



**CRANBOURNE EAST**  
SECONDARY COLLEGE



# Year 10 2023 Student Handbook

[www.cesc.vic.edu.au](http://www.cesc.vic.edu.au)

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RESPECT · GROWTH · ACHIEVEMENT · RESPONSIBILITY

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## Introduction

Year 10 is a significant year for students – it is a year when students make choices that will impact their futures.

Over the years, students have attended Cranbourne East Secondary College and participated in many career-related activities designed to make them think about future career pathways and prospects. This occurred during the student's Career Action Plan appointment, Morrsiby Assessment Test and Interview and in their P2S classes and other subjects.

It starts now as you consider pathway subject selections to make up their course of study for 2023. The pathway offerings will provide opportunities for students to explore areas of interest and possibly give some background for subject selection in later years. As they enter the next phase of their school life, they will be expected to take greater responsibility for their learning.

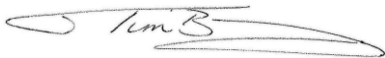
We believe that we have designed a structure for Year 10 students in 2023 that achieves many things. Students will:

- have access to a VCE or VCE Vocational Major Unit 1 and 2 subjects. For students who wish to undertake these studies, it gives them a chance to become familiar with the demands and structure of VCE in Year 10. It also allows students to complete an extra subject in Year 12. Which can have a beneficial impact on a student's ATAR score
- have access to VET courses
- have access to enrichment programs in STEM or Sports. These exciting programs will provide students with exposure to further educational experiences and the opportunity to work with like-minded peers
- be able to access a comprehensive Year 10 course with a range of pathway studies

These options will lead students to further study at Cranbourne East Secondary College in Year 11 and 12. Students and parents need to discuss future options and choose wisely, keeping an eye on future careers.

The 2023 timetable will be created from the selections that students make; this is why pathway changes may not be possible unless there are exceptional circumstances. Students need to take every opportunity to discuss these choices with their parents, teachers and year-level leaders who want to advise and support them through this process.

Students moving into Year 10 will also have an opportunity to undertake a Course Counselling appointment to support them through this process.



Tim Bray

Assistant Principal

## School Staff

The following College staff may be of assistance when planning your Year 10 Course. We encourage you to contact any of our staff members at the College on 5990 0200.

Role	Staff Name
Year 9 & 10 Assistant Principal	Tim Bray
Year 10 Team Leader	Hannah Fisher
Year 9 Team Leader	Ricky Strange
Careers Development & Pathways Leader	Nancy Huez-O'Rourke
English Learning Area Leader	Chris Davey-White
Maths Learning Area Leader	Greg Heaton
Humanities Learning Area Leader	Dylan Piubello
Science Learning Area Leader	Joy Hicks
PE/Health Learning Area Leader	Dylan Cousins
Design Technology & Visual Arts Leader	Lian Battle
Music and Performing Arts Leader	Jessikah Jemmeson

## Key Terms

**Vic Curriculum:** a bridge curriculum between the Australian Curriculum and the Victorian Essential Learning Standards (VELS), shown on student's reports. What we refer to as being 'at the Standard' for a Year Level.

**Apprenticeship:** a structured learning program that combines on the job training with TAFE learning. For students who are **not** in school.

**ATAR:** Australian Tertiary Admission Rank. Ranks on a scale from zero to 99.95 to allow students to apply to University and TAFE courses.

**Attendance:** 95% attendance is required to pass VCE units. Students **must** provide medical certificates for any other absences. 95% attendance equates to missing about ten lessons per term.

**Certificate II:** A nationally recognised qualification, usually what would be completed at TAFE in 6 – 12 months.

**Certificate III:** A nationally recognised qualification that builds skills to a higher level than Certificate II. Generally, for more technical trades such as Electrician.

**SAC:** School Assessed Coursework, in-school assessment as part of VCE.

**TAFE:** Stands for Technical and Further Education. TAFE courses range from short courses to around four years (part-time). The highest qualification offered is a Diploma.

**Traineeship:** A structured training and learning program that lasts 1 – 3 years. Generally in a non – vocational field such as Business, Children's Services, etc.

**Units 1 & 2:** Usually completed in Year 11 as part of a VCE certificate.

**Unit 3 & 4:** Taken together, you can't complete 1 or the other. Usually taken in Year 12 as part of a VCE certificate.

**University:** University courses range from bachelor's to Doctorates. University learning is a combination of lectures (100 – 400 people listening to 1 person speak), tutorials of around 25 students and practicals (in some courses). To enrol directly into university after Year 12, you need to complete VCE.

**VCAA:** The Victorian Curriculum and Assessment Authority sets all learning for Victorian State Schools. They also assess and mark VCE exams.

**VCE Vocational Major (VM):** a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways)

**VCE:** Victorian Certificate of Education, Victoria's standard Year 11 and 12 pathways.

**VET:** Vocational Education and Training, and off-site learning certificate taken with a VCE-VM or VCE course.

For further information on VCE, VCE (VM) and VET please go to the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## The Course Selection Process

This guide has been developed to support the Year 10 subject selection process for students, parents and guardians. It is a guide only and not intended to be all-encompassing. Students need to be responsible for conducting research in their future career pathways.

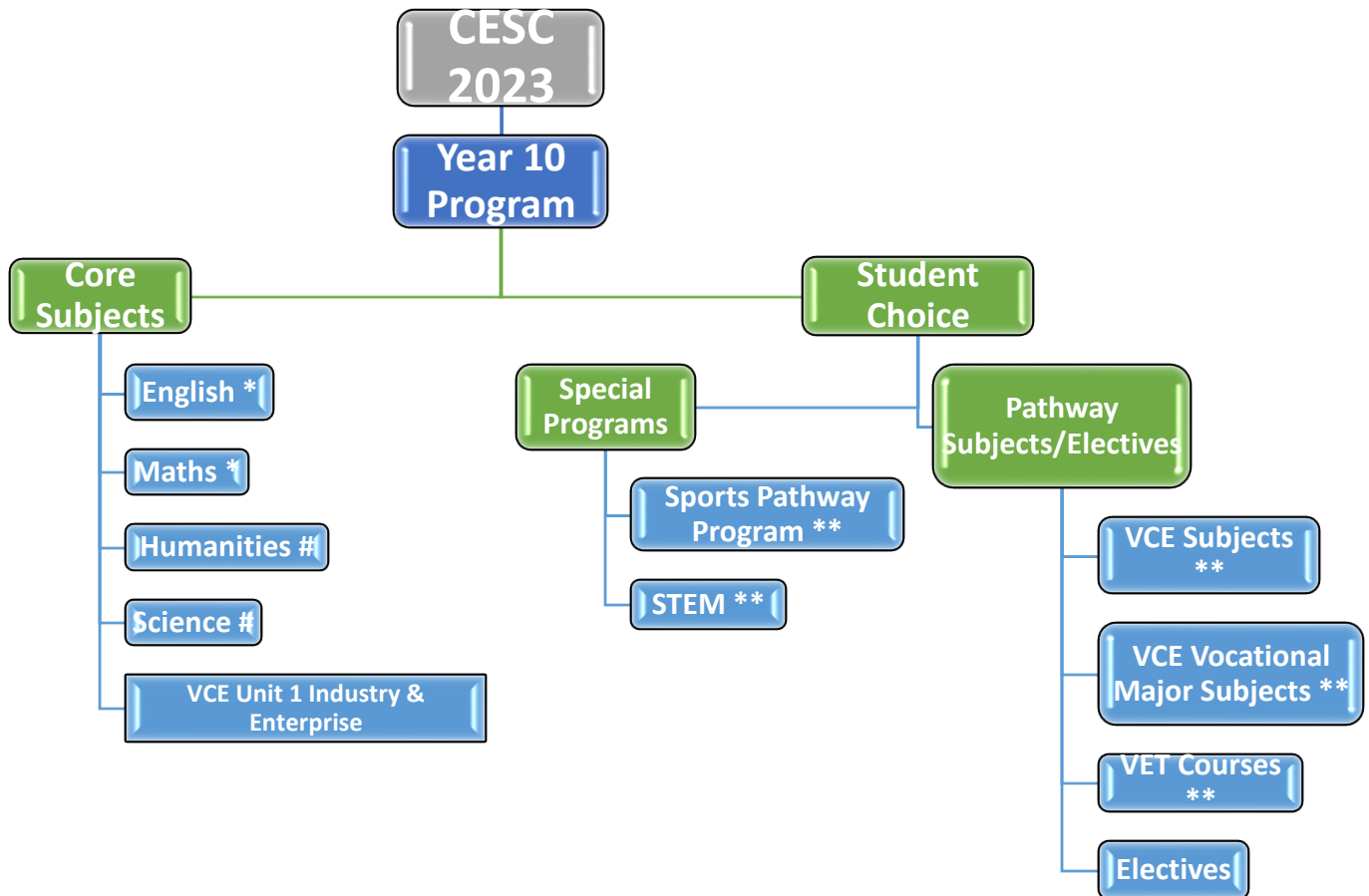
### Year 10 Subject Key Dates:

- Year 9 into Year 10 Subject Selection Assembly                      July 12<sup>th</sup> 2022
  
- Years 9 to 11 Information Evening                                              July 12<sup>th</sup>, 2022
- Year 9 to 11 Subject Expo                                                              July 12<sup>th</sup> 2022
  
- Course Selection Appointment Bookings **Open**                              July 13<sup>th</sup> 2022
- Course Selection Appointment Bookings **Close**                              July 21<sup>st</sup> 2022
- Course Selection Appointments (HG's 9I to 9O)                              August 1<sup>st</sup> 2022
- Course Selection Appointments (HG's 9A to 9H)                              August 3<sup>rd</sup> 2022

These are vitally important dates. During this time, Year 9 students will select the course of study they plan to undertake in 2023. Students who have been identified as eligible to complete a Special Program and a Unit 1 & 2 VCE, VCE - Vocational Major or VET subject will be required to attend an information session during the Year 9 to 11 Information Evening on July 12<sup>th</sup> with their parent/guardian. Please note these sessions are *invited only*.

Students in Year 9 will undertake a course counselling session with a member of the Leadership Team. It is highly encouraged that parents participate in this appointment.

### Year 10 Pathway Overview



\* English & Maths classes include Enrichment, Mainstream and Essential (Foundation)

# Students must complete at least one subject from the Humanities Learning Area and at least one subject from the Science Learning Area

\*\* Select entry programs. Students are invited to select these programs based on academic achievement

## Overview of the Year 10 Program

The Year 10 program requires students to attend 50 periods per cycle (the same as from Years 7 – 9). These 50 sessions include a combination of **Core** subjects, **Special Programs** and **Pathway** subjects.

Core subjects provide students with the basic skills and knowledge needed for the world beyond school, as well as prepare students for further study in Years 11 and 12.

### Core subjects at Cranbourne East Secondary College:

- English (students will be placed in the appropriate level & class – Enrichment, Mainstream and Essential based on academic achievement)
- Humanities (students must select at least 1 Humanities subject)
- Maths (students will be placed in the appropriate level & class – Enrichment, Mainstream and essential, based on academic achievement)
- Science (students must select at least 1 Science subject)

### Special Programs

The Special Programs offered at CESC include **Sports Pathway** and **STEM**. All programs run for the whole year. Selection criteria applies. Students will be offered places in these programs base on their ability to meet the requirements. Where more students are eligible for the program than places, students will be ranked using the selection criteria.

### Pathway Subjects

All Year 10 pathways are designed to provide bridging knowledge for further studies or equip students with skills for the workplace. Pathway subjects (electives) run for 1 semester (2 terms) for 10 periods a cycle. Students can select up to 4 Pathway subjects per year depending on the total the mix of subjects chosen.

Some students will also be given an opportunity to study a VCE, VCE Vocational Major or VET subject in Year 10. These programs will run for the full year and are equivalent to 2 pathway subjects.

In addition, to the compulsory Humanities and Science class, students may select one further subject from each learning area.



## Careers @ Cranbourne East

Cranbourne East Secondary College provides a high-level careers program from Year 7 to 12. Staff, students and families are supported by qualified Career Practitioners who provide many significant opportunities throughout a student's time at the college. Some of these include:

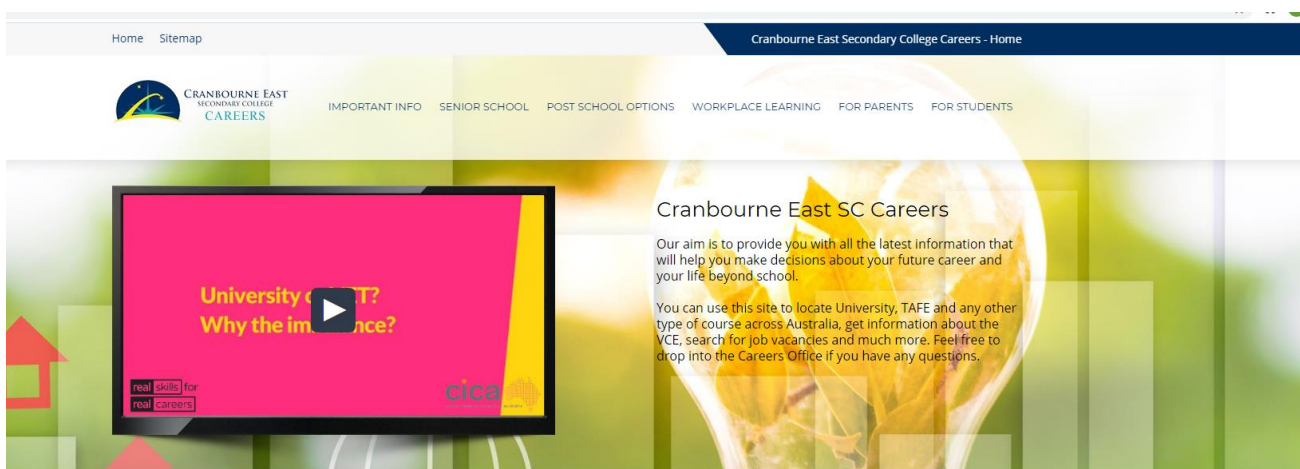
- an individual annual Career Action Plan which can be linked to personalised learning and support plans
- open access to their digital Career Action Plan
- careers counselling prior to choosing their senior secondary subject selection and further education and training courses
- Individual Careers Pathways meetings

The Career Education team also:

- manage internal and external VET programs
- facilitating external work experience and structured workplace Learning (Yr 10 & VCAL)
- organise careers related incursions and excursions
- support Year 12 students with VTAC applications support
- support the implementation of the course selection interviews

### Have you visited our Career's website?

Located at [www.cesccareers.com](http://www.cesccareers.com) or by pressing the Careers Page link in the Star drop down in Compass.



This website is a one-stop shop for all careers-related information. Students can use it for their careers and pathways research and planning.

At school, the Careers Resource Centre is located in the Blue Building. The SWL & VET Coordinators are located in the Red Building. As the team are very popular at peak times, students are encouraged to make an appointment in advance to ensure they get to see someone promptly.

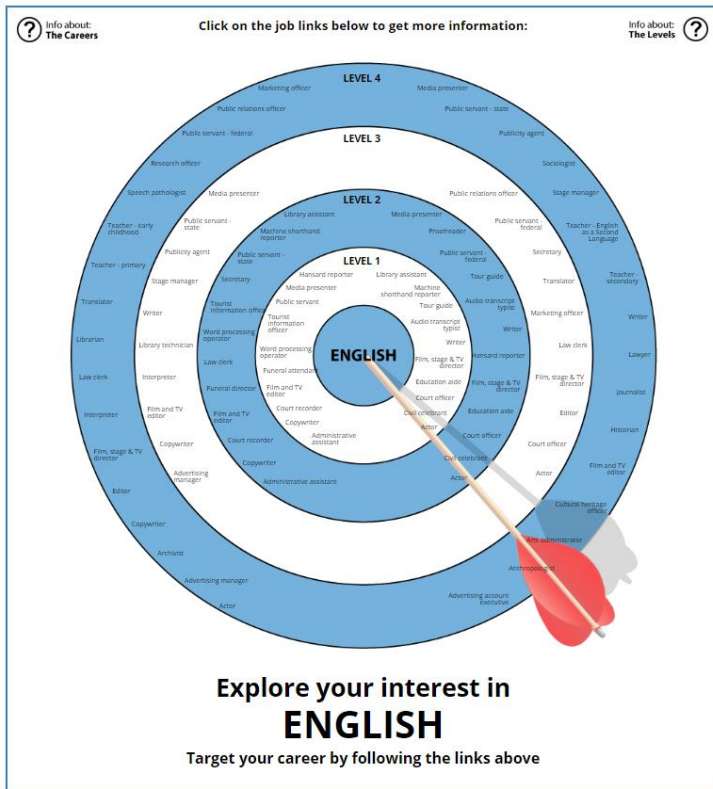
You can contact the Careers Team via email using the following email address: [careers@cesc.vic.edu.au](mailto:careers@cesc.vic.edu.au)



## VTAC Course Search

Course Search is an easy tool to look up a course you might be interested in so you can research more about it and what subjects you should undertake to ensure you can fulfil that pathway.

