additional costs for excursions and gym sessions.

Units of Competency

Unit 1 and 2

- Organise personal work priorities and development
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness or recreation sessions
- Provide First Aid
- Use social media tools for collaboration and engagement
- Book athlete travel and accommodation
- Participate in conditioning for sport
- Provide quality service
- Respond to emergency situations
- Conduct sport, fitness or recreation events

Humanities

Students must choose at least one Humanities subject from those listed below.

Business Accounting and the Law

Students studying this subject will develop their knowledge and understanding of the following topics:

Topic 1: Democracy, Crime and Punishment: students will learn the basics of Australia's system of government. This is followed by a more detailed examination of the types of laws, the courts, international comparisons, and Australia's international responsibilities.

Topic 2: Bean Counters and Balance Sheets: all businesses rely on accounting information to make decisions and to be successful. Students will learn how to prepare accounting records and reports for a small business.

Topic 3: Mind Your Own Business: small businesses are a very important part of Australia's economy and it is important that they are well managed. This topic will develop students' understanding of how to be a successful small business owner.

Topic 4: Economics: through learning about the Australian economy and basic economic theory, students will understand the important role we play in Australia's economy.

Geography

This subject will focus on environmental change and management, and the geographies of human wellbeing, and cities. Students will study development topics such as: poverty, development in rapidly growing cities, and the impact of globalisation. The course also looks at ways of improving the quality of life through organisations such as the United Nations. A variety of case studies will be used as examples. Students will also undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. This subject enhances students' skills and knowledge in preparation for VCE Geography.

History - Australia at War

This subject will focus on World War I and World War II—some of the darkest moments in human history—from Australia's perspective. For each of the wars, students will explore: the causes of the war, the reasons men enlisted and how women contributed to the war effort; significant places where Australians fought and their perspectives and experiences in these places; significant events, turning points of the wars and the changing nature of the warfare; the lasting effects of these global conflicts, particularly the impact upon Australian society, and our international relationships with Britain, the USA and Asia; different historical interpretations and contested debates about the wars, and the significance of Australian commemorations of them.

History - Rise and Fall of Empires

This subject will focus on the causes and consequences of empires rising and falling, and the impact that has on people living through those times. Students will investigate how and why empires rise and fall, focusing on one empire from the Ancient World, as well as one empire that fell victim to European expansion. In addition, students will also evaluate the costs of empire and the extent to which cultural, social and economic change are transmitted across the world as a result of the spread of empires. Students will have the opportunity to build their knowledge of empires across the world, as well as lead their own inquiries into how individuals, ideas, events, and groups inform political, social, and economic change.

History - People Power

Since colonisation, there has been a rich tradition of groups of people speaking to power. In this subject, students will explore the ways in which society changed as a result of colonisation, paying particular attention to the experiences of First Nations peoples. In this subject, students will examine some of these events, the related actions of individuals and groups, and the resulting impacts on Australian values and identity.

Particular attention will be paid to:

- The extent to which change occurred for groups of people as a result of domestic and global events.
- The methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the achievements of these movements

Political and Legal Foundations

In Political and Legal Foundations, students will explore how laws are made in Australia. They will learn about the role of parliament, the courts, and politicians in the creation of laws. A range of contemporary local and national political issues will be explored alongside the views of major political parties. Students will also investigate Australia's role in the global community, reflecting upon Australia's obligations under international law. In this way, students will gain an understanding of international organisations that influence Australia's laws and government policies.

VCE VET Community Services

The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly, and the disability sector.

This program is ideal for students looking to move areas of the community services sector, and is the perfect beginning for developing a sound educational base specific to the fastest-growing sector in Australia.

Units of Competency:

- Working with diverse people
- Being an effective volunteer
- Participate in workplace health and safety
- Communicate in the workplace

Technology

Students must choose at least one Technology subject from those listed below.

Baking and Catering

The aim of this subject is to equip students with the knowledge and skills to follow workplace safety and hygiene practices in a kitchen environment. It encourages exploration of baking techniques from a range of cultural traditions, both traditional and modern, to foster an appreciation of global culinary practices. The subject promotes creativity through the development and completion of individual design briefs, enabling students to bring their ideas to life through hands-on production tasks. It also aims to build students' understanding of ethics and sustainability in the baking and catering industry, focusing on responsible ingredient sourcing, waste reduction, and environmentally friendly practices. Through practical experiences, students are supported to refine their cookery methods, knife skills, measurement accuracy, and effective use of equipment and kitchen processes.

Computer Programming

The aim of this subject is to introduce students to basic programming skills and prepare students for VCE Applied Computing. Students will learn simple algorithms required to create software solutions.

In the first half of the semester, students will learn to write code and develop simple applications. These skills will be used in the second half of the semester to design and develop their own project.

Food Studies

Food Studies explores various aspects of food and its impact on human life and society. Students cover essential topics such as food safety - ensuring that the food we consume is free from harmful contaminants and meets health standards; Indigenous foods - examining traditional diets and culinary practices of Australia's Indigenous population; preservation - how to sustainably prolong the life of our foods. Additionally, Food Studies investigates the diverse culinary practices and dietary habits found around the world, offering a global perspective on eating patterns. Together, these topics offer a comprehensive overview of the significance of food in our lives, from cultural heritage to health and safety.

Information Technology

In this subject, students will develop skills in software applications to solve real business problems and improve productivity. Students will extend their understanding of Microsoft Excel, and apply advanced formulae and functions, conditional formatting, and create charts to present their data. Students will design and develop a website for a local business.

This subject leads to VCE Applied Computing. It also offers a number of opportunities for students to develop employability skills related to the ICT sector, business and financial industries.

Product Design - Textiles

Students complete products using the technology process of investigating, designing, producing and evaluating. A range of techniques and equipment is used to process, manipulate and transform materials into products. Students explore current trends in fashion and investigate both Australian and International fashion designers. They also explore the origins of the styles they have chosen and investigate the techniques and processes used to create them.

Students will learn to identify garment components and terms and develop a folio of styles. They will acquire, extend and apply a range of practical skills related to design, garment construction, safe use of tools, equipment, and machines, and develop an understanding of the processes used in manipulating materials. Students prepare evaluation reports that assess the product for function, aesthetics and suitability as specified in the design criteria.

Product Design - Wood and Plastic

Students taking the Product Design - Wood and Plastic course will work with wood and plastic to create products that solve a design problem. Students will develop skills independently to investigate, design and produce products by completing a folio of work including a design brief, technical drawings, cutting list and evaluation of their production process and skills developed. Students may design for a client or work collaboratively to meet the needs of their design brief. They develop a personal project that focuses on their own design drawing, expanding their knowledge on construction and design techniques.

Additional Elective Choices

Japanese (full year)

Students studying Japanese at a Year 10 level have the chance to consolidate prior learning and develop a solid foundation in Japanese before moving to VCE Japanese as a Second Language. Students will learn how to express themselves with more complex ideas and to communicate with others in a variety of situations relevant to student life and popular culture. They learn to differentiate the use of various text types, especially the use of hiragana, katakana and kanji in culturally appropriate ways. Students who complete this subject are well regarded by employers as students are able to demonstrate language competency as well as a high level of intercultural understanding.