SUNBURY COLLEGE

YEAR 10 COURSE GUIDE

2027

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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 and Pathways team. 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 and Pathways 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.

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
- A minimum of 90% attendance in classes. Note: the policy for VCE is 90% attendance

Education Voluntary Contribution

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Your voluntary contributions support our ability to meet the diverse needs of our students and to ensure we have the materials and facilities to run programs successfully.

The voluntary curriculum contribution for Year 10 will be approximately $280 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. A breakdown of payments can be found on the College website under Policies - Parent Payment Arrangements.

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

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 Sub School and Careers and Pathways teams 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 program of study in their senior years. 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 and Pathways team, Year Level Coordinators, and Senior Sub School 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.

Year 10 Program Structure

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.

Students must choose one subject from the Arts/Technology, Health and Physical Education, and Humanities streams, before choosing three additional subjects they would like to undertake to complete their Year 10 program.

Full year core subjects	**Semester subjects**
English Mathematics Science * Accelerated VCE subjects run for a full year	Students must choose <u>one</u> subject from each of the following streams: Arts/Technology Health and Physical Education Humanities **The Arts** • Art • Dance • Digital Art • Drama • Media Studies • Music • Visual Communication Design

Full year core subjects	Semester subjects
	Digital Technologies • Computer Programming • Information Technology **Design and Technologies** • Baking and Catering • Food Studies • Media • Product Design – Textiles • Product Design – Wood and Plastics **Health and Physical Education** • AFL Football • Exercise Science • Health Knowledge and Promotion • Outdoor Education • Personal Fitness • Sports Science • VCE VET Sport and Recreation **Humanities** • Business Accounting and the Law • Geography • History Rise and Fall of Empires • History People Power • Political and Legal Foundations • VCE VET Community Services

Further Information

For more information on any subject please contact the Key Learning Area Instructional Leader

Rebecca Kirkham	English Advanced English
Trent Purches	Standard Mathematics Advanced Mathematics
Jacqui Pernar	Business Accounting and the Law Geography History Rise and Fall of Empires History People Power Political and Legal Foundations VCE VET Community Services
Lukas Qoon	AFL Football Exercise Science Health Knowledge and Promotion Outdoor Education Personal Fitness Sports Science VCE VET Sport and Recreation
Claire Crawford	Science
Carey O'Grady	Art Dance Digital Art Drama Visual Communication Design VCE VET Creative Industries VCE VET Music Performance
Megan Chandra	Baking and Catering Computer Programming Food Studies Information Technology Media Product Design - Textiles Product Design - Wood and Plastic
Yiu Chung	Japanese

Sample Program

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

Accelerated Learning

Accelerated learning at Sunbury College involves a student completing 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.

Eligibility for VCE Acceleration:

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

- Reported Victorian Curriculum levels in Semester One reports
- The number of Subject Honours awarded in Year 9 Semester One reports
- PAT and NAPLAN proficiency levels (Year 7 and Year 9 where available)
- A commitment to study and enjoyment of academic challenge
- Recommendations from teachers
- An average Work Habits Rating above 3.75 for all Year 9 Work Habit cycles
- 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.

Additional Accelerated Learning Opportunities

Vocational Education and Training (VET)

Year 10 students are also offered the opportunity to undertake VET subjects in the following areas: Community Services, Creative Industries, Music Industry - Performance, 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 90% attendance in classes. Note: the policy for VCE is 90% attendance

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 Academic Sports Program 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 pathways. Students will be supported and guided by the director of the program, the College Sports Coordinator, their VCE VET Sport and Recreation teacher, and the Careers and Pathways team.

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 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
- Commitment to completing VCE VET Sport and Recreation Units 1-4
- Organisation and communication skills
- Sporting interests
- 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
- Health and Human Development
- Outdoor Education and Environmental Studies
- Physical Education
- 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 and one Arts/ Technology subject
Year 11	English	One Maths subject: - 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 Maths subject: - General - Methods - Specialist	VCE Physical Education Units 3 and 4	One VCE ASP subject	One VCE ASP subject	

Full Year Subjects

All students must undertake English, Mathematics and Science in both semesters in Year 10. Descriptions of the core subjects are provided below.

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 VCE English or VCE VM Literacy. 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.