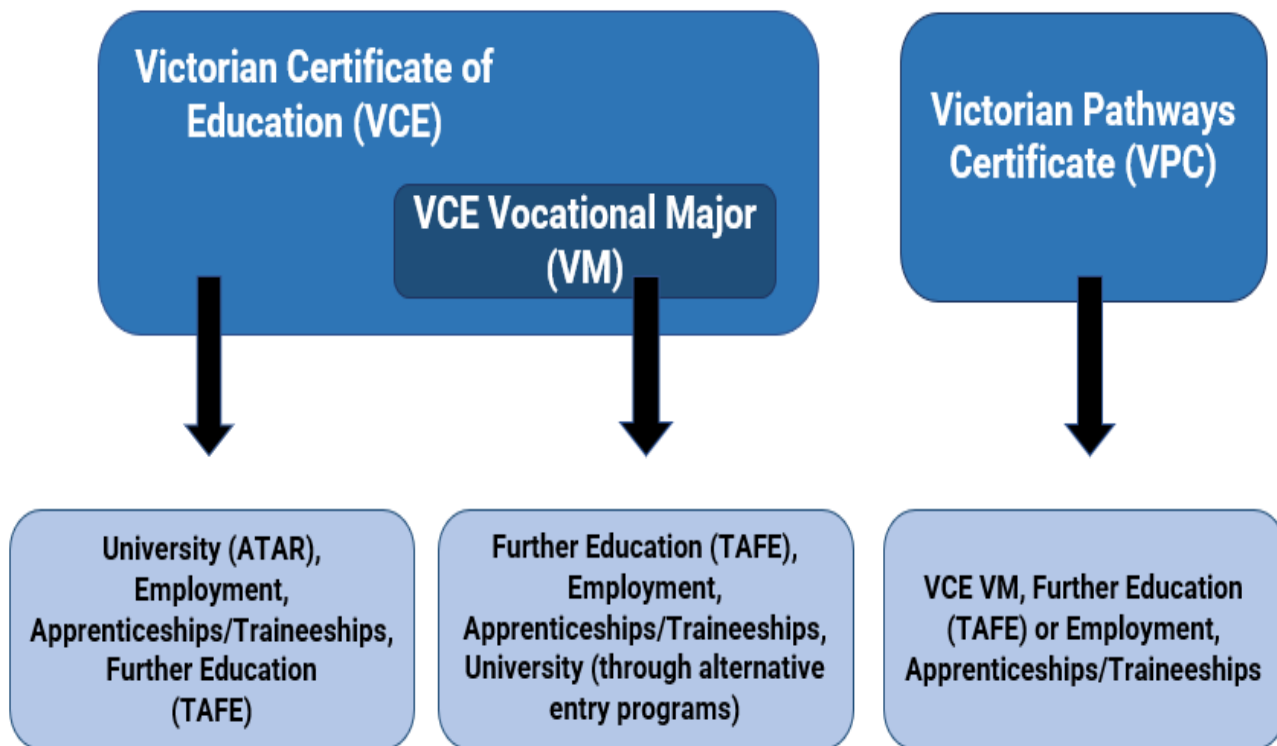
## Careers Targets



Click the Careers Targets, and you can select from the following areas of interest to view a range of career pathways this subject area could lead you to.

- [Art](#)      [Automotive](#)      [Biology](#)
- [Business Studies](#)      [Chemistry](#)
- [Community Services](#)      [Computing & IT](#)
- [Construction](#)      [Economics](#)
- [Electrotechnology](#)      [Engineering](#)
- [English](#)      [Entertainment](#)
- [Environmental Science](#)      [Food Studies](#)
- [Geography](#) [Health](#)      [History](#)
- [Home Economics](#)      [Hospitality](#)
- [Industrial Arts](#)      [Languages](#)      [Maths](#)
- [Media Studies](#)      [Metalwork & Engineering](#)
- [Music](#)      [Outdoor Education](#)
- [Performing Arts](#)      [Psychology](#)
- [Physical Education](#)      [Physics](#)
- [Retail](#)      [Rural Studies](#)      [Social Science](#)
- [Textiles & Design](#)

**Understanding the different Career Pathways and Options**



## Useful Websites

### VCAA

VCAA is the body that administers and regulates the delivery of VCE, VCE-Vocational Major and VET programs. The information available includes:

- Study Designs (what is taught in a subject from Units 1 – 4)
- Administration and Assessment Policies
- Example Exams
- Information about Scholarships, Competitions and celebrations of student achievement

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### VTAC

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

[www.vtac.edu.au](http://www.vtac.edu.au)

### Job Outlook

Job Outlook makes it easy to find and understand career information.

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

### My Future-Career Information

My Future provides various information on career planning, training options and profiles on different occupations—a good starting point to talk about careers.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## VCE in Year 10

Completing a VCE subject in Year 10 is a way for students to understand what VCE studies are like.

Studying a VCE subject in Year 10 helps to develop students':

- Time management skills.
- Independent learning skills are needed for VCE success.
- Ability to cope with exams and school-assessed coursework.
- Interests in a particular area.

### Subjects Available

The following Unit 1 & 2 VCE subjects are being offered to Year 10 students in 2023. Also listed are staff who may be able to assist you with specific information about the different studies.

Accounting:	Matthew Donnelly	Vocational & Applied Learning Office
Applied Computing:	Tom Portelli	Year 12 Office
Art Creative Practice	Suzanne Arnott	Year 12 Office
Biology:	Veronica Guthrie	Year 12 Office
Business Management:	Irene Greenwood	Vocational & Applied Learning Office
Drama:	Jessika Jemmeson	Year 7 Office
Food Studies:	Tania Lillis	Year 11 Office
Health and Human Development:	Elise Corney	Year 11 Office
Legal Studies:	Sawsan Hassan	Vocational & Applied Learning Office
Media:	Ian Wiggs	Vocational & Applied Learning Office
Music Performance:	Scott Hobson	Year 8 Office
Outdoor & Environmental Studies	Dylan Cousins	Year 8 Office
Physical Education:	Craig Kennedy	Year 10 Office
Product Design and Technology:	John Holmes	Year 11 Office
Psychology:	Kelly Jessop	Year 12 Office
Systems Engineering:	Glen Fearnett	Year 12 Office
Visual Communication:	Suzanne Arnott	Year 12 Office
VCE-VM (Vocational Major)	Sawsan Hassan Irene Greenwood Jessica Latchford	Vocational & Applied Learning Office
VET in Schools	Nancy Huez-O'Rourke Kate Rolls	Careers Resource Centre & Office between OP03 & OP04

## Enrolment Process

Not all students will be eligible to complete a VCE or VCE-Vocational Major subject in Year 10. Enrolment will be offered to students based on:

### Specific academic data includes but is not limited to.

- PAT
- NAPLAN
- CAT data
- Pre and Post-tests data
- Teacher judgements
- Reports

### As well as evidence of.

- Positive learning behaviours
- Positive Attendance records

Identified students will also be invited to attend a parent/student information session and may be required to undertake one or both of the following.

- entrance test (if required)
- interview

Students who do not meet the criteria for VCE or VCE-Vocational Major in Year 10 will still be able to enrol in the same subject in Year 11.

***There is a 95% attendance requirement for all VCE subjects.***

## Would studying a VCE or VCE-Vocational Major subject in Year 10 be right for me?

Studying a VCE or VCE-Vocational Major subject in Year 10 is not for everybody.

VCE and VCE-Vocational Major subjects are offered to extend students who have consistently achieved **above the standard** in a particular area in past years.

Attempting VCE or VCE-Vocational Major studies too early can be damaging if you cannot handle the stress or challenge. It's easy to become overwhelmed. It can cause a low self – esteem about learning, a sense of failure, and put you behind in other subjects too.

VCE and VCE-Vocational Major subjects will have a **95% attendance** requirement. To pass the subject, you must attend **95%** of all classes or have medical certificates for absences.

Use the table below and advice from others to help you decide if completing a VCE or VCE-Vocational Major subject in Year 10 is right for you.

I am...	I am...
<ul style="list-style-type: none"> <li>• Feeling unchallenged in a subject</li> <li>• Achieving above the standard results in one or more subjects</li> <li>• Never late with assignments</li> <li>• An independent learner</li> <li>• Somebody who learns best with structure</li> </ul>	<ul style="list-style-type: none"> <li>• More than one year below the standard on one or more subjects</li> <li>• Feeling stressed about school work</li> <li>• Not motivated in school</li> <li>• Not committed to doing homework</li> <li>• Absent a lot</li> </ul>
<b>If this is you, try a VCE subject</b>	<b>If this is you, you are NOT ready for a VCE subject in Year 10</b>

### More benefits of studying VCE or VCE-Vocational Major in Year 10:

- Become familiar with the assessment system, marking and expectations of a VCE or VCE (VM) subject
- Allows completion of an extra Unit 3 & 4 subject, which may count towards an ATAR score
- Challenge yourself academically

## Vocational Education and Training in Schools (VET)

### What is Vocational Education and Training in Schools?

Vocational Education and Training (VET) Programs assist students in transitioning to further education, training, and employment. Vocational Education and Training in Schools (VETiS) programs refer to TAFE level courses that allow students to complete a nationally recognised vocational qualification whilst attending secondary school.

These programs are designed so that students can develop general work-related competencies and the skills and knowledge they will require through:

- Enabling students to gain their VCE/VCE-Vocational Major **and** a VET qualification
- Gaining qualifications in a recognised TAFE Certificate course at a Certificate II or III level
- Promoting awareness of the world of work through work placement
- Developing skills in communication, teamwork, using technology, problem-solving, using mathematical ideas and concepts, planning, and organising activities, gathering and analysing information and occupational health and safety
- Developing the skills and knowledge required to work in industry.
- Giving students a competitive edge in looking for both casual and full-time employment
- Providing a qualification can lead to further study, including TAFE studies and university.

### Things to Consider When Selecting a VET Course

VET programs involve a significant commitment by students and should not be considered an 'easy' option. A VET course completes a full workload alongside the other VCE/VCE-VM studies. There is a major theoretical element to all VET and TAFE programs. It is not all hands-on practical work, even in certificates like Automotive Technology, Beauty, Building and Construction, or Hospitality. Students are often required to work through self-paced modules.

Students can study VET courses at CESC or travel to a TAFE institute or another secondary college one day per week to attend classes (usually on Wednesdays or Fridays). In some circumstances, students may miss classes at school. **Students are responsible for catching up on any missed work in their own time.** *If you have any questions regarding VETs, please see our VET Coordinator or anyone in the Careers Team.*

Students are required to undertake a Structured Work Placement (SWL) to satisfy the requirements of a VET course. *VCE Students will need to speak to the SWL Coordinator to discuss options for Structured Work Placement dates.*

### Student Commitment

There are many advantages for students who choose to do a VET program. Cranbourne East Secondary College is committed to doing all it can to ensure that students gain entry to and succeed in the VET programs of their choice. Students need to be committed to their VET program. They will be expected to:

- Meet application deadlines, prepare for and attend interviews on time
- Attend classes on time and a regular basis
- Notify the school, RTO or TAFE of an impending absence
- Always act in a responsible manner at school, RTO, TAFE or workplace
- Abide by the rules of the RTO or TAFE
- Always be prepared for classes and have the necessary equipment required
- Organise and complete work placement when required
- Promptly notify Cranbourne East Secondary College's VCAL Coordinator whenever problems or queries arise
- Work in a safe manner.

## Off Campus VET (External) Courses

For a comprehensive list of VETDSS qualifications, please refer to the following links:

### **CHISHOLM TAFE**

<https://www.chisholm.edu.au/career-fields/vet-in-schools>

### **SOUTH EAST VET CLUSTER**

<https://sellen.org.au/wp-content/uploads/2020/06/SELL5684-SE-VET-Cluster-Handbook-2021-05.pdf>

Students can also undertake a VET course at another secondary school in the South East VET Cluster. The link above directs you to the handbook, which lists:

- Cluster Schools
- VET Courses run at each cluster school, including:
  - Description of the VET course
  - Location for the course
  - Days and times that the course is available

## VCE/VET Certificates offered at Cranbourne East Secondary College 2023

The following VCE/VET Certificates will be offered at CESC to all students in Year 10, 11 & 12

<p><b>Certificate III in Business *Scored</b>  <b>Duration:</b> 2 Year Program  <b>Offered to:</b> Year 10, Year 11 &amp; Year 12 VCE &amp; VCE-VM            1<sup>st</sup> Year – Wednesday 2:00pm – 5:00pm            2<sup>nd</sup> Year – Wednesday 2:00pm – 5:00pm</p>	<p><b>Certificate III in Information Technology (Cyber Security) *Scored</b>  <b>Duration:</b> 2 Year Program  <b>Offered to:</b> Year 10, Year 11 &amp; Year 12 VCE &amp; VCE-VM            1<sup>st</sup> Year - Wednesday 2:00pm – 5:00pm            2<sup>nd</sup> Year – Thursday 2:00pm – 5:00pm</p>
<p><b>Certificate I in Employment Pathways</b>  <b>Duration:</b> 1 Year Program  <b>Offered to:</b> Year 11 &amp; Year 12 VPC            Friday 9am – 1:15pm</p>	<p><b>Certificate II in Health Support Services &amp; Certificate III in Health Service Assistant (Dual Certificate) *Scored</b>  <b>Duration:</b> 2 Year Program  <b>Offered to:</b> Year 10, Year 11 &amp; Year 12 VCE &amp; VCE-VM            VCE 1<sup>st</sup> Year – Wednesday 2:00pm – 5:00pm            VCE 2<sup>nd</sup> Year – Wednesday 2:00pm – 5:00pm            VCE-VM 1<sup>st</sup> Year – Friday 8am – 12:00pm            VCE-VM 2<sup>nd</sup> Year – Friday 12:30pm – 3:30pm</p>
<p><b>Certificate II in Skills for Work &amp; Vocational Pathways</b>  <b>Duration:</b> 1 Year Program  <b>Offered to:</b> Year 11 &amp; Year 12 VPC &amp; VCE-VM            Wednesday 9am – 3pm</p>	

The following VCE/VET Certificates will be offered at CESC to all students in Year 10, 11 & 12

1<sup>st</sup> Year

8:00am- 12:00pm

2<sup>nd</sup> Year

12:30pm – 4:30pm

<p><b>Certificate III in Sport &amp; Recreation *Scored</b>  <b>Duration:</b> 2 Year Program  <b>Offered to:</b> Year 10, Year 11 &amp; Year 12 VCE &amp; VCE-VM</p>
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**\*\*All VET Certificates are subject to demand**



## Year 10 Special Programs - Overview

In 2023 we are excited to be offering two streams of enrichment and enhancement programs in Year 10, focusing on STEM and Sports, respectively. These programs are offered as electives, and each program has specific entrance requirements.

### S.T.E.M

The STEM program is an excellent opportunity for students to extend themselves in the areas of Science, Technology, Engineering and Maths. Students applying for this program will work with peers to complete technology and engineering inquiry tasks.

There are also opportunities to participate in competitions, workshops and seminars facilitated by Melbourne University, Monash University, Northern Hospital, Leap Foundation and other leading organisations. Our school's STEM program is affiliated with the CSIRO and the scientists in school partnership. This partnership allows a range of professionals from the science industry to mentor our STEM students. The STEM Program provides students with the pathway into either VCE or VCE-VM.

CESC is also partnered with Casey Tech School. This partnership serves as an additional resource that quickly upskills future STEM professionals with industry-based problem-solving skills, enterprise skills and access to equipment that is usually not accessible within schools.

Additionally, STEM at CESC engages with "The Spaghetti Machine" competition by The University of Melbourne whenever possible. The competition provides students with further experience in developing and applying their understanding of the Design and Critical Thinking process whilst furthering their scientific and mathematical knowledge. This competition also fosters positive teamwork, communication and leadership skills to enable our students to become leaders in the future.

### Sports Pathway Program (SPP)

The Sport Pathway Program is a specialist sports program designed for capable athletes from all sporting interests. The Sport Pathway Program is a full-time, integrated academic program that allows students to develop their athletic ability while concurrently receiving a high-quality secondary education.

The Sports Pathway Program provides students with a pathway into VCE PE or VET Sport and Recreation. The SPP exposes students to various educational and practical experiences that aim to shape their future pathways in the sporting field. The program also contains a competitive physical activity environment to develop teamwork and leadership skills as well as physical skills and the training of sport specific fitness components. Within the program there will be theoretical units on sports nutrition, injury prevention and sporting pathways.

***\* Please note that these programs are accessed through invite only. Students will be identified using selection criteria and be invited to attend an information session where the number of students identified exceeds that of places available. Students will be selected based on their ability to meet the selection criteria. There may also be the need for identified students to attend an interview.***

## Special Program Selection Process

The Year 10 Special Program is designed to present students with additional opportunities for their education at CESC. Selection for the programs will be based on:

- Academic data – NAPLAN results, pre and post-tests, selection tests
- Attendance data
- Evidence of appropriate learning behaviours
- Teacher recommendation
- Sports Coach recommendation (SSP)
- Interview

Students will be identified via the selection criteria below and eligible to select a particular program during their course selection interview. When more students are identified and accepting of their place in the program, they will be ranked using the criteria below.

