



Year 10

Curriculum Handbook

Drouin Secondary College



DROUIN
SECONDARY
COLLEGE

OUR VISION AND VALUES

Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing, global community.

We believe each core value can be expressed simply in the following statements:

ACHIEVEMENT

- We value and pursue excellence
- We encourage critical thought and questions
- We have a growth mindset
- We are risk takers and problem solvers
- We make connections between learning in different contexts

RESPECT

- We build positive relationships
- We are not afraid to express ourselves
- We show compassion for ourselves and others

COMMITMENT

- We value effort and endeavour
- We are resilient
- We seek joy in learning
- We seek to understand ourselves as learners

COMMUNITY

- We build partnerships with our community
- We embrace diversity
- We help each other
- We are lifelong learners

Principal's Message



Dear Students, Parents, Guardians and Carers,

At Drouin Secondary College we are committed to providing all students with a high-quality education which prepares them to be successful in a global community. Student learning and wellbeing are at the centre of everything we do. We emphasise the power of a strong partnership between our students, staff, parents and the local community. Drouin Secondary College prides itself on developing an enduring enthusiasm for learning, together with a strong work ethic and community spirit. Our four core values of Achievement, Respect, Commitment and Community are integral in our day-to-day life at the College.

Students should use the information within this handbook to plan their future pathway by selecting combinations of subjects that meet their interests and lead to their intended career and post-school studies at tertiary institutions. As a parent or guardian, you can assist your child with this process. Students will be provided with individual access to course counselling and advice from experienced practitioners in this area.

For parents, it is crucial that you discuss the options available with your son and/or daughter to support the selection process. An essential element of these course discussions is the consideration of all options and potential pathways through the final years of secondary education and beyond. It is vitally important that all students consider a range of options before deciding on subject selections and participate in both course interviews, plus also meet with careers staff to discuss future pathways.

We wish all our students well in their course selection process and look forward to working with all our students and families in 2024.

A handwritten signature in blue ink, appearing to read 'Elizabeth Godwin'.

Elizabeth Godwin | College Principal

Assistant Principal's Message



Dear Students, Parents, Guardians and Carers,

At Drouin Secondary College we offer a variety of academic programs to cater for the individual learning needs of our students. Our goal is to ensure every student who leaves Drouin, achieves a quality destination. We define a quality destination as tertiary study, apprenticeships, traineeships or employment with a long-term future. Our role as educators is to help students, with the support of their families to make choices and develop skills that will assist them to find their own fulfilling pathway.

Year 10 is an important year for our students as it is the transition year between junior and senior pathways and provides the building blocks for a successful senior school experience. The process of subject selection can be an exciting but challenging time. Students should use the information within this handbook to plan their pathway and should consider the following questions when thinking about their options:

- *What are my strengths and interests?*
- *What am I good at?*
- *What careers am I interested in?*
- *What University and TAFE courses interest me?*

We always recommend opting for a course that keeps your options open. As always, if you have any questions, please don't hesitate to contact me at the College or our expert Careers & Pathways Team.

I wish you well in your choices.

A handwritten signature in black ink, appearing to read 'Leokardia Lilikakis'.

Leokardia Lilikakis | Assistant Principal

Year 10 Learning Programs 2024

The Year 10 program combines core subjects that ensure students maintain a broad range of pathway options, with allowing students to begin to specialise and accelerate in specific areas of interest in preparation for their continued education through to Year 12 and beyond.

Whilst Mathematics, English, Science, Humanities and Health / Physical Education are compulsory, Year 10 is primarily an elective based program. Year 10 students are encouraged to undertake a VCE accelerated subject, as it offers a valuable insight into the VCE experience and prepares them for a full VCE or VCE Vocational Major program in subsequent years.

Year 10 Core Subjects

All Year 10 students will undertake the CORE subjects over the course of the year. English and Mathematics will run all year whilst Health/PE, Humanities and Science run on a semester basis.

English	Mathematics	Health/Physical Education	Humanities	Science
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Year 10 Elective Program

The elective program allows students to explore a wide range of electives whilst engaging in the core subjects, allowing them to investigate their choices and strengths before committing to a senior pathway.

Core Subjects		5 x Electives
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Year 10 VCE Accelerated Program

The accelerate program allows students to begin their Senior VCE program by choosing a VCE subject they are confident in. Students should carefully consider which VCE subject they would do early and have evidence that they would be successful in by application.

Core Subjects	1 x VCE Subject	3 x Electives
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Year 10 VET Program

A VET course of study provides students with the opportunity to explore an area of interest whilst developing general work-related competencies and the skills required for a particular industry. **Further information will be released regarding the criteria and application after Course Counselling.**

Core Subjects	1 x VET Subject	3 x Electives
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Year 10 Applied & Vocational Pathway

This pathway is designed for students who are considering the VCE Vocational Major (VCE-VM) or a vocational pathway afterschool. This program is an applied learning program where students if it is appropriate for them will be able to complete a VET course of their choice and a possible work placement. **Further information will be released regarding the criteria and application after Course Counselling.**

Overview - SAMPLE

Semester One	English	Mathematics	Science	Health/PE	Elective	VCE/VET/Elective
Semester Two	English	Mathematics	Humanities	Elective	Elective	VCE/VET/Elective