Advanced English

Advanced English focuses on developing students' communication skills, and analytical, creative, and critical thinking. Through close study, and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities, and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. Students refine their skills by engaging critically and creatively with texts and hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Advanced English is best suited to students with high academic performance in Year 9 English; students need to be highly motivated to study at an advanced level, at a greater pace and in more depth and breadth. This course prepares students for VCE English and is studied *in addition* to English.

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 Key Learning Area 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:

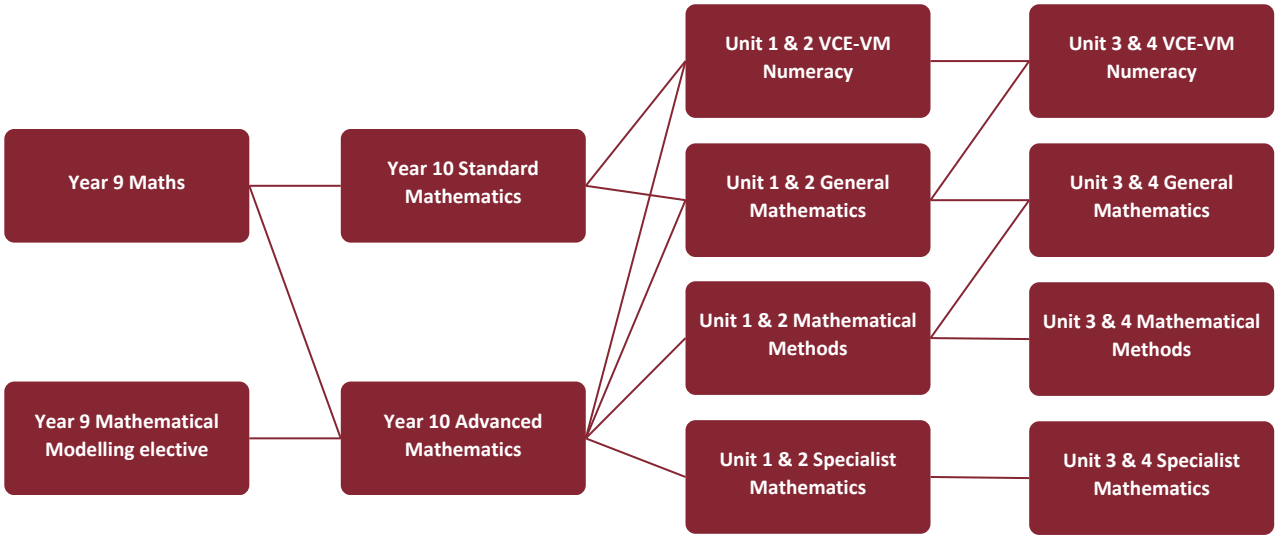
- Science
- Engineering
- Technology
- Mathematics
- Economics

Students will be supported with clear instruction, scaffolded lessons and regular feedback to help them succeed and grow as confident mathematical thinkers. Subject selection and guidance for choosing the appropriate 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

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 **or** one Technology subject from those listed below and on page 22.

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 2 and 3 dimensional art media including: clay, 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 examines how media texts aim to persuade and influence audiences. Students investigate the style and form of a range of media texts including, film, music video, magazines, advertising, and digital photography. This subject allows students to build their agency and choice by undertaking the design process when creating their own media texts for specific audiences.

Students develop their practical skills using a range of media technologies to refine their approach to taking photographs, filming a script, and designing print material for a purpose. Students analyse a film narrative, considering framing techniques, story elements, and audience engagement, informing their own creative choices. This subject is a pathway into VCE Media or VCE VET Certificate II Creative Industries.

Visual Communication Design

In Year 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.

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

VCE VET Certificate II in Creative Industries

This subject provides students with the opportunity to develop a broad range of knowledge and skills to pursue a career or further training in the entertainment, screen or media industry in areas such as film and television production, theatre staging, sound editing, lighting production, animation, radio broadcasting and photography. To apply skills, students will create their own media productions and be involved in the backstage components of the school production such as, staging, lighting or photography.

Units of Competency

Units 1 and 2

- Work effectively with others
- Develop and design skills to communicate ideas
- Apply work health and safety

Students will be required to complete a range of electives, such as:

- Follow the design process
- Develop basic staging skills
- Perform basic sound editing

Electives will be confirmed with the provider prior to students commencing the course.