Program	Academic Criteria	Learning behaviours Criteria
<b>STEM</b> (Science Technologies Engineering & Maths)	<ul style="list-style-type: none"> <li>• Year 9 NAPLAN Mathematics results</li> <li>• Report data</li> <li>• Teacher recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies self to class tasks</li> <li>• Consistently applies self to home study tasks</li> <li>• Can develop appropriate relationships with others</li> <li>• Can work autonomously and within a team</li> <li>• Is proactive about their educational needs</li> <li>• Takes responsibility for their learning and learning behaviours</li> </ul>
<b>SSP</b> Sports Pathway Program	<ul style="list-style-type: none"> <li>• NAPLAN results</li> <li>• Report Data</li> <li>• Recommendation letter from a sporting coach</li> <li>• Letter explaining why you want to be in the Sports Pathway Program (half page)</li> </ul>	

## HEADSTART

### What is HeadStart?

HeadStart is a new model for apprenticeships and traineeships for students over 15 years old and enrolled at school. HeadStart students spend more time doing paid on-the-job training in priority industries whilst completing VCE-VM at school. A HeadStart Apprenticeship or Traineeship has three core components:

1. Flexible delivery of VCE and VCE-Vocational Major to help maximise time on the job, with a strong focus on literacy and numeracy
2. Quality training delivered in a way that is aligned with time on the job to support the achievement of competencies
3. Maximised time in employment, with time on the job increasing yearly to support genuine progression through the apprenticeship or traineeship. Depending on the requirement of the employer, it is expected that, at a minimum, an average student will undertake:
  - One day per week paid employment in Year 10
  - Two days per week paid employment in Year 11
  - Three days per week paid employment in Year 12 (which may be undertaken over two years)

HeadStart staff in schools work with the apprentice or trainee, employer, school, and TAFE institute or RTO to develop a tailored HeadStart pathway plan. This plan outlines how the apprentice or trainee will complete their VCE-Vocational Major and their apprenticeship or traineeship.

### What are the Benefits of Head Start?

- Students have the opportunity to spend a significant amount of time in on-the-job training whilst still completing their senior secondary qualification
- Employers are enabled to train and mentor young apprentices and trainees who are ready for work and who will also have higher levels of literacy, numeracy, and employability skills
- The increasing number of qualified apprentices and trainees in growing trades and industries
- Students will undertake high-quality apprenticeships and traineeships with genuine employers and continuous and dedicated support for all parties to help students progress to completion.

INDUSTRY AREA	OCCUPATION
Building, Construction & Manufacturing Technologies	Bricklaying, Painting, Carpentry, Plumbing, Electrotechnology, Civil Construction, Automotive, Engineering
Community Services & Health	Early Childhood, Health Services, Dental Assisting, Community Services & Pharmacy Assistance
Business Services	Telecommunications, Information Technology & Business
Service	Commercial Cookery, Baking
Primary Industry	Agriculture, Horticulture, Arboriculture

### Eligibility

HeadStart's success depends on the careful selection and matching of students, qualifications, training providers, employers, and all parties' collective goodwill and commitment to the best possible outcomes for students and employers. A HeadStart program is specifically for students who are highly focussed on their industry career and have good skills in literacy and numeracy. For more information about HeadStart, please speak with Miss Kellie-Ann Darlington in the Orange Portable or visit:

[www.education.vic.gov.au/headstart](http://www.education.vic.gov.au/headstart)



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## **Apprenticeship or Traineeship**

- Students are able to replace some of their subjects by adding in an apprenticeship or traineeship.
- This allows you to combine paid training as well as time spent in the industry.
- Get support through the process.
- Earn a working wage.
- Spend your time developing the skills that industry wants.
- Combine work, school and training.
- Certificate II and III programs in any field.



Scan through to the  
Department of Education page



### **Contact us:**

Outer South Eastern Melbourne Cluster  
[head.start.OuterSE@education.vic.gov.au](mailto:head.start.OuterSE@education.vic.gov.au)

**or**

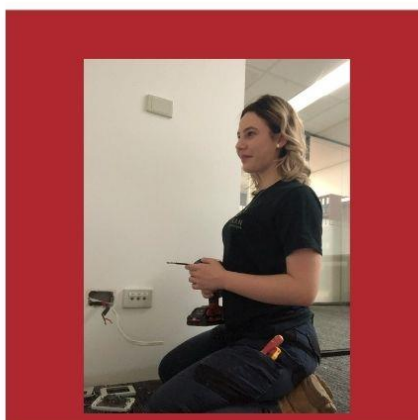
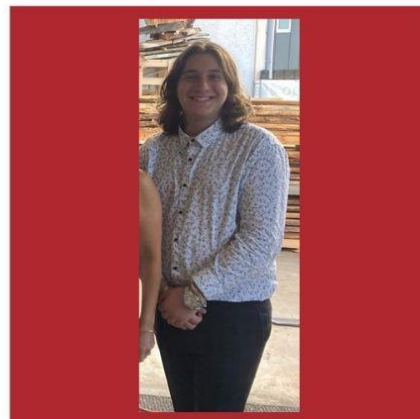
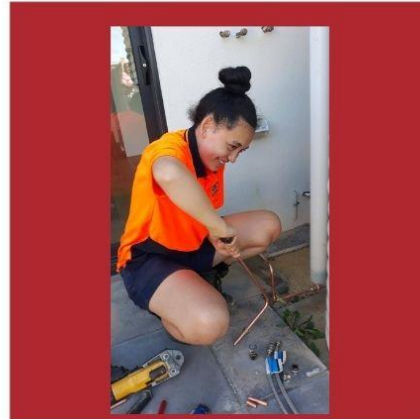
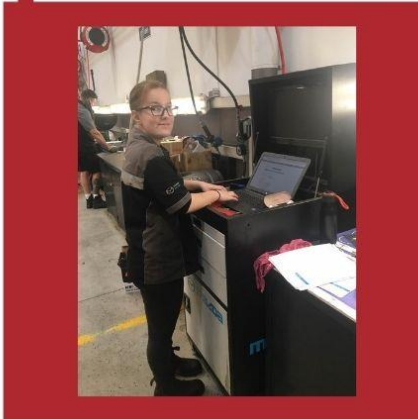
**Contact Kellie-Ann Darlington**

**M:0413270132**

**[kellie-ann.darlington@education.vic.gov.au](mailto:kellie-ann.darlington@education.vic.gov.au)**

**/HEADSTART**  
APPRENTICESHIPS AND TRAINEESHIPS

# Working + School + Industry equals an Apprenticeship or Traineeship



My next  
step

**/HEADSTART**  
APPRENTICESHIPS AND TRAINEESHIPS

## Subject Mapping – Years 9 to 12

The following table shows the link between subjects offered in Years 9 & 10 and the relevant VCE or VCE-Vocational Major subject. Students who have an interest in completing a particular subject in Senior School, the subjects that are recommended to be undertaken in Years 9 & 10.

	VCE Subject	Year 10	Year 9
Learning Area: <b>English</b>	Vocational Major Literacy	<ul style="list-style-type: none"> <li>Foundation Literacy or Mainstream English (<b>core</b>)</li> </ul>	<ul style="list-style-type: none"> <li>English (<b>core</b>)</li> </ul>
	English	<ul style="list-style-type: none"> <li>Mainstream English or Enrichment English (<b>core</b>)</li> </ul>	<ul style="list-style-type: none"> <li>English or Enrichment English (<b>core</b>)</li> </ul>
	Literature	<ul style="list-style-type: none"> <li>Mainstream English or Enrichment English (<b>core</b>) <i>[to a high standard]</i></li> <li>Literature electives: Introduction to VCE Literature</li> </ul>	<ul style="list-style-type: none"> <li>English or Enrichment English (<b>core</b>)</li> </ul>
Learning Area: <b>Languages</b>	Chinese Language Culture & Society	<ul style="list-style-type: none"> <li>Mandarin</li> </ul>	<ul style="list-style-type: none"> <li>Mandarin</li> </ul>
Learning Area: <b>Performing Arts</b>	Dance VET Dance	<ul style="list-style-type: none"> <li>Dance</li> <li>VET Dance</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> </ul>
	Drama VET Acting (Screen)	<ul style="list-style-type: none"> <li>Drama</li> <li>VET Acting (Screen)</li> </ul>	<ul style="list-style-type: none"> <li>Drama</li> </ul>
	Music Performance VET Music & Industry	<ul style="list-style-type: none"> <li>Music</li> <li>VET Music &amp; Industry</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> </ul>
Learning Area: <b>The Technologies</b>	Computing/Informatics	<ul style="list-style-type: none"> <li>Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Digital Technology</li> </ul>
	Food Studies	<ul style="list-style-type: none"> <li>Healthy eating for life</li> <li>Trends in food</li> </ul>	<ul style="list-style-type: none"> <li>World of Food</li> </ul>
	Product Design & Technology	<ul style="list-style-type: none"> <li>Product Design</li> </ul>	<ul style="list-style-type: none"> <li>Product Design</li> </ul>
	Software Development	<ul style="list-style-type: none"> <li>Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Digital Technology</li> </ul>
	Systems Engineering	<ul style="list-style-type: none"> <li>Systems Electronics</li> </ul>	<ul style="list-style-type: none"> <li>Systems (Electronics)</li> </ul>
Learning Area: <b>Visual Arts</b>	Media	<ul style="list-style-type: none"> <li>Film Studies</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Photography</li> </ul>
	Studio Arts	<ul style="list-style-type: none"> <li>Creative Practice</li> </ul>	<ul style="list-style-type: none"> <li>Ceramics</li> <li>Visual Arts</li> <li>Photography</li> </ul>
	Textiles	<ul style="list-style-type: none"> <li>Textiles - A Passion for Fashion</li> </ul>	<ul style="list-style-type: none"> <li>Textiles – Creating with fabrics</li> </ul>
	Visual Communication & Design	<ul style="list-style-type: none"> <li>Visual Communication &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>Visual Communication</li> </ul>

	VCE Subject	Year 10	Year 9
Learning Area: <b>Health &amp; PE</b>	Health & Human Development	<ul style="list-style-type: none"> <li>Introduction to VCE PE</li> <li>Health Matters</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; PE (<b>core</b>)</li> <li>Mind, Body, Spirit</li> </ul>
	Outdoor Education	<ul style="list-style-type: none"> <li>Outdoor Education</li> <li>Team Sports &amp; Sports Coaching</li> <li>Sports Pathway Program</li> <li>Introduction to VCE PE</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; PE (<b>core</b>)</li> <li>Outdoor Education &amp; Leisure</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>Sports Pathway Program</li> <li>Introduction to VCE PE</li> <li>Team Sports &amp; Sports Coaching</li> <li>Outdoor Education</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; PE (<b>core</b>)</li> <li>Higher, Faster, Stronger</li> <li>Changing the Game – Girls</li> <li>Sport, games and recreation</li> </ul>
Learning Area: <b>Humanities</b>	Accounting	<ul style="list-style-type: none"> <li>General Humanities</li> <li>Business &amp; Accounting: Running my Business</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
	Business Management	<ul style="list-style-type: none"> <li>General Humanities</li> <li>Business &amp; Accounting: Running my Business</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
	Economics	<ul style="list-style-type: none"> <li>General Humanities</li> <li>Economics: Living in a Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>Geography: Environmental Change &amp; Management</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
	History 20 <sup>th</sup> Century/Revolutions	<ul style="list-style-type: none"> <li>General Humanities</li> <li>History: Rights &amp; Freedoms</li> <li>History: The Vietnam War</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
	Legal Studies	<ul style="list-style-type: none"> <li>General Humanities</li> <li>The Law &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
	Politics	<ul style="list-style-type: none"> <li>General Humanities</li> <li>Politics: Power &amp; Politics</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (<b>core</b>)</li> </ul>
Learning Area: <b>Mathematics</b>	Vocational Major Numeracy	<ul style="list-style-type: none"> <li>Foundation Numeracy or Mainstream Mathematics (<b>core</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream Mathematics (<b>core</b>)</li> </ul>
	General/Further Maths	<ul style="list-style-type: none"> <li>Mainstream or Enrichment Mathematics (<b>core</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream or Enrichment Mathematics (<b>core</b>)</li> </ul>
	Maths Methods ( <b>Admission Test Required</b> )	<ul style="list-style-type: none"> <li>Mainstream or Enrichment Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream or Enrichment Mathematics (<b>core</b>)</li> </ul>
	Specialist Maths ( <b>Admission Test Required</b> )	<ul style="list-style-type: none"> <li>Mainstream or Enrichment Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream or Enrichment Mathematics (<b>core</b>)</li> </ul>

	VCE Subject	Year 10	Year 9
Learning Area: <b>Science</b>	Biology	<ul style="list-style-type: none"> <li>▪ General Science</li> <li>▪ Introduction to VCE Biology</li> <li>▪ Food, Glorious Food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science (<b>core</b>)</li> </ul>
	Chemistry	<ul style="list-style-type: none"> <li>▪ General Science</li> <li>▪ Introduction to VCE Chemistry</li> <li>▪ CSI Forensic Science</li> <li>▪ Food, Glorious Food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science (<b>core</b>)</li> </ul>
	Environmental Science	<ul style="list-style-type: none"> <li>▪ General Science</li> <li>▪ Introduction to VCE Biology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science (<b>core</b>)</li> </ul>
	Physics	<ul style="list-style-type: none"> <li>▪ General Science</li> <li>▪ Introduction to VCE Physics</li> <li>▪ CSI Forensic Science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science (<b>core</b>)</li> </ul>
	Psychology	<ul style="list-style-type: none"> <li>▪ General Science</li> <li>▪ Introduction to VCE Psychology</li> <li>▪ Food, Glorious Food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science (<b>core</b>)</li> </ul>



# **Core Subjects: Year 10 Program**

## Core: English

In Year 10, students will be placed in an English class and will study one of the following four options:

- Mainstream
- Enrichment
- English as an Additional Language (EAL)
- Essential English

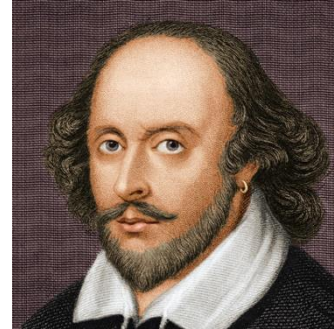
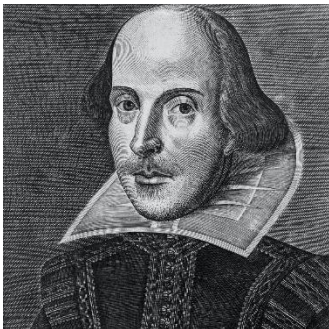
Students must meet the criteria outlined below to be eligible for the EAL or Enrichment classes.

### English Mainstream

This class of English study is based on the year ten expectations set in the Victorian Curriculum and focuses on reading, writing, speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on several writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills through oral presentations and group interpretations of texts.

All students study the play '*Twelve Angry Men*' by Reginald Rose and use the college Literature Circle texts.

Term 3 is a study of the documentary film – ***In My Blood, It Runs*** as well as a Shakespearean text, which includes a performance by the Bell Shakespeare company.



Term 4 studies how language is used in texts to create an argument and persuade an audience.

All students must participate in an oral presentation task at least once a semester.

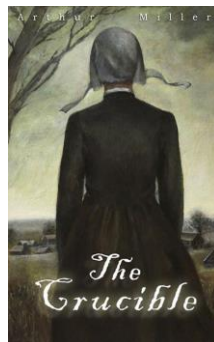
This stream of English is a **VCE or VCE Vocational Major pathway**.

Please note: students who consistently track *below the expected level* for year 10 are likely to find VCE difficult, and students who do not complete the expected tasks in year 10 are ill-prepared for any Senior Studies pathway.

## English Enrichment

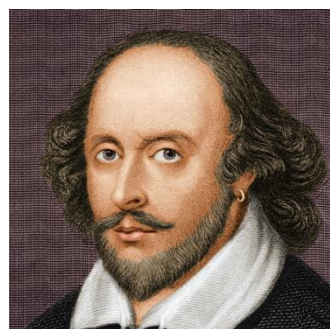
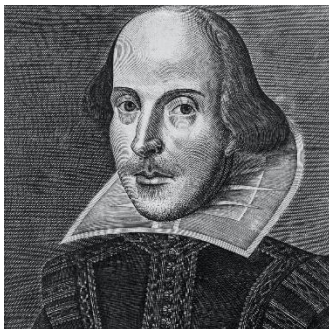
This English class, based on the expectations of the Victorian Curriculum document, draws from a broader range of skills than the mainstream study. Students will be expected to undertake a higher level of academic and cognitive development, with the view that more advanced critical thinking, analytical and writing skills can be demonstrated at the end of the year. Students will also be expected to speak in various settings and demonstrate skills closer to the end stages of the Victorian curriculum standards; this includes a comparative analysis of more sophisticated and in-depth texts. Students will need to meet a minimum entry standard to be eligible for selection to this class.

In term 1, the class will analyse the play 'The Crucible'. You may find purchasing a study guide for this text beneficial.



In term 2, the students are given a choice from the college Literature Circle texts and use this text to complete a creative text response.

Term 3 is a study of the documentary film – **In My Blood, It Runs** as well as a Shakespearean text, which includes a performance by the Bell Shakespeare company.



Term 4 is an analysis of language in media texts.

All students must participate in an oral presentation task at least once a semester.

***Students will need to be at or above standard to be eligible for this class, and entrance into the program is at the discretion of the Year Level Leader and English Learning Area Leader. Students may be required to sit further testing to be eligible for this stream and must APPLY to be selected for the class.***

This stream of English is a **VCE pathway**.

Please note: students who consistently t

## English as an ADDITIONAL LANGUAGE

This stream of English study is based on the expectations set in the Victorian Curriculum EAL Companion documents and focuses on reading, writing, speaking, and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on several writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills through oral presentations and group interpretations of texts.

Students will need to purchase the play – Twelve Angry Men (Reginald Rose)

All students must participate in an oral presentation task at least once a semester.

**Selection for this program is based on the following criteria:**

- The student has been in the country for less than five (5) years. If the student has transitioned through an English-speaking country – they must not have been away from their home country for more than five (5) years.
- The student's English language proficiency is on the EAL continuum

This stream of English is a **VCE or VCE-Vocational Major pathway**.

Please note: students who consistently track *below the expected level* for year 10 are likely to find VCE difficult, and students who do not complete the expected tasks in year 10 are ill-prepared for VCE or VCE-Vocational Major.

EAL students below C3 on the continuum will likely struggle with VM, and those below C4 will likely struggle with VCE. It is advised that any student below the expected level mentioned completing a bridging year.

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**Future School Pathways:** VCE English and English literature. VCE-Vocational Major Literacy, preparation for demands of all VCE exams.

**Future Career Pathways:** Author, Journalist, Blog Writer, Editor, Writer, Advertising, Media Roles. Any career pathway requiring fluency in Australian Standard English.

## Essential English: Foundation Literacy

The purpose of the literacy curriculum selected for this strand is to develop knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in everyday life, family, employment, further learning and community. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

### Learning Outcomes

Each reading and writing unit has eight learning outcomes; four relate to reading and four to writing. Learners are expected to show competence in all eight reading and writing learning outcomes.

- **Reading and writing for self-expression:** focuses on aspects of personal and family life and the cultures that shape these
- **Reading and writing for practical purposes:** focuses on forms of communication mainly used in the workplace and institutional settings and in communication with such organisations
- **Reading and writing for knowledge:** focuses on sociological, scientific, technological, historical and mechanical theories and concepts that are relevant to education and training
- **Reading and writing for public debate:** focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena

### Literacy Oral Communication units

The Oral Communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communication units reflect the theory that language use varies depending on the social context and purpose of the interaction; this is its main organising principle.

### Learning Outcomes

There are four learning outcomes in each oral communication unit. Learners must be competent in the four learning outcomes to complete this unit satisfactorily.

- **Oracy for self-expression:** focuses on spoken interaction involving exploring the story and life experiences and the culture in which these are staged
- **Oracy for knowledge:** reports, informative interviews, speeches, lectures, presentations and news broadcasts are most likely to occur in this domain
- **Oracy for practical purposes:** oral texts are likely to include giving or responding to instructions or directions, exchanging goods and services, making appointments and job interviews
- **Oracy for exploring issues and problem-solving:** oral texts likely to occur in this domain include public meetings, discussions, debates and documentaries.

The set texts are:

Film as text: 'Remember the Titans' (2000) and 'Twelve Angry Men' (1957).

Short written texts: survival stories, and firsthand accounts by scam victims

The college supplies all texts.

PLEASE NOTE: This pathway does not prepare students for a VCE pathway and is only suitable for students who will undertake a VCE Vocational Major in years 11 and 12.

## Core: Year 10 Humanities Overview

In 2023, students must select one semester-long subject from the following Humanities subjects to undertake as their core subject.

**Business & Accounting:** Running My Business

**Economics:** Living in a Global Economy

**General Humanities:** Business and Economics, History and Civics and Citizenship

**Geography:** Environmental Change and Management

**History:** Rights & Freedoms

**History:** The Vietnam Way

**Legal:** The Law & I

**Politics:** Power and Politics

Please refer to the relevant pathway subject descriptions for specific detail on each subject.

Students may select up to three units of Humanities.

**Domain:** Humanities

**Future School Pathways:** VCE History, VCE Economics, VCE Business Management, VCE Legal Studies, VCE Politics, VCE Accounting and VCE Geography.

**Future Career Pathways:** Journalist, Historian, Author, Politician, Teacher, Archaeologist, Curator, Army Officer, Government Positions, Lawyer, Judge, Accountant, Politician, Economist, CEO, Business Manager, Marketing, Communications, Urban Planner, Town Planner, Entrepreneur, Travel Consultant, Mortgage Broker, Stockbroker, Real-estate Agent, Investment Analyst, Brand Manager, Conveyancer, Human Resource Manager, Office Administration, University Lecturer, Police Officer, Welfare Worker, Valuer, Bank Officer, Insurance Broker, etc.

## Year 10 – VCE Industry & Enterprise Unit 1 (Compulsory)

In Industry and Enterprise (I&E) Unit 1, the goal is for students to understand, develop and demonstrate work-related skills to participate effectively within a local and global setting, create personal career goals and pathways and use experience from appropriate community and work settings to develop their values in relation to work.

Students begin to lay the foundations for the development of work-related skills by actively exploring their individual career goals and pathways and developing techniques that assist them in sourcing suitable work opportunities. Students also investigate the nature of work by analysing industry and employment trends and current and future work options. After completing work experience, they should be able to explain the entry-level requirements for obtaining work in a selected industry and discuss the importance of developing personal work-related skills. Finally, students research work-related issues concerned with the basic rights and responsibilities of employers and employees, including OH&S requirements for specific workplaces, the role of unions in the workplace and equal employment opportunity.

I&E is a VCE unit, and satisfactory completion will contribute to the student's VCE and VCE-VM.

### Careers component:

The Department of Education and Training (DET) mandates that students in Years 10 to 12 have a Career Action Plan to support the success of the transition to further education, training and employment. An important aspect of developing a career pathway is understanding work, particularly the compulsory participation in 35 - 40 hours of work experience whilst in Year 10. These components will be completed within this subject.

**During Industry and Enterprise, students will undertake a succession of career-focused tasks and activities designed to evolve their career exploration and self-development. Students will complete their Career Action Plan and meet individually with a qualified Careers Practitioner for guidance, goal setting and pathways advice.**

**A mandatory five-day Work Experience placement is incorporated into Industry and Enterprise. Students will partake in a series of Work Experience Preparation Sessions to develop a strong understanding of the Work Experience expectations. Students will receive ongoing support to secure and organize their work experience placement. They will be supported to complete Safe@Work modules to build their understanding of workplace risks, hazards and safety awareness before commencing Work Experience.**

### Content – Unit 1: Workplace Participation

- Area of Study 1: Contributing to the workforce
- Area of Study 2: Developing work-related skills
- Area of Study 3: Workplace effectiveness

### Assessment:

- Career Research Report
- Structured Questions
- Case Study
- Exam

**Domain:** Humanities

**Future School Pathways:** Students will gain knowledge of entry requirements into industries they are interested in; this will tailor to their Career Action Plan and assist them in selecting appropriate and individually tailored VCE/VCAL/VET courses.

## Mathematics: Mainstream Maths

Year 10 Mainstream Mathematics is a continuation of the Victorian Curriculum studied in Years 7, 8 and 9. It builds on the skills learnt in past years and helps students prepare for mathematical studies in VCE or VCE-VM.

### Students will work from the strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### Content includes:

- Real Numbers
- Financial Maths
- Data and Statistics
- Probability
- Circle Geometry
- Surface area and Volume of 3-D shapes
- Algebraic Methods
- Linear and quadratic equations
- Graphical representations of linear, quadratic and exponential functions



### Assessment includes:

- Pre and post-testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations

**Domain:** Mathematics

**Future School Pathways:** VCE Foundation Mathematics, VCE General Mathematics, VCE Mathematical Methods, VCE Further Mathematics, VCE Specialist Mathematics, VCAL Numeracy

**Future Career Pathways:** Employment, University or TAFE



## Mathematics: Enrichment Maths

Year 10 Enrichment Mathematics provides an opportunity for Year 10 students, whose mathematical skills and understandings are at or above the expected level, to develop and extend themselves in an environment with like-minded others.

Students will be expected to apply their skills to solving complex problems and extend their abilities through discussion and reflection.

The focus will be on building each student up to be able to study Mathematical Methods and Specialist Methods in VCE. Although the topics will be aligned with the Victorian Curriculum F-10 (Vic Curriculum), additional content will be introduced to extend student's mathematical studies. They will work at a fast pace so that these extra elements can be introduced.

### Selection will take into account:

- Student post-test data and overall unit assessment data from 2021.
- Other relevant data such as On Demand testing and past NAPLAN
- Student study habits.
- Recommendations from each student's 2022 Mathematics teacher.



results.

### Assessment includes:

- Pre and post-testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations

**Domain:** Mathematics

**Future School Pathways:** VCE General Mathematics, VCE Mathematical Methods, VCE Specialist Mathematics

**Future Career Pathways:** Accounting, Engineering, Teaching, Marine Biologist, Statistician, Cartographer, Forensic Scientist, Cryptographer, Meteorologist, Nurse, Performance Analyst, Environmental Politics

## Mathematics: Essential Maths- Foundation Numeracy

The purpose of the numeracy curriculum selected for this strand is to develop knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation and design, problem-solving, software tools and devices, and further study in mathematics or related fields.

### Learning Outcomes

Rather than the learning outcomes focusing on traditional mathematical areas (number, space and shape, data, measurement, and algebra), the purposes or functions to which the mathematics may be put are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included, but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

The five domains of Numeracy identified at Foundation are:

- **Numerical Skills and Processes:** focuses on using numbers to perform computations with and without software tools and devices.
- **Financial Literacy:** focuses on making decisions and performing monetary calculations involving money and demonstrating an understanding of participation in an economic society.
- **Planning and Organising:** focuses on identifying and using numbers and units of measurement to make decisions about time, location, data, resources, and solve problems. As this subject becomes more complex at an Intermediate and Senior level, it expands to include financial management at a personal and business level.
- **Measurement, Representation and Design:** focus on units to measure, recognise and represent shapes and three-dimensional objects. As this subject becomes more complex at an Intermediate and Senior level, it expands to include the use of software tools and devices.

**Preparing for Work:** focuses on using and communicating numerical skills in a practical context within the work environment.

**Core: Science**

In 2023, students must select one semester-long subject from the following Science subjects to undertake as their core subject. Students will complete each topic listed for one term.

- Introduction to VCE Biology
- Introduction to VCE Chemistry
- Introduction to VCE Psychology
- Introduction to VCE Physics
- CSI
- Food Glorious Food
- General Science (includes units of Physics, Chemistry and Biology)

Please refer to the relevant pathway subject descriptions for specific detail on each subject.

Students may select up to three units of Science.

**Domain:** Science

**Future School Pathways:** Units 1-4 VCE Biology, Units 1-4 VCE Chemistry, Units 1-4 VCE Physics, Units 1-4 Environmental Science

**Future Career Pathways:** Pharmacy, Research Science, Healthcare, Environmental Management and Conservation, Education, Biotechnology, Forensic Science, Politics and Policy, Business and Industry, Economics, Mathematics, Science Writing and Communication.

# **Pathway Subjects: Year 10 Program**

## Year 10 Pathway Subjects

Students completing a Year 10 Program will be required to select **up to 6** pathway subjects to complete **per semester**, depending on the mix of subjects and programs chosen.

**Whole-year programs:** VCE subjects, VET courses, Sports Pathway Program, STEM and VCE - VM

Selected students may only enrol in **one** VCE subject.

Select subjects you enjoy, are good at and relate to your career path if possible. Remember, this is **YOUR** pathway, nobody else's. Make sure your choices fit your needs, interests and passions.

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TECHNOLOGY: Product Design (woodwork, metalwork, plastics)	67
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VET: Screen & Media	73
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**English: Introduction to VCE Literature**  
**PART A: Understanding the way literature and storytelling shape our world.**  
**PART B: English: Exploring Literature**

**Students will need to be AT LEVEL in English to access this curriculum. It is a much higher level of skill and analysis than mainstream English and unsuitable for students requiring literacy support.**

*PART A: Literature in our world*

Students will learn the types of texts considered Literature and explore how Literature has evolved over the centuries. They will examine how stories have been told in societies and how these stories shape the cultures and social hierarchies of the people living in the world.

Students will explore texts such as poems, short stories, plays and adaptations to determine how the different types of texts tell various stories that give meaning to our world.

*PART B: Exploring Literature*

Students will examine texts and complete an intensive analysis of the way the world and context of the author are reflected in texts. The students will analyse the literary devices used by the authors to express opinions of the world and write analyses that explain specific examples from the texts.

Students will write creatively to show an understanding of the writing techniques used by the authors in the texts studied. They will explain how the literature has influenced their writing and which literary techniques have been explored.

**Expected tasks.**

- Reading journal
- Analytical essays
- Passage annotations and analysis paragraphs
- Extended creative writing linked to set texts
- Group discussion

**Domain:** English

**Future School Pathways:** Leads to the following VCE or VCAL Subjects: VCE English and VCE Literature.

This subject is recommended or highly recommended (LAL to decide) for the following VCE subject/s: VCE Literature

**Future Career Pathways:** Journalist, author, screenwriter, playwright, editor. Any other career that requires a strong grasp on the English language.

## Health & Physical Education: Health Matters

In this subject, students continue to build on their knowledge of key health concepts learnt in year 7-9 Health classes.

Students will cover topics such as the Dimensions of Health and Well-Being, Respectful Relationships, Youth Health Issues and Nutrition. They are also introduced to the sociocultural factors and analyse the protective and risk factors for many common lifestyle diseases.

Respectful Relationships are further examined with the students learning the characteristics of healthy and unhealthy relationships, the impact of relationships on overall health and well-being and how to seek help if needed.

Nutrition knowledge and the links to growth, development and consequences of poor nutrition are developed in this elective. Students learn how to interpret food models and analyse programs designed to improve the food choices of Australians.

### Content:

- Examine the characteristics of, and interrelationships between, physical, social, emotional, mental and spiritual health and well-being during the lifespan stage of youth.
- Identify and explain the dimensions of health
- Analyse data and measures on the health status of Australia's youth
- Examine mental health issues relevant to young people and consider the importance of family and friends and investigate where young people can access help
- Examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life

**Domain:** Health & PE

**Future School Pathways:** VCE Health and Human Development, VCE Food Studies

**Future Career Pathways:** Nursing, Health Promotion Officer, Nutrition/Dietician, Health Teacher, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist and Government Health Policy Creator.

## Health & Physical Education: Introduction to VCE Physical Education

In an Introduction to VCE Physical Education, Year 10 students are introduced to topics and skills that will prepare them for a pathway into VCE Physical Education.

Students will be given the opportunity to link and apply key concepts and new content to practical scenarios and settings.

In Unit 1, the students will be taught about the Stages of Learning, Skill Acquisition strategies and Feedback, and how these can be used to improve an athlete's performance. The students will be taken to a Golf Driving Range to investigate the Stages of Motor Learning and discuss how they could enhance using Feedback.

Unit 2 sees the students investigate Sport Science and Biomechanical principles. The focus is on Newton's Laws of Movement and Motion. The students will attend Casey Indoor Sports and Jump Crazy to apply Newton's Laws whilst performing sporting movements.

In the last Unit, number 3, the students will learn about Chronic Adaptations as a result of exercise. Students in this unit will be exposed to content that teaches them how the body changes when exercising over time.

At the end of this program, students will have built skills and knowledge that will be used when entering VCE Physical Education.

### Excursions

- Driving Range
- Jump Crazy (Trampolining)
- Casey Indoor Sports
- Casey Race

### Assessment:

Students will perform Common Assessment Tasks that asks them to apply knowledge to real-life skills.

1. Juggling CAT – Analysing Stages of Learning
2. Newton's Laws – Create a Story Book
3. Chronic Adaptations – Written Evaluation

**Domain:** Physical Education

**Future School Pathways:** VCE Physical Education, VCE HEALTH and HUMAN DEVELOPMENT, VCE Outdoor Education, VET Sport and Recreation

**Future Career Pathways:** Physical Education Various Professions, i.e. P.E Teacher, Health care worker including Nurse, Doctor, Paramedic, Personal Trainer, Fitness Instructor, Physiotherapist, Sports manager and Exercise Physiologist,



## Health & Physical Education: Outdoor Education

In Outdoor Education, Year 10 students will learn about the outdoors and develop basic skills and knowledge required to survive outdoors. These basic skills and knowledge include outdoor cooking, meal planning, setting up a tent, using a compass for navigation and first aid techniques. Students will attend multiple outdoor activities during the semester, including visits to the Mornington Peninsula National Park, recreational outdoor activities, and an overnight camp. The cost of these activities is covered as part of the elective fee.

Students will undertake studies of minimal impact strategies that are needed when entering outdoor environments. Students will also learn about humans' different relationships with the environment, covering topics such as recreation, conservation, primary industries and tourism.

As a part of the elective, students can purchase a Cranbourne East Secondary College Outdoor Education polo fleece jumper that they can wear as part of their uniform. This **polo fleece is optional** and ranges from \$40 - \$55.

**Domain:** Physical Education

**Future School Pathways:** VCE Physical Education, VCE Outdoor Education, VET Sports and Recreation

**Future Career Pathways:** Outdoor Education Professional, i.e. Camp Leader, Canoe instructor, Physical Education Various Professions, i.e. P.E Teacher, Personal Trainer, Physiotherapist, Exercise Physiologist

## Health & Physical Education: Girls Team Sports and Sports Coaching

In Girls Team Sports and Fitness, Year 10 Students can participate in several different team sports, including Invasion Sports, Net and Wall Sports, Target Sports and Striking and Field Sports. Students will participate in these sports with a strong focus on increased skill attainment in practice and during prolonged gameplay times.