VCE VET Certificate II in Dance

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

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 divided 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 includes both theoretical and practical elements, with practical activities designed to align with and reinforce the topics being taught. Students will be required to engage in umpiring, coaching, and scoring, while the theory component explores anatomy-related topics including the skeletal, articular, muscular, respiratory, and circulatory systems, as well as 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

Personal Fitness combines both practical and theory-based learning to help students improve their fitness and understand how the body responds to exercise.

Throughout the semester, students will participate in a range of practical activities such as weight training, circuit training, boxercise, and other fitness-based sessions designed to improve their personal fitness. Students will also learn strategies to help them achieve their own fitness goals.

In theory lessons, students will study key fitness concepts including:

- Fitness components
- Energy systems
- Training principles and methods
- Training design
- Fatigue and recovery
- Muscles and movement

Students will apply their theory knowledge during practical lessons, helping them develop a better understanding of training, performance, and overall health and fitness.

Sports Science

Sports Science combines practical and theory-based learning to help students understand the science behind sporting performance.

Throughout the semester, students will participate in a variety of sports, including volleyball, badminton, basketball, softball, cricket and ultimate frisbee. During practical lessons, students will apply scientific and biomechanical concepts to analyse performance and develop a better understanding of how athletes can improve.

In theory lessons, students will study key topics including:

- Nutrition and energy balance
- Biomechanics
- Force and levers
- Performance enhancement strategies
- Performance-enhancing drugs in sport

Students will investigate how nutrition affects athletic performance, explore the role of biomechanics in sport, and examine both legal and illegal methods used to enhance performance. Theory concepts will be applied in practical settings to help students develop a deeper understanding of sport and exercise science.

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 undertake a number of core competencies, stream competencies plus a range of electives which are intended to enhance student skills and knowledge in more specialised areas of sporting activity.

Please note there are additional charges for this course.

All students are required to pay an annual materials fee of $100 to participate in this program. This cost is directly related to certificate completion including resource booklets and training in First Aid. There may be other costs incurred for excursions and gym sessions.

Units of Competency

- 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 develop their knowledge and understanding of a number of different areas of business and the law including the basics of Australia's system of government, followed by a more detailed examination of the types of laws, the courts, international comparisons, and Australia's international responsibilities.

When exploring how businesses operate, students consider the importance of accounting information when making decisions for a business to be successful. Students learn how to prepare accounting records and reports for a small business, before developing their own understanding of how to be a successful small business owner. The Australian economy and basic economic theory is also studied.

Geography

This subject focuses on environmental change and management, and the geographies of human wellbeing, and cities. Students 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, with a variety of case studies 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 - Rise and Fall of Empires

In History - Rise and Fall of Empires, the causes and consequences of empires rising and falling, and the impact that has on people living through those times is studied. Students 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 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. The opportunity to build 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 explore the ways in which society changed as a result of colonisation, paying particular attention to the experiences of First Nations peoples. They examine some of these events, the related actions of individuals and groups, and the resulting impacts on Australian values and identity.

Particular attention is 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 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 is explored alongside the views of major political parties. Students also investigate Australia's role in the global community, reflecting upon Australia's obligations under international law. In this way, students 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

Students in Year 10 Baking and Catering explore the science behind baking and investigate how ingredients and techniques influence the texture, flavour and structure of food products. They explore these scientific concepts while completing practical cooking tasks and investigations to analyse and evaluate results. Students also examine the journey of food from farm to consumer, considering environmental and ethical issues such as food miles, waste and sustainability. Through a design brief project, they plan, produce, and evaluate a decorated cake while applying design principles, sustainability considerations, and safe food practices.

Computer Programing

The aim of this subject is to introduce students to basic programming skills and prepare students for VCE Applied Computing. Students learn simple algorithms required to create software solutions. In the first half of the semester, students 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 develop skills in software applications to solve real business problems and improve productivity. Students extend their understanding of Microsoft Excel to apply advanced formulae and functions, conditional formatting, and create charts to present their data. Students 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

In 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 also learn to identify garment components and terms, and develop a folio of styles. They acquire, extend and apply a range of practical skills related to design, garment construction, safe use of tools, equipment, and machines, in order to 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 work with wood and plastic to create products that solve a design problem. They develop skills independently to investigate, design and produce products by completing a folio of work including: a design brief, technical drawings, cutting list and an evaluation of their production process and th 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 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 given their ability to demonstrate language competency as well as a high level of intercultural understanding.