Students will also complete fitness training sessions such as boxing, high-intensity interval training and circuit training, which will build on students' knowledge of fitness components and training methods.

Recreational activities will also be explored as a part of this subject. There will be opportunities for recreational excursions depending on student interest.

In the Sports Coaching element of the subject, Year 10 Students learn about what it takes to successfully coach a local community sports team as part of their studies in this subject.

Students learn the difference between planning skill activity drills as opposed to game sense activities and the purpose of when to use each skill activity.

They learn about the different coaching styles used by junior and professional sports coaches and practice their techniques to master one style when coaching a group of students.

Students learn to modify drills according to age and ability and assessed upon their ability to modify their drills for students of different ages, including year 7/8 students and primary school students.

Students attain a Community Coaching General Principles Certificate as part of their theory learning in these subjects that may assist them in gaining a coaching role in the community.

### Content:

- Invasion Sports
- Net and Wall Sports
- Fitness circuits
- Recreational activities

### Assessment:

- Physical Performance- including the ability to work in teams
- Ability to develop team and individual strategies
- Ethical behaviours and evaluating fairness in sport CAT
- Evaluating sports sessions
- Modifying lesson plans

**Domain:** Physical Education

**Future School Pathways:** VCE Physical Education, VCE Outdoor Education, VET Sport and Recreation

**Future Career Pathways:** Sports Coach, Physical Education Teacher, Health teacher, Personal Trainer, Physiotherapist, Nursing, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist, Exercise Physiologist and Professional Sports Team Employee.

## Health & Physical Education: Team Sports and Sports Coaching

In Mixed Team Sports and Fitness, Year 10 Students can participate in several different team sports, including Invasion Sports, Net and Wall Sports, Target Sports and Striking and Field Sports. Students will participate in these sports with a strong focus on increased skill attainment in practice and during prolonged gameplay times.

Students will also complete fitness training sessions such as boxing, high-intensity interval training and circuit training, which will build on students' knowledge of fitness components and training methods.

Recreational activities will also be explored as a part of this subject. There will be opportunities for recreational excursions depending on student interest.

In the Sports Coaching element of the subject, Year 10 Students learn about what it takes to successfully coach a local community sports team as part of their studies in this subject.

Students learn the difference between planning skill activity drills as opposed to game sense activities and the purpose of when to use each skill activity.

They learn about the different coaching styles used by junior and professional sports coaches and practice their techniques to master one style when coaching a group of students.

Students learn to modify drills according to age and ability and assessed upon their ability to modify their drills for students of different ages, including year 7/8 students and primary school students.

Students attain a Community Coaching General Principles Certificate as part of their theory learning in these subjects that may assist them in gaining a coaching role in the community.

### Content:

- Invasion Sports
- Net and Wall Sports
- Fitness circuits
- Recreational activities

### Assessment:

- Physical Performance- including the ability to work in teams
- Ability to develop team and individual strategies
- Ethical behaviours and evaluating fairness in sport CAT
- Evaluating sports sessions
- Modifying lesson plans

**Domain:** Physical Education

**Future School Pathways:** VCE Physical Education, VCE Outdoor Education, VET Sport and Recreation

**Future Career Pathways:** Sports Coach, Physical Education Teacher, Health teacher, Personal Trainer, Physiotherapist, Nursing, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist, Exercise Physiologist and Professional Sports Team Employee.

## General Humanities

General Humanities covers three major domains: Civics and Citizenship, History, Business and Economics. The main purpose of General Humanities is to provide students with the key knowledge and skills that will assist them in being active members of the community while leaving pathways open for other Humanities-based studies in Years 11 and 12.

Students are given opportunities to build on their thinking skills and learn how to research and problem solve. They analyse and use data to create and support their opinions.

Students begin the subject by exploring Australia and its connection to other nations throughout the world, considering the relationship between these countries and influences on world order. Students then investigate the significance of World War Two looking at how the conflict began, some of the key places Australians fought, key turn points of the war, the Holocaust and how the war came to an end. Finally, students explore the role of global economics and influences on different markets, connecting this knowledge to starting a business and the powerhouse that is eCommerce. Students are exposed to various local, nation and international issues and worldviews throughout the subject.

### Content:

- **Civics and Citizenship:** Unit 1 - Government Policy in Action
- **History:** Unit 2 - World War Two
- **Business and Economics:** Unit 3 – Business Influences

### Assessment:

- Political Structured Questions
- Historical Source Analysis
- Economics Report
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE Economics, VCE Legal Studies, VCE Business Management, VCE Accounting, VCE History, VCE Accounting.

**Future Career Pathways:** Business Manager, Human Resources, Marketing Consultant, Small Business Owner, Entrepreneur, Project Manager, Industrial Relations, Policy Development & Implementation, Urban Planning, Economist, Business Analyst, Small Business Owner, Accountant, Bookkeeper, Civil Servant, Financial Risk Analyst, Bank Teller, Bank Manager, Financial Planner, Historian, Journalist, Museum Education Officer, Politician, Social Historian, Teacher, Lawyer, University Lecturer, Researcher, Architect, Tourism Officer, Civil Servant, Youth Worker.

**Humanities: Geography - Environmental Change and Management**

Environmental Change and Management focuses on investigating environmental Geography through in-depth studies of different environments. This unit provides an overview of the ecological functions that support all life, the significant challenges to their sustainability and different environmental world views, including those of Aboriginal and Torres Strait Islander Peoples. Students investigate a specific type of environment and environmental change and how it can be managed sustainably in Australia (through fieldwork) and around the world.

**Content:**

- Climate change and Sustainability
- Land management in Australia
- River and Coastal Investigations
- How to Measure Human Wellbeing
- Comparing Wellbeing in Australia to the World

**Assessment:**

- Fieldwork Reports
- Case Study
- Structured Questions
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE Geography.

**Future Career Pathways:** Meteorologist, Climatologist, Urban Planner, GIS Specialist, Environmental Educator, Geography analyst, Journalist, Agricultural Scientist, Travel Consultant, Teacher, Park Ranger, Researcher.

## Humanities: Economics - Living in a Global Economy

Students look at how an economy could be managed and its impact on people. They identify and explain how economic performance is measured, and Australia's economy is performing. Students will demonstrate the links between financial performance and people's living standards. Students will analyse economic issues and how these could be solved by governments. Students will generate a range of viable options, using cost-benefit and SWOT (strengths, weaknesses, opportunities and threats) analysis to recommend and justify a course of action and predict the consequences of economic and business decisions. Students will also investigate Australia as a trading nation and its place within Asia and the global economy. They will examine the roles and responsibilities of participants in Australian or international markets and workplaces.

**Content:**

- Governments and economic decisions
- Indicators of economic performance
- Australia as a trading nation
- The impact of financial issues

**Assessment:**

- Investigative report
- Cases study
- Structured questions
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE Business Management, VCE Accounting and VCE Economics.

**Future Career Pathways:** Small Business Owner, Accountant, Bookkeeper, Civil Servant, Financial Risk Analyst, Bank Teller, Bank Manager, Financial Planner.

## Humanities: Politics - Power and Politics

Power and Politics provide students with an introduction to the creation and history of the United Nations as a global organisation targeted at fostering international relations and stability. This subject focuses on the United Nations' role in modern conflicts from the 1990s to current, including the impact of terrorism globally and how this has impacted international relations. Students investigate the part of the United Nations in maintaining international peace and security, protecting human rights, delivering humanitarian aid, upholding international law, supporting sustainable development and prompting climate action.

**Content:**

- Introduction to the United Nations
- United Nations in modern conflicts (1990's-current)
- Terrorism

**Assessment:**

- Structure Questions
- Model United Nations Project
- Political Essay
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE Politics, VCE History, VCE Economics, VCE Legal Studies

**Future Career Pathways:** Industrial Relations, Criminal Justice, Policy Development & Implementation, Case Management, Youth Worker, Elderly Care Worker, Urban Planning, Teaching, Migrant & Multicultural Affairs, International Aid and Development, Sociologist, Lobbyist, Public Relations, Teacher, Publishing, Journalism, Human Resources.

## Humanities: History - Rights and Freedoms

Rights and Freedoms provides an opportunity to study the history of the modern world with a global and Australian focus. The twentieth century became a critical period in Australia's social, cultural, economic and political development. This unit focuses on the significance of the Universal Declaration of Human Rights, the causes of the struggles of Aboriginal and Torres Strait Islander peoples, and the effects of the US civil rights movement and its influence on Australia. Students explore the US Civil Rights Movement and connect to the events in Australia. Finally, students will explore the role of Women's Rights globally and how this has changed in Australia and other countries.

**Content:**

- Women's Rights
- Civil Rights Movement in the United States of America
- Australian Civil Rights Movement

**Assessment:**

- Historical Investigation
- Source Analysis
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE History, VCE Geography, VCE Legal Studies and VCE Politics.

**Future Career Pathways:** Historian consultant, Journalist, Museum Education Officer, Politician, Social Historian, Teacher, Lawyer, University Lecturer, Researcher, Architect, Tourism Officer, Civil Servant, Youth Worker.



**Humanities: Business & Accounting - Running My Business**

Students will examine what it takes to run a small business. They will explore the nature of innovation and discuss how companies seek to create an advantage over their competition. Students will generate a range of business management decisions using cost-benefit analysis to justify the reasoning behind their choices. Students will explore record-keeping methods used in accounting and also how to analyse this data. Students will investigate the power of marketing in improving business performance.

**Content:**

- Introduction to business
- Creating business ideas
- Small business decision making
- Accounting and data analysis
- Business marketing

**Assessment:**

- Business Case Study
- Marketing Plan
- Structured Questions
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE Economics, VCE Legal Studies, VCE Business Management, VCE Accounting.

**Future Career Pathways:** Business Manager, Human Resources, Marketing Consultant, Small Business Owner, Entrepreneur, Project Manager, Industrial Relations, Policy Development & Implementation, Urban Planning, Teaching, Teacher, Economist, Business Analyst.

**Humanities: Legal - The Law & I**

Students will be studying people's rights and how laws are created. They will learn about the court system, including the role of the High Court and the legal processes involved. Students will look at different court jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments. They will discuss the fundamental principles of Australia's justice system, including equality before the law, an independent judiciary, and the right of appeal. Students look at the role of police and the interactions that take place in the community.

**Content:**

- Courts process and shape laws
- The principles of the justice system
- The role of the police

**Assessment:**

- Structured Questions
- Case Study Investigation
- Short-answer Questions
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE Politics, VCE Legal Studies.

**Future Career Pathways:** Industrial Relations, Criminal Justice, Policy Development & Implementation, Case Management, Youth Worker, Lawyer, Urban Planning, Teaching, Migrant & Multicultural Affairs, International Aid and Development, Sociologist, Lobbyist, Public Relations, Teacher, Publishing, Journalism, Human Resources.

## Humanities: History - The Vietnam War

In this subject, students will look at France, America and Australia's involvement in the Vietnam conflict. Students will look at the world at that time and the reasons foreign nations fought in Vietnam. Students will examine the different types of warfare and their impact on soldiers, and they will also study the effect of the war on the Vietnamese people and the nation as a whole. They'll also learn the impact of the war on the Home Front. Students will analyse primary and secondary sources, especially the different historical interpretations of specific events. Finally, students explore the changing movements of popular culture during this time and the development of anti-war movements in the wake of the Vietnam conflict.

**Content:**

- Causes of Vietnam
- The consequence of the Vietnam War

**Assessment:**

- Source Analysis
- Extended Response
- Exam

**Domain:** Humanities

**Future School Pathways:** VCE History, VCE Geography, VCE Legal Studies, VCE Politics

**Future Career Pathways:** Historian consultant, Journalist, Museum Education Officer, Politician, Social Historian, Teacher, Lawyer, University Lecturer, Researcher, Architect, Tourism Officer, Civil Servant, Youth Worker.

## Performing Arts: Dance

Dance is a largely practical-based course designed for students interested in or passionate about the Performing Arts and Dance Industry. The course focuses on many areas and styles of dance and encourages artistic creativity in choreography and performing. It requires students to generate ideas individually and in groups and communicate them through dance and movement elements, skills and processes.

You do not need prior experience, just a passion for dance and a willingness to try!

**Content:**

- Introduction to Dance Styles (Hip Hop, Jazz, Contemporary etc.)
- How to choreograph a dance
- Participating in dance workshops
- Performance processes and artistry

**Assessment:**

- Class participation and attendance
- Group choreography
- Learnt work
- Performance

**Domain:** The Arts- Dance

**Future School Pathways:** VCE Dance, VET Dance, School Production

**Future Career Pathways:** Performer, Choreographer, Event Management, Arts Administration, Yoga or Pilates Teacher, Dance teacher, Physical Therapist, Nutritionist or Dietitian, Youth Work, Dance Movement Therapy.

## Performing Arts: Drama

In Drama, students will explore the performance style of Epic Theatre. This includes developing scenes and performances based on current local and global issues. Students will have the opportunity to select topics that are relevant and important to them.

Students will then apply their knowledge of performance styles to develop their mini solo performance based on a chosen stimulus. They will be allowed to watch and analyse a professional piece of theatre.

Drama is an excellent choice for those wishing to study Drama at a VCE level.

### Content

- Epic Theatre
- Playmaking Process
- Analytical Skills

### Assessment

- Epic Theatre Performance
- Mini Solo

**Domain:** Performing Arts

**Future School Pathways:** VCE Drama, VCE Theatre Studies, VET Acting, VET Event Management, VCE English, VCE English Literature, School Production.

**Future Career Pathways:** Director, Playwright, Producer, Actor, Teacher, Business Manager, Event Management, Theatre Technician.

## Performing Arts: Music

Year 10 Music builds on the knowledge and skills developed in Year 9 Music. You will have the opportunity to play various instruments and perform in groups and by yourself. You will study different styles of music and understand what makes each of them unique. There is a strong focus on developing basic theory, keyboard and vocal skills to improve your instrument of choice. Music is an excellent stepping-stone into VCE Music.

Suppose you are interested in developing a deeper understanding of music, including performance skills, rehearsal strategies, reading music, recording music and learning about the musical culture. In that case, this is the subject for you. To undertake this subject, it is strongly recommended that you take instrumental lessons, but it is not a requirement.

### Content

- How to present a performance in a group and solo setting
- Aural and Theory Skills
- Songwriting / Composition
- Improvisational Skills
- Music Recording using Sound Trap
- Understanding stylistic characteristics of different styles.
- Applying theoretical knowledge in a practical sense and analysing music by ear
- Rhythm Reading / Solfege Singing

### Assessment

- Songwriting
- Solo and Group Performances OR using music programs to create music.
- Theory / Aural Exam
- Cover Analysis

**Domain:** Performing Arts

**Future School Pathways:** VCE Music Performance and VET Music

**Future Career Pathways:** Musician, Sound Engineer, Music Teacher, Instrumental Teacher, Composer

**Science: General Science**

From the microscopic information in our cells that determine who we are to how we interact in space and time. The General Science elective gives students an insight into the fundamental concepts that form our understanding of the incredible world around us. This elective goes through a range of concepts that align with each of the VCE Sciences offered. The broad range of practical activities aim to foster a sense of wonder and curiosity along with providing the opportunity to apply laboratory skills, gather scientific data, and to demonstrate the Laws and Principles that underpin Science.

**Content:**

- The scientific method
- Chemical reactions and materials (Chemistry)
- Rocket science (Astrophysics)
- Cells & living things (Biology)
- Evolution and the inheritance of genetic traits (Biology)
- Motion & forces (Physics)

**Assessment:**

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

**Domain:** Science

**Future School Pathways:** Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry, Unit 1 and 2 Biology and Unit 3 and 4 Biology

**Future Career Pathways:** Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

**Science: CSI Forensic Science**

Through this elective unit, students will develop an understanding of Crime Scene Investigation and the science behind commonly used investigative techniques. Students will be allowed to apply their chemistry, physics, biology and psychology skills to real-life contexts to explore criminal cases and develop an understanding of the scientific methods used in forensics within a crime scene.

Students will be taught the practical and theoretical science behind crime scene protocol, evidence collection, human identification and evidence analysis. Through applying forensic science and problem-solving skills, students will gain in-depth knowledge of how forensic scientists use these techniques to collect and analyse data from a crime scene. These skills will be used further to determine events' sequence, motives and context, narrow suspects, and ultimately solve crimes.

**Content:**

- Crime Scene Protocol
- Evidence Collection
- Human Identification
- Evidence Analysis

**Assessment:**

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

**Domain:** Science

**Future School Pathways:** Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry, Unit 1 and 2 Biology and Unit 3 and 4 Biology

**Future Career Pathways:** Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.



**Science: Food Glorious food**

This class is centred around food and its origins. Students will investigate how food like bread and cheeses are made and the science behind it. They will learn about the five senses and the messages they tell us about what we put into our mouth, so we can decide whether it should be eaten. Students will conduct experiments to see the calories in food and how food can be sustainably harvested.

**Approximate Cost:****Content:**

- The Scientific Method
- Genetically modified food research
- Molecules and nutrients
- Five senses – umami, bitter, sweet, sour and salty
- Calorimeters
- Food sustainability
- Analysis for macronutrients in foods (*can change the methodology of year eight mac attack prac and add in more variety of food samples*)
- Research investigation: food security in Cranbourne East
- Research investigation: factors that influence food selection at CESC (*can survey peers to get quantitative and qualitative data*)

**Assessment:**

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

**Domain:** Science

**Future School Pathways:** Unit 1 and 2 Physics, Unit 3 and 4 Physics, Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry, Unit 1 and 2 Biology and Unit 3 and 4 Biology.

**Future Career Pathways:** Dietetics, sports science, research science, healthcare, food science, microbiology, education, biotechnology, policy development, agriculture, viticulture, industrial chemistry

## Science: Introduction to VCE Biology

Biology is a diverse and constantly changing science discipline that attempts to understand and explore the nature of life, both past and present. The study explores life's processes, the relationships between organisms and their interactions with the non-living environment.

This Year 10 elective is designed to equip students with the necessary investigative and written scientific skills to prepare for Unit 1 and 2 Biology.

### Content:

- Cells – structure and function
- Cellular processes- meiosis and mitosis
- Heredity – processes and patterns
- Diversity – variation, natural selection & evolution
- Abiotic and Biotic factors and interactions
- Relationships between organisms
- Ecosystems and habitats

### Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

**Domain:** Science

**Future School Pathways:** Unit 1 and 2 Biology, Unit 3 and 4 Biology

**Future Career Pathways:** Research Science, Healthcare, Environmental Management and Conservation, Education, Biotechnology, Forensic Science, Politics and Policy, Business and Industry, Economics, Mathematics, Science Writing and Communication.

## Science: Introduction to VCE Chemistry

Chemistry is a study that investigates and interprets the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemistry plays a vital role in the production and development of energy and new materials, food and medicine production and the treatment of the waste generated.

This Year 10 elective is designed to equip students with the necessary investigative and written scientific skills and fundamental concept understanding in preparation for Unit 1 and 2 Chemistry. The basis of these skills is extracted from the VCE Chemistry Study Design, focusing on developing an understanding of scientific methods.

### Content:

- Investigating the properties and behaviour of polymers
- Modelling chemical reactions and the role of energy
- The conservation of mass
- Simple chemical formula and equations
- Investigating the production of a range of useful substances, for example, fuels & pharmaceuticals
- Investigating the effect of temperature, surface area and catalysts on the rate of chemical reactions

### Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

**Domain:** Science

**Future School Pathways:** Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry

**Future Career Pathways:** Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

## Science: Introduction to VCE Physics

Physics is a scientific discipline that focuses on understanding and explaining the physical world. This unit focuses on the scientific method framed in the context of Electrical phenomena, Light and waves, Radiation and Nuclear Physics, and the universe's structure. The study explores the way that energy and matter interact with each other, allowing a deeper understanding of the laws of nature.

This Year 10 elective is designed to equip students with the necessary investigative and written scientific skills to prepare for Unit 1 and 2 Physics. The unit is designed to give students experience some of the topics and skills needed to succeed in VCE physics.

### Content:

- The physics of electricity – Voltage, Current and ohms law.
- The nature and behaviour of light
- Reflection
- Refraction
- The wave nature of light and the electromagnetic spectrum
- The nature of matter
- Radiation, Isotopes and Nuclear fission
- Distances and scales in the Universe
- The standard particle model of the Universe.

### Assessment:

- Practical activities and extended investigations
- Scientific reports and posters
- Visual presentations of data & observations
- Tests & end-of-semester exams

**Domain:** Science

**Future School Pathways:** Unit 1 and 2 Physics, Unit 3 and 4 Physics

**Future Career Pathways:** Astronomer, Aerospace Engineer, Air traffic Controller, Nuclear Engineer, Biophysicist, Computer Game Programmer, Civil Engineer, Electronics Engineer, Pilot, Military Officer, Environmental Engineer, Teacher, Forensic Scientist, Geologist, Surveyor, Radiologist, Laboratory Technician.

## Science: Introduction to VCE Psychology

Psychology is a broad discipline that incorporates the scientific study of human behaviour through biological, psychological, and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

This Year 10 subject is designed to equip students with science, investigative and written skills in direct preparation for Unit 1 and 2 Psychology. The basis of the skills is extracted from the VCE Psychology Study Design with a focus on Scientific research methods.

An essential feature of Psychology is the opportunity for students to engage in various inquiry tasks that may be self-designed, develop essential science skills and interrogate the links between theory, knowledge and practice. In Psychology, field inquiry can include laboratory experimentation, dissections, observational studies, self-reports, questionnaires, interviews or case studies.

Students will focus on Psychology as an occupation and discover the many fascinating areas of work for a Psychologist, including Sports, Clinical, Neuro and Forensic Psychology. Throughout the semester, students will learn to pose questions, formulate research hypotheses, test variables, and collect, analyse and interpret data.

### Content:

- Introduction to Psychology and our experience of the world
- Sports Psychology and the influence of motivation and stress on sporting performance
- Clinical Psychology and the understanding of personality traits and theories
- Neuropsychology and the understanding of the brain and how it works
- Forensic Psychology and deductive crime scene analysis and an understanding of psychopaths
- Research methods and how to conduct an empirical research investigation
- Ethical and unethical psychological experiments and studies

### Assessment:

- Scientific Investigation Reports
- Empirical Research Assessment
- Visual Diagrams/ Posters/Models
- Multiple Choice and Short Answer Tests

**Domain:** Science (Psychology)

**Future School Pathways:** Unit 1 and 2 Psychology, Unit 3 and 4 Psychology

**Future Career Pathways:** Psychologist, Social Worker, Forensics, Counsellor, Teacher, Nurse, Child Care Worker, Mental Health Worker, Criminal Justice, Rehabilitation Worker.

## Technology: Healthy Eating for Life

This unit of study will focus on skills they can take into the future once they leave school.

Students will look at the nutritional requirements of a person throughout their lifespan. This will include looking at different diet-related diseases that affect people that are both under and over-nourished. We also look at the Australian diet and how it can positively or negatively affect us now and in the future.

Students will evaluate the various eating models that provide good health and will use one to assess the suitability of the food offered at our canteen. They will further develop their culinary skills by learning to cook various quick and easy meals that can easily be made at home both now and in the future.

### Content

- Functions of food in the body
- Nutritional requirements over the lifespan
- Factors that influence food habits
- Food consumption and its impacts on health
- Food guides that promote healthy eating

### Assessment

- Research Task
- Design Brief Assessment Task

**Domain:** The Technologies

**Future School Pathways:** Units 1-4 Food Studies

**Future Career Pathways:** Food Technologist, Food Science, Food Author, Food Stylist, Food Chemistry, Chef, Advertising and Marketing Professional, Environmental Health Officer, Caterer, Food Processing Technician, Dietician, General Manager, Retail Manager, Agricultural Scientist, Health Science and Environmental Science (Sustainability)

## Technology: Trends in Food

This unit is designed to develop students' skills and confidence in investigating, designing, producing and evaluating different meals using various food preparation processes and presentation techniques. It will reinforce student awareness of health, safety, and the hygienic preparation of food.

Students will investigate current trends in food, dining, styling, and photography. Students will further provide them with the opportunity to develop their creative talents in the production of sweet and savoury food items.

They will be provided with the opportunity to use their creative talents to create different healthy dishes. Students will also begin to explore how preservation impacts our food and how it changes the sensory properties of food.

### Content

- Factors that contribute to current Food Trends
- Food Styling and Photography
- The Australian Guide to Healthy Eating
- Preservation

### Assessment

- Research Task
- Design Brief Assessment Task

**Domain:** The Technologies

**Future School Pathways:** Units 1-4 Food Studies

**Future Career Pathways:** Food Technologist, Food Science, Food Author, Food Stylist, Food Chemistry, Chef, Advertising and Marketing Professional, Environmental Health Officer, Caterer, Food Processing Technician, Dietician, General Manager, Retail Manager, Agricultural Scientist, Health Science and Environmental Science (Sustainability)

## Technology: Digital Technologies

As technology becomes more deeply entrenched in our social and working lives, ensure your skills are future-proofed by opting to learn more about digital technologies.

This Year 10 elective is designed to allow students to follow creative and problem-solving pathways whilst allowing students the chance to develop programming skills.

The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical users of information conveyed by digital systems. A computer and backup device such as a USB drive or portable hard drive is strongly recommended.

### Content:

- The role of hardware and software in digital systems
- Acquiring, storing, manipulating, and presenting data using spreadsheets
- Planning, designing, developing, and evaluating web-based digital solutions
- Developing coding and programming skills
- Working safely within IT environments

### Assessment:

- Pre/post tests
- Written documentation
- Creative solutions
- Visual Diagrams/ Posters

**Domain:** The Technologies

**Future School Pathways:** Unit 1 and 2 Computing, leading to either Units 3 & 4: Informatics or Units 3 & 4: Software Development

**Future Career Pathways:** Computer programmer, Web designer, Project manager, data analyst – many jobs now require candidates to demonstrate high levels of computer skills



## Technology: Textiles: A Passion for Fashion

In a Passion for Fashion, students will focus and build on and further develop their practical sewing skills. Students will be introduced to commercial pattern and how to adapt this for the best fit. Ideas will be generated using the design process; techniques will be trialled, and the best solution will be created into a finished garment. Designs, concepts, processes, and solutions will be evaluated against comprehensive criteria for success, recognising the need for sustainability. Themes and topics will be developed through negotiation and the needs of the students.

Students will work towards the quality of garment finish, creativity, and suitability. They will apply design thinking, creativity, innovation, and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

### Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental and Communication Design.

### Assessment:

- Folio of designs and explorations
- Research tasks
- Products and Evaluations

**Domain:** The Technologies/The Arts

**Future School Pathways:** Units 1 - 4 Studio Arts and Product Design (Textiles) , VCAL VET Fashion,

**Future Career Pathways:** Fashion Industry

## Technology: Product Design and Technology

In Product Design and Technology, students will investigate various design solutions. These solutions may be constructed from multiple materials (including timber, metal and plastic).

Designing solutions will involve following the Design Process.

- Research/ Investigation
- Creating several possible design solutions
- Justifying a preferred design
- Production of the design
- Evaluating how effective the solution is in solving the problem.
- Evaluating the processes used in solving the problem.

Skills to manipulate various materials are introduced in a sequence, and students' abilities will develop from basic ideas and sketches to more detailed work using various tools and materials (may include Computer Aided Design and Manufacturing). Students will also be aware of the impact of multiple factors, including aesthetics or product appeal, durability, ergonomics and safety.

### Content

- Application of the Design Process
- Project management
- Resistant Materials
- Manufacturing processes
- Manufacturing of a product

### Assessment

- Class participation and attendance
- A folio that provides evidence supporting the Design Process

**Domain:** The Technologies

**Future School Pathways:** VCE Product Design and Technology, VET Building and Construction, VET Automotive, VET Mechanical Engineering,

**Future Career Pathways:** Carpentry, Cabinet Making, Building and Construction, Mechanical Engineering, Automotive Engineering, Fitting and Machining, Industrial Design

**Technology: Systems Engineering (Electronics)**

Systems Technology involves both electrical and mechanical systems. It is one of the fastest growing areas of technology today. Students will learn to work safely in a workshop and become competent in safely using and caring for tools. Students will learn about practical electronics and its theory relating to more complex circuits and systems covered in Year 9. This will help them creatively design, build, modify and evaluate working electronic models using various common electronic components. This will develop students' confidence with circuit theory in Science, Physics and Technology design.

**Content:**

- Application of the Design Process
- Project management
- Component identification
- Component function
- Manufacturing of a product

**Assessment:**

- Class participation and attendance
- A folio that provides evidence supporting the Design Process
- Completed Printed Circuit boards

**Domain:** The Technologies

**Future School Pathways:** VCE Systems Engineering, VCE Electronics, VET Electronics,

**Future Career Pathways:** Electronics, Electrical trades, Industrial Automation, Robotics, Electrical Engineering, Renewable energy, Automotive.

## Visual Arts: Media (Film Studies)

If you're a budding filmmaker, scathing reviewer, or a Netflix binge-watcher, this subject is for you! In Film Studies, students will develop the skills necessary to write, act, film and edit their videos.

Throughout the semester, students will be trained in and practice with industry-standard software and equipment, get the opportunity to work in small teams and build on their teamwork skills. Students will also study numerous films and television shows from various genres.

### Content:

- Film Techniques
- Film Pre-Production
- Film Production
- Film Post-Production

### Assessment:

- Film Reviews\Analysis
- Script
- Storyboard
- Completed Film

**Domain:** The Arts- Media

**Future School Pathways:** VCE Media, VET Screen and Media

**Future Career Pathways:** Filmmaking, TV, Media Production, Advertising, Marketing, YouTube content creator

## Visual Arts: Creative Practice

In this subject, students focus on developing a unique understanding of the stages of studio practice and learning how to explore, create, refine, resolve, and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse how artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration, and apply materials and techniques in artworks.

### Students will be expected to:

- generate ideas and identify sources of inspiration and artistic influences
- progressively record the research and development of individual ideas in a visual diary
- use a variety of research methods to translate ideas, observations and experiences into artworks
- select, create, organise and use visual reference material
- explore a range of art elements, art principles and aesthetic qualities
- research subject matter appropriate to individual ideas in a visual diary
- discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used

### Assessment:

- Written tasks using arts language (including extended responses)
- Visual diary, showing exploratory work and a progression of ideas
- Presentation of finished artworks

**Domain:** The Arts

**Future School Pathways:** VCE Studio Arts Units 1-4

**Future Career Pathways:** Art and Design Industry, Illustration, Animation, Art conservation and preservation, Textiles, Gallery/Museum Curator etc.

## Visual Arts: Visual Communications and Design

In Visual Communication Design, students develop the skills and practice to communicate ideas and messages in visual communications. Visual communication Design practice includes using design thinking skills and design as a process. Drawing conventions and design elements and principles are the primary components of the visual language that students use to represent concepts about a specific purpose and audience. Students investigate the work and practices of various Australian and international designers from different times, places, and cultures.

### Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental and Communication Design.

### Assessment:

- Visual communication: (Drawing)
- Communication Design
- Outcomes and Folio

**Domain:** The Technologies/ The Arts

**Future School Pathways:** Units 1 - 4 Visual Communication Design

**Future Career Pathways:** Design – Communication, Environmental or Product

## Vocational Education & Training (VET) Electives

Vocational Education and Training (VET) Electives are six monthly career-oriented electives students can undertake. VET is a national system with recognised qualifications that can lead to employment anywhere in Australia. Students will learn technical and employability skills and specialised and industry knowledge.

### VET Elective: Applied Fashion

Students develop skills and knowledge in using a sewing machine, designing and modifying commercial patterns along with workplace health and safety for a textiles, clothing and footwear environment. This practical, hands-on elective also includes opportunities through which students can engage in the fashion design process, while spending time creating their own personal "Look". Students completing this elective will attain selected units from the nationally accredited Certificate II in Applied Fashion Design.

### VET Elective: Business Enterprise

Students will attain selected units from the nationally accredited Certificate II in Business. Students will learn the skills and knowledge to incorporate safe work practices into their workplace activities. They will learn how to process attendee registrations for events and administer them through to finalisation, including recording customer information, monitoring attendance, generating operational reports and issuing customer documents for event attendance. Students will also learn the skills and knowledge required to deliver all aspects of customer service at an introductory level.

### VET Elective: Community Services

Students completing this elective will attain selected units from the nationally accredited Certificate II in Community Services. Students will develop skills and knowledge to support and assist in community services such as child care, home and community care, drug and alcohol work, disability work, social housing or mental health work.

### VET Elective: Kitchen Operations

Students completing this elective will attain selected units from the nationally accredited Certificate II in Kitchen Operations. Students learn the skills and knowledge to incorporate safe work practices into workplace activities. These units reflect the role of individuals working in kitchens who use a limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. Students will have the opportunity to work in a simulated environment where they will be involved in a range of small and large-scale catering experiences. These units can provide a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons, and schools.

### **VET Elective: Screen & Media**

Students will learn how to capture and process digital media using specialist tools and software. Students will also learn and follow industry conventions and preferences when working with digital media and technology. Students will attain selected units from the nationally accredited Certificate III in Information, Digital Media and Technology.

### **VET Elective: Visual Arts – Fine Arts**

Students completing this elective will attain selected units from the nationally accredited Certificate II in Visual Arts. Students will develop knowledge and core skills in drawing. They will explore observational and imaginative drawing techniques using art elements and principles. They will explore and realise their ideas into a range of creative outcomes experimenting with various materials and techniques. This practical hands-on elective also gives students a chance to gain inspiration from various sources. Students will follow professional practices and OH&S guidelines.

### **VET Elective: Visual Arts – Information Technology**

Students will develop skills within Certificate II in Information technology to develop common transferable ICT skills and knowledge related directly to pathways and careers in general and specialist IT industries. These learning areas provide a wide scope of pathways into all industries of office work, data operators, help desk, specialist IT, networking, gaming, web and software development. The course is flexible and covers units in Cyber security, hardware peripherals, business applications, social media and digital communication technologies.



## Detailed Information

- **Special Programs**
- **VCE Subjects**
- **VCE-Vocational Major Subjects**
- **VET Courses (Full course)**

## Special Programs: Sports Pathway Program

The Sport Pathway Program (SPP) is a specialist sports program that will be offered to year 10 students in 2023. The program is designed for capable athletes from all sporting interests.

The Sport Pathway Program is a full-time, integrated academic program that allows students to develop their athletic ability while concurrently receiving a high-quality secondary education.

The SPP exposes students to various educational and practical experiences that aim to shape their future pathways in the sporting field. The program also contains a competitive physical activity environment to develop teamwork, leadership, and physical skills.

Students take part in personal training sessions with a professional strength and conditioning coach, where they complete training blocks specific to fitness components. Students are Pre and Post tested on the fitness components and analyse their fitness data across the year.

Within the program, there will be theoretical units on Sports Injuries and Prevention, Acute Responses To Exercise, Performance Enhancement, Biomechanical levers and Sporting Pathways linked to VCE-Vocational Major, VET and VCE.

### Selection process

Selection for the programs will be based on:

- Academic data – NAPLAN results, pre and post-tests, selection tests
- Attendance data
- Evidence of appropriate learning behaviours
- Teacher recommendation
- Sports Coach recommendation (SSP)
- Interview

Students will be identified via the selection criteria and be eligible to select a particular program during their course selection interview. When more students are identified and accepting of their place in the program, students will be ranked using the selection criteria.

### Content:

- Strength and Conditioning
- Invasion Sports
- Striking and Fielding Sports
- Net and Wall Sports

### Assessment:

- Physical Performance in each sport
- Fitness testing results and analysis
- Pre and Post tests for each theory topic
- Common Assessment Tasks for Sports Injuries, Acute Responses to Exercise, Performance Enhancement and Biomechanics.

**Domain:** Physical Education

**Future School Pathways:** VCE Physical Education, VET Sport and Recreation

**Future Career Pathways:** Any Career where Fitness and Motor skills are needed, Sports Coach, Fitness Instructor P.E Teacher, Personal Trainer, Physiotherapist, Health Related Fields including: Nursing, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist, Exercise Physiologist and Professional Sports Team Employee.

## Special Programs –STEM

As part of the STEM program, students will need to select this elective to complete over the year. In 2023, the Year 10 STEM program will be expanded into two branches – STEM Science/Maths and STEM Engineering/Technology.

Students will participate in various activities outside of school that require preparation over the school year. Some of the projects and competitions that students in STEM will be involved in include:

- “The Spaghetti Machine Competition”- Students work as a class to complete a design brief for Melbourne University that involves applying engineering, maths and technology ideas. Our 2018 class had to design and produce a machine that could crush multiple cans in less than two minutes
- “Code Masters” Competition- Students will attend a competition at Melbourne University where they are given several coding problems to solve. This elective will ensure that students have the skills and knowledge to participate in this competition.
- “Design your speaker”- Students in small groups complete an inquiry design brief project to design and develop their speaker

Students will also have the opportunity to participate in programs at the Casey Tech School, Math and Science competitions, contact CSIRO Scientists, and develop solutions to pressing scientific and engineering problems.

### Selection process

Selection for the programs will be based on:

- Academic data – NAPLAN results, pre and post-tests, selection tests
- Attendance data
- Evidence of appropriate learning behaviours
- Teacher recommendation
- Sports Coach recommendation (SSP)
- Interview

Students will be identified via the selection criteria and be eligible to select a particular program during their course selection interview. When more students are identified and accepting of their place in the program, students will be ranked using the selection criteria.

### Content

- Engineering
- Coding
- Programming
- Technology Design Briefs
- Science activities
- Maths and Problem-Solving activities

### Assessment

- Engineering and Technology Design Briefs
- Reports on the design and production process of inquiry projects and competitions
- Reflection reports for inquiry projects and competitions

**Domain:** Science, Maths and Design Technologies

**Future School Pathways:** Leads to VCE subjects that specialise in Science, Technology, Engineering and Maths

**Future Career Pathways:** Employment and University

## VCE Subject Options for Year 10 Students

### Accounting

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor for a small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information will be reported, using both manual and information and communications technology (ICT) methods.

#### Unit 1: Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the processes of gathering and recording financial data and reporting and analysing accounting information by internal and external users. They will examine the role of accounting in the decision-making process for a sole proprietor.

**Area of Study 1** – going into business

**Area of Study 2** – recording financial data and reporting accounting information

#### Unit 2: Accounting for a Trading Business

This unit focuses on accounting for a sole proprietor of a single activity trading business. Students will use a single-entry recording system and the accrual method for determining profit.

They will analyse and evaluate the performance of the business using financial and non-financial information and suggest strategies to the owner to improve performance. They will develop their understanding of the importance of ICT by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

**Area of Study 1** – Recording financial data and reporting accounting information

**Area of Study 2** – ICT in accounting

**Area of Study 3** – Evaluation of business performance

#### The student's performance will be assessed using one or more of the following:

- Exercises using a commercial accounting software package
- Folio of exercises
- Tests
- Assignments

\*Students must use ICT in at least two assessment tasks.

#### The student's performance in each outcome will be assessed using one or more of the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based)

#### Assessment

Assessment tasks for Accounting may be chosen from the list suggested in the VCAA Study Design. In both Units 3 and 4, at least 30 marks must be allocated to assessment that uses ICT applications. School Assessed Coursework for Units 3 and 4 will contribute 25% each, and the end-of-year examination will contribute 50% to the final score

**Future Career Pathways:** Accountant, Finance Manager, Bookkeeper, Small Business Manager, Accounts Payable and Receivable.

## Applied Computing

VCE Applied Computing is all about real-world problem solving using technology. It focuses on the strategies and techniques for creating digital solutions to meet specific needs and manage the threats to data, information and software security. The study examines the attributes of each component of an information system, including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

### Unit 1: Data Analysis & Programming

Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions in Unity 3D and other software development tools.

### Unit 2: Innovative Solutions & Network and Security

Students focus on developing innovative solutions to needs or opportunities they are interested in. The innovative solution can be presented as a proof of concept, a prototype, a product in physical form, or a software-based virtual application.

As an introduction to cybersecurity, students also investigate networks and the threats, vulnerabilities and risks to data and information. They will learn how to propose strategies to protect data on networks.

#### Assessment:

For unit 1, students are required to demonstrate two outcomes. These outcomes encompass a folio of exercises, software solutions and a written report.

For unit 2, students are required to demonstrate two outcomes. Specific assessment will vary based on what innovative solution is developed but may include the following:

- a presentation (oral, multimedia, visual) of an innovative solution
- a written report
- an annotated visual report
- a case study with structured questions
- the design of a wireless network or a working model of a wireless network

**Future Career Pathways:** VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

## Art Creative Practice

Research and investigation inform art making in the study of VCE Art Creative Practice. Through the study of artworks, the practices of artists and their role in society, students develop their art practice and communicate ideas and meaning using various materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of artworks.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication and the stimulus and inspiration to develop their art practice.

### Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1, students will use a wide range of materials and techniques to explore ideas using Creative Practice. As the artist and audience, students consider their connection to artworks and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They explore how artists create new ways of thinking and representation while developing their art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each selected artist.

### Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2, students use Inquiry learning to investigate artists' artistic and collaborative practices. They examine artworks from different periods and cultures and the ways that artists interpret and communicate ideas in artworks

Students explore how artists work as a team and use Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary approaches have influenced the artworks and the practices of the artists they investigate, as well as their art practice

### Assessment:

Each unit comprises the following assessment tasks:

- Visual Diary reflecting on their artworks
- Development of art ideas and reflections, producing a range of artworks
- Investigating the work of artists from different times and cultures.

## Biology

Unit 1 and 2 VCE Biology, students investigate the processes involved in sustaining life at molecular, cellular, system, species and ecosystem levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

The intention is to provide students with the insight, passion, skills and knowledge to pursue successful careers connected to the Biological Sciences and to leave with an appreciation of the interconnectedness of all living things on Planet Earth.

### Unit 1: How do organisms regulate their functions?

#### Key knowledge:

- Cellular structure and function
- The cell cycle and cell growth, death and differentiation
- Functioning systems
- Regulation of systems
- Investigation design
- Scientific evidence
- Science communication

### Unit 2: How does inheritance impact diversity?

#### Key knowledge:

- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance
- Reproductive strategies
- Adaptations and diversity
- Scientific evidence
- Scientific communication
- Analysis and evaluation of bioethical issues

### Assessment

#### The College determines Unit 1 & 2 Assessment. It will include:

- Practical investigation reports
- Presentations of biological data & concepts
- Tests & end-of-semester exams

**Future Career Pathways:** Life (Biological) Sciences, Medicine, Biochemistry, Neuroscience, Forensic Science, Sports science, Physiotherapy, Research Science, Healthcare, Environmental Management and Conservation, Education, Biotechnology, Forensic Science, Politics and Policy, Business and Industry, Economics, Mathematics, Science Writing and Communication.

## Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. It also considers changes that need to be made to ensure the continued success of a business. The study design follows the process from the first idea for a business concept, to planning and establishing of a business, through to the day-to-day management of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing these resources.

### Unit 1: Planning a Business

Businesses of all sizes are major contributors to a nation's economic and social wellbeing. Therefore, how businesses are formed and fostering conditions under which new business ideas emerge is vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit, students explore the factors affecting business ideas, the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Area of Study 1** - The Business Idea

**Area of Study 2** - The External Environment

**Area of Study 3** - The Internal Environment

### Unit 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements and making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit, students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Area of Study 1** - Legal requirements and financial considerations

**Area of Study 2** - Marketing a business

**Area of Study 3** - Staffing a business

**Suitable tasks for assessment may be selected from the following:**

- a case study analysis
- a business research report
- development of a business plan and feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis

**Future Career Pathways:** Small Business Owner, Project Manager, Human Resource Manager, Operations Manager, Executive Manager, Marketing, Public Relations and Event Management.



## Drama

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study connects students to multiple traditions of drama practice across various social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

They develop skills of communication, criticism, aesthetic understanding and aesthetic control. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

**\*\*Please Note:** *As part of the VCE Drama Course, all students must attend at least ONE excursion/incursion for each Unit. The responding to /and analysis of a performance is a requirement of the subject.*

### Unit 1: Introducing Performance Styles

Students study three or more performance styles from various social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and ensemble performance that includes real or imagined characters and is based on stimulus material

### Unit 2: Australian Identity

Students study aspects of Australian identity evident in contemporary drama practice. This may also involve students exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse performance based on a person, an event, an issue, a place, an artwork, a text and an icon from a contemporary or historical Australian context.

### Assessment

- Ensemble Performance Creation and Presentation
- Solo Performance Creation and Presentation
- Performance Analysis and Evaluation

**Future Career Pathways:** Performing Arts Industry (Performing Marketing, Management), Education, Event Management, Public Speaking

## Food Studies

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Many people do not have access to a diverse and secure food supply. Many Australians, amid various influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores the reasons for our food choices.

VCE Food Studies is designed to build students' capacities to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality

### Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also focus on Australia. They look at indigenous Australian food before European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

### Unit 2: Food Makers

In this unit, students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. Students demonstrate their practical skills by designing new food products and adapting recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### Assessment

Assessments for this study can include any of the following:

- Practicals with a written practical report
- Media analysis
- Research Inquiry task
- Product evaluation
- Written tests
- Written report

**Future Career Pathways:** This study may provide a foundation for pathways to a career as a Dietician, Nutritionist, Health Promotion Officer, Food Scientist, Food Technologists, Chef, Nurse, Caterer, Food Journalist and Teacher.

## Health and Human Development

Students examine health and wellbeing and human development as dynamic concepts, subject to a complex interplay of biological, socio-cultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address health and development outcomes inequalities. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, non-government organisations and the Australian government's overseas aid program.

### Unit 1: Understanding Health and Wellbeing

- Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- Aboriginal and Torres Strait Islander perspectives on health and wellbeing
- The function and food sources of major nutrients important for health and wellbeing
- The consequences of nutritional imbalance in youths' diet on short- and long-term health and wellbeing
- Sources of nutrition information and methods to evaluate its validity
- aspects of youth health and wellbeing requiring health action, as indicated by health data on the burden of disease and health inequalities, and research on the concerns of young people
- Government and non-government programs relating to youth health and wellbeing

### Unit 2: Managing Health and Development

- Overview of the human lifespan
- Perceptions of youth and adulthood as stages of the lifespan
- Definitions and characteristics of development, including physical, social, emotional and intellectual
- Key characteristics of healthy and respectful relationships and the impact on health and wellbeing, and development
- Key aspects of Australia's health system such as Medicare, the Pharmaceutical Benefits Scheme and private health insurance
- The range of services available in the local community to support physical, social, emotional, mental and spiritual dimensions of health and wellbeing
- Rights and responsibilities associated with accessing health services, including privacy and confidentiality relating to the storage, use and sharing of personal health information and data.

### Assessment

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter of school decision. For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis

Oral presentation, such as a debate or a podcast

A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation

Structured questions, including data analysis. When teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

**Future Career Pathways:** Health Promotion, Community Health and Policy Development, Nutrition, Dietetics, Nursing, Maternal Health

## Legal Studies

Legal Studies examines the institutions and principles essential to Australia's legal system. Students understand the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system.

Our justice system achieves the principles of justice. Through applying knowledge of legal concepts and principles to a range of actual and hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recently and recommended reforms to the criminal and civil justice systems and analyse how effective our legal institutions are.

### Unit 1: Guilt and Liability

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key criminal and civil law concepts and apply these to actual and hypothetical scenarios to determine whether an accused may be found guilty of a crime or liable in a civil dispute. Students will develop an appreciation of how legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused and the liability of a party in a civil dispute.

**Area of Study 1** – Legal Foundations

**Area of Study 2** – The Presumption of Innocence

**Area of Study 3** – Civil Liability

### Unit 2: Sanctions, Remedies and Rights

This unit focuses on the enforcement of criminal law, the methods and institutions used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of how rights are protected in Australia and other countries and possible rights protection reforms.

**Area of Study 1** – Sanctions

**Area of Study 2** – Remedies

**Area of Study 3** – Rights

### Assessment for Units 1 & 2

Student's performance will be assessed using one or more of the following:

- A folio of exercises
- Structured questions
- A classroom presentation
- A role-play
- A report

**Future Career Pathways:** Lawyer, Court Officer, Police Officer, Primary or Secondary School Teacher, Human Resource Manager, Business, Youth Worker, Researcher, Politician, or any career which focuses on working with people

## Media

A media text is anything that was created to tell you something. This includes (but is not limited to) Film, TV, Videogames, Music, Radio and literature.

This study provides students with the opportunity to examine the media in both historical and contemporary contexts. Students will develop skills in designing and producing media texts in various media forms (including some mentioned above). VCE Media allows students to analyse media texts (For example, Film Analysis) in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

### Unit 1

In this unit, students develop an understanding of what audiences want and the construction of meaning and representation in different media forms. It looks at how media creators communicate to the audience using codes and conventions and the construction of meaning in media texts.

Upon completing this unit, the student should be able to explain how media representations in various media products and forms and from different periods, locations and contexts are constructed, distributed, engaged with, consumed and read by the audience. Use the media production process to design, produce and evaluate media representations for specified audiences in various media forms and analyse the structural features of Australian fictional and non-fictional narratives in two or more media forms consumed and read by the audience.

### Unit 2

In this unit, students further develop an understanding of the concept of narrative (storytelling) in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital formats.

Upon completion of this unit, the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms, apply the media production process to create, develop and construct narratives and discuss the influence of new media technologies (EG: Social Media) on society, audiences, the individual, media industries and institutions

### Assessment:

The tasks which will be completed in this subject include:

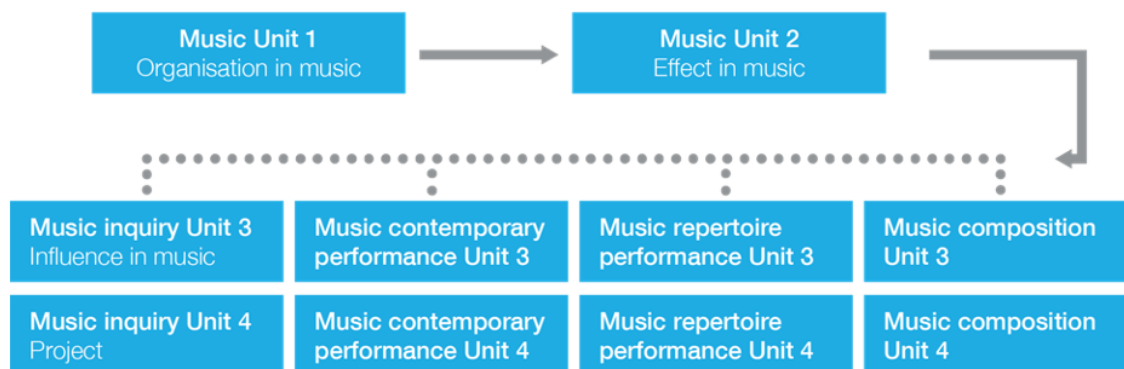
- Research folio
- Text Response\Analysis
- Media Production (Film, Photography, Radio, Digital or Print)
- Product Design Plan

## Music Performance

### Structure

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is:



VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their learning about music as a social and cultural practice.

In this study, students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

For more information on the above units, please see the VCE Music Study Design (2023 – 2027)

#### Unit 1

In this unit, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding of their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with how music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

#### Unit 2

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how the effect can be created. Through creating their music, they reflect this exploration and understanding.

Students prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

### Assessment

- Performance of selected works
- Technical work that addresses challenges in performance
- Music Language (Written/Aural)
- Original Composition/Improvisation (Unit 2 only)

**\*\*Students MUST be having individual lessons on their chosen instrument to undertake these units of work.**

**Future Career Pathways:** Performer, Teacher, Orchestral Member, Manager, Composer, Band Member, Music Therapy

## Physical Education

The subject is very theoretical and typically consists of 4 theories and one practical class per week. Students complete practical laboratories linked to theoretical concepts and the assessment tasks.

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

### Unit 1

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students evaluate the movement's social, cultural and environmental influences using a contemporary approach. They consider the implications of using legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise each system's risk of illness or injury.

### Unit 2

This unit develops students' understanding of physical activity, sports and society from a participatory perspective. Students are introduced to types of physical activity, and the role participation in physical activity and sedentary behaviour plays in their health and wellbeing and other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers and barriers to physical activity and how opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### Assessment



## Unit 1

The core assessment task for Outcomes 1 and 2 is:

- A written report analysing participation in at least four physical activities demonstrates how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- A practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- A case study analysis
- A data analysis
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- A physical simulation or model
- An oral presentation such as a podcast, debate
- A written report
- Structure questions

When teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

## Unit 2

For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

The assessment task for Outcome 1 is:

- A written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.

Suitable tasks for assessment of Outcome 2 may be selected from the following:

- A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- An oral presentation
- A written report

When teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

**Future Career Pathways:** VCE Physical Education prepares students for the health sciences, exercise science and education, providing valuable knowledge and skills for participating in sporting and physical activity pursuits to develop as critical practitioners and lifelong learners. Paramedic, Nurse, Physiotherapist, Exercise Physiologist, Myotherapy, Chiropractor, Physical Education and Health Teacher, Sports Coach, Police Officer, Fitness Instructor and Dietitian

## Systems Engineering

Unit 1 and 2 Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience.

This study can be applied to various engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, Electrotechnology, robotics, pneumatics, hydraulics, and energy management. Systems Engineering considers the interactions of these systems with social and natural ecosystems.

VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

### Unit 1: Introduction to Mechanical Systems

#### Sub-topics

- Fundamentals of mechanical system design
- Producing and evaluating mechanical systems

### Unit 2: Introduction to Electrotechnology Systems

#### Sub-topics

- Fundamentals of Electrotechnology system design
- Producing and evaluating Electrotechnology systems

#### Assessment

- Folio and Application of design process
- Practical projects and demonstrations
- Exam

**Future Career Pathways:** Industrial, Product, Interior and Exhibition Design, Engineering, Fashion, Furniture, Jewelry, Textile and Ceramic Design at Both Professional and Vocational Levels.

## Psychology

Unit 1 and 2 Psychology is a broad discipline that incorporates the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

### Unit 1: How are behaviour and mental processes shaped?

#### Key Knowledge:

- The complexity of psychological development
- Defining and supporting psychological development
- Role of the brain in mental processes and behaviour
- Brain plasticity and brain injury
- Analysis of scientific evidence and communication

### Unit 2: How do internal and external factors influence behaviour and mental processes?

#### Key Knowledge:

- Social cognition
- Factors that influence individual and group behaviour
- Perception
- Distortion of perception
- Student-directed research investigation

#### Assessment:

The College determines Unit 1 and Unit 2 Assessment. It will include:

- Folio of class work and practical activities
- School Assessed Coursework, including tests, reports and media analysis/response
- Empirical Research Activity
- School-Based Exams

**Future Career Pathways:** Psychologist, Counsellor, Social Worker, Teacher, Childcare or Aged Care, or any career which involves working with, understanding or leading others.

## Visual Communication and Design

The Visual Communication Design study examines how visual language can be used to convey ideas, information and messages in communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality and social, environmental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the study, students explore manual and digital methods to develop and refine presentations.

### Unit 1: Introduction to Visual Communication Design

Students create drawings for different purposes using a range of drawing methods, media and materials; select and apply design elements and design principles to create visual communications that satisfy stated purposes, and describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

### Unit 2: Applications of Visual Communication within Design Fields

Students create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field; manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright; and apply stages of the design process to create a visual communication appropriate to a given brief.

#### Assessment:

Assessment tasks could include any of the following types of tasks:

- Folio of observational, visualisation and presentation drawings created using manual and digital methods
- Final presentations created using manual and digital methods
- A written report of a case study
- Annotated visual report of a case study
- Oral report of a case study supported by written notes and visual materials
- Folio of technical drawings created using manual and digital methods
- Written and oral descriptions and analysis of historical and contemporary design examples
- Folio demonstrating the design process created using manual and digital methods

Final presentations of visual communications

**Future Career Pathways:** Advertising, Graphic Design, Photography, Digital Media Artist, Cartoonist, Architecture, Marketing.

**VCE-Vocational Major Subject Options for Year 10 Students****Personal Development Skills (PDS) Unit 1 & 2**

VCE Vocational Major Personal Development Skills (PDS) Unit 1 and Unit 2 takes an active approach to personal development, self-realisation and citizenship by exploring the relationships between individuals and their community.

PDS focuses on health, wellbeing, community engagement and social sciences while providing a framework for students to reach their potential.

Students explore concepts of leadership, self-management, project planning and teamwork to support them in their work, community, and personal environments. In PDS, students will engage in large community-based projects to demonstrate teamwork, organisation, and leadership skills.

**Unit 1: Health Individuals**

Unit 1 PDS focuses on developing personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of their health and wellbeing. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities plus the health and wellbeing of individuals. Students will use these findings to enhance an understanding of community cohesion, engagement and how a sense of identity may impact outcomes in different contexts.

**Areas of Study**

Area of Study 1: Personal identity and emotional intelligence

Area of Study 2: Community health and wellbeing

Area of Study 3: Promoting a healthy life

**Assessment:**

Students will be assessed in various ways, including:

- reflective journals
- case studies
- performances
- debates
- oral presentations
- structured questions
- digital presentations and reports
- Research tasks
- Project plans and proposals
- Community-based projects

**Unit 2: Connecting with Community**

Unit 2 PDS focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will investigate different types of communities in our society. They will look at the relationships between active citizenship, empathy, and cultural connection. Students then explore various ways to problem solve within the community to help improve society.

**Area of Study**

Area of Study 1: What is community?

Area of Study 2: Community cohesion

Area of Study 3: Engaging and supporting the community

**Assessment:**

Students will be assessed in various ways, including:

- reflective journals
- case studies
- performances
- debates
- oral presentations
- structured questions
- digital presentations and reports
- Research tasks
- Project plans and proposals
- Community-based projects

**Future Career Pathways:** 2023 By completing Personal Development Skills, students will develop the ability to self-reflect, independently research, engage in critical and creative thinking, work in teams, develop presentation and leadership skills and take collaborative action. Students extend their capacity to understand and connect with the world they live in, which helps build their potential to be resilient and capable citizens. The skills developed in PDS will support students in every career pathway they pursue beyond school.

## In School VET Course Options for Year 10 Students

# VCE/VET Health Support Services

## Certificate II in Health Support Services

### COURSE OUTLINE:

<b>Training Provider:</b>	Antrick Education
<b>Course Code:</b>	HLT23215
<b>Location:</b>	CESC
<b>Duration:</b>	1 Year Program
<b>VCE Day/Time:</b>	Wednesday: 2:00pm – 5:00pm
<b>VCE-VM Day/Time:</b>	Friday: 8am – 12pm



### Year 10, Year 11 & Year 12 VCE & VCE-VM Students

#### Description:

The program reflects industry and student demand for qualifications in the health and community sectors. The program includes a nationally recognised First Aid certificate and covers key employability skills that are transferable to any industry.

Throughout the program students will complete practical sessions in our working ambulance, participate in skill building workshops, theory sessions, which involve working on real case studies and complete a community project of their choice.

#### Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

**Year 10:** Students will be eligible for a minimum of two credits towards to your VCE, if they complete both years successfully or a minimum of three credits towards your VCE-VM, if they complete both years successfully program.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a **study score**. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE-VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

#### Units of Study: 1<sup>st</sup> Year

- Work with diverse people.
- Respond effectively to behaviours of concern.
- Participate in the workplace health and safety.
- Conduct manual tasks safely.
- Assist with movement.
- Comply with infection prevention and control policies & procedures.
- Use business technology.

- Communicate and work in the health or community services.
- Work effectively with others.
- Contribute to team effectiveness.
- Organise & complete daily work activities.
- Maintain a high standard of service.
- Provide First Aid.

### **Structured Workplace Learning**

The VCAA mandates SWL. All students must undertake a minimum of 80 hours of SWL for the VCE VET Health Support Services program. SWL should be spread across the duration of the training program.

#### **Learning Areas:**

- Communication
- Teamwork
- Customer service
- Work Health and Safety
- Organising work activities
- Business Technology

#### **Job Opportunities:**

- Health Support Service Attendant
- Allied Health Assistant

#### **Further Study:**

- Certificate III in Health Service Assistance
- Certificate IV in Mental Health
- Diploma of Nursing

**Please note:** These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.



# VCE/VET Business

## Certificate III in Business

### COURSE OUTLINE:

<b>Training Provider:</b>	IVET
<b>Course Code:</b>	BSB30120
<b>Location:</b>	CESC
<b>Duration:</b>	2 Year Program
<b>Day/Time:</b>	Wednesday: 2:00pm – 5:00pm



### Year 10, Year 11 & Year 12 VCE & VCE-VM Students

#### Description:

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills postsecondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

#### Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students

**Year 10:** Students will be eligible for a minimum of four credits towards to your VCE, if you complete both years successfully or a minimum of three credits towards your VCE-VM, if you complete both years successfully program.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a **study score**. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE-VM:** Students will be eligible for a minimum of four credits towards your VCE-VM.

#### Units of Study: 1<sup>st</sup> Year & 2<sup>nd</sup> Year

- Organise personal work priorities.
- Assist with maintaining workplace safety.
- Engage in workplace communication.
- Work in a team.
- Use inclusive work practices.
- Use business software applications.
- Design and produce business documents.
- Design and produce spreadsheets.
- Create electronic presentations.

- Use digital technologies to communicate in a workplace.
- Support personal wellbeing in the workplace.
- Apply critical thinking skills in a team environment.
- Participate in sustainable work practices.
- Write simple documents
- Organise workplace information.

### Structured Workplace Learning (SWL)

The VCAA mandates SWL. All students undertake a minimum of 80 hours of SWL for the VCE/VET Business program. SWL should be spread across the duration of the training program.

#### Learning Areas:

- Communication in the workplace
- Business technology use
- Customer Service
- The business industry
- Producing workplace documents
- Environmental sustainability

#### Job Opportunities:

- Administration
- Office Assistant
- Customer support
- Sales representative

#### Further Study:

- Diploma in Business
- Bachelor of Business

**Please note:** These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

# VCE/VET Information, Digital Media & Technology

## Certificate III in Information Technology

### COURSE OUTLINE:

**Training Provider:** IVET

**Course Code:** ICT30118

**Location:** CESC

**Duration:** 2 Year Program

**1<sup>st</sup> Year Day/Time:** Wednesday 2:00pm – 5:00pm

**2<sup>nd</sup> Year Day/Time:** Thursday 2:00pm – 5:00pm



### Year 10, Year 11 & Year 12 VCE & VCE-VM Students

#### Description:

The Certificate III qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an ICT user.

The course will cover IT hardware, operating systems and the fundamentals of network administration within a contextualisation of Cyber Security.

#### Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

**Year 10:** Students will be eligible for a minimum of four credits towards your VCE, if they complete both years successfully or a minimum of three credits towards your VCE-VM, if they complete both years successfully program.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a **study score**. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE-VM:** Students will be eligible for a minimum of four credits towards your VCE-VM.

#### Units of Study: Years 1 & 2

- Determine and action network problems.
- Create user documentation.
- Evaluate characteristics of cloud computing solutions and services.
- Install and manage network protocols.
- Implement systems software changes.
- Administer network peripherals.
- Run standard diagnostic tests.
- Provide basic system administration.

- Install and optimise operating system software.
- Provide ICT advice to clients.
- Configure and administer a network operating system.
- Work and communicate effectively in an ICT environment.
- Participate effectively in WHS communication and consultation processes.
- Implement and monitor environmentally sustainable work practices.
- Provide network systems administration.
- Install, configure and secure a small office or home office network.
- Identify and use current industry specific technologies.

### Structured Workplace Learning

The VCAA mandates SWL. All students must undertake a minimum of 80 hours of SWL for the VCE VET Information, Digital Media and Technology program. SWL should be spread across the duration of the training program.

#### Learning Areas:

- Safe and sustainable practices
- Common software applications
- Hardware and peripherals

#### Job Opportunities:

- ICT Support
- Help Desk Operator
- Computer Forensics
- IT Systems Administrator
- Cyber Security Specialist
- Security Analyst
- Security System Programmer
- Cyber Security Engineer

#### Further Study:

- Certificate IV in Cyber Security
- Advanced Diploma of Cyber Security
- Bachelor of Cyber Security

**Please note:** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

# VCE/VET Sport & Recreation

## Certificate III in Sport & Recreation

### COURSE OUTLINE:

**Training Provider:** IVET Institute

**Course Code:** SIS30115

**Location:** CESC

**Duration:** 2 Year Program

**Day/Time:** 1<sup>st</sup> Year Wednesday 8:00am – 12:00pm

2<sup>nd</sup> Year Wednesday 12:30pm – 4:30pm



### Year 10, Year 11 & Year 12 VCE & VCE-VM Students

#### Description:

Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport & Recreation industry.

#### Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

**Year 10:** Students will be eligible for a minimum of four credits towards to your VCE, if you complete both years successfully or a minimum of three credits towards your VCE-VM, if you complete both years successfully program.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a **study score**. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE-VM:** Students will be eligible for a minimum of four credits towards your VCE-VM.

#### Units of Study: 1<sup>st</sup> Year

- Develop and extend critical and creative thinking skills.
- Participate in workplace health & safety.
- Conduct non-instructional sport, fitness or recreation session.
- Provide first aid.
- Respond to emergency situations.
- Use social media tools for collaboration.
- Participate in conditioning for sports.
- Provide a quality service.
- Provide equipment for activities.
- Conduct sport, fitness or recreation events.

**Units of Study: 2<sup>nd</sup> Year**

- Participate in WHS hazard identification, risk assessment & risk control.
- Educate user groups.
- Plan and conduct programs.
- Conduct sport coaching sessions with foundation level participants.
- Facilitate groups.

**What to bring:**

Students will need to wear runners and PE uniform to each session, as well as bring a hat and sunscreen.

**Structured Workplace Learning**

The VCAA mandates SWL. All students must undertake a minimum of 80 hours of SWL for the VCE VET Sport & Recreation program. SWL should be spread across the duration of the training program.

**Learning Areas (Depending on pathway/focus):**

- Planning a session & facilitating groups.
- Conduct warm-up and cool-down programs.
- Safety & the sport environment.
- Social media & creative thinking.
- Sports injuries.
- Sports & business technology.

**Job Opportunities:**

- Pool lifeguard
- Sports retail roles
- Sports trainer
- After school sports programs
- Recreation officer
- Sports and recreation attendant
- Leisure services officer
- Sports coaching roles
- Outdoor recreation roles

**Further Study:**

- Certificate IV in Fitness (SIS40215)
- Diploma of Sport & Recreation (SIS50712)
- Bachelor of Sport & Outdoor Recreation

**Please note:** These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

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## Subject Selection Dates


Students should use this booklet combined with information obtain during these events:

- Year 9 into Year 10 Subject Selection Assembly July 12<sup>th</sup>, 2022
- Years 9 to 11 Information Evening July 12<sup>th</sup>, 2022
- Year 9 to 11 Subject Expo July 12<sup>th</sup> 2022

To complete the hardcopy "*Year 10 2023 Subject Selection Form*".

The completed form should be brought to your Course Selection Appointment:

- Course Selection Appointment Bookings **Open** July 13<sup>th</sup>, 2022
- Course Selection Appointment Bookings **Close** July 21<sup>st</sup>, 2022
- **Course Selection Appointments (HG's 9I to 9O)** **August 1<sup>st</sup>, 2022**
- **Course Selection Appointments (HG's 9A to 9H)** **August 3<sup>rd</sup>, 2022**



## 2023 YEAR 10

### Subject Selection Form

Name: ..... CASES CODE:.....

2023 Home Group .....

Career Field of Interest (ONLY if known): .....

2022 English/EAL \_\_\_\_\_ Maths \_\_\_\_\_ Special Program \_\_\_\_\_

SUBJECT PREFERENCE SELECTIONS***	Subject Name
Preference 1—Humanities Elective (Compulsory)	
Preference 2—Science Elective (Compulsory)	
Preference 3—VCE / VM Unit 1 & 2 Elective (Optional - identified students only)	
Preference 4—VET (Optional—identified students only)	
Preference 5	
Preference 6	
Preference 7	
Preference 8	
Please list additional choices below in the event that any preference above is not available.	
Reserve 1— Humanities Elective	
Reserve 2—Science Elective	
Reserve 3— VCE / VM Unit 1 & 2 Elective (Optional - identified students only)	
Reserve 4— VET (Optional—identified students only)	
Reserve 5	
Reserve 6	
Reserve 7	
Reserve 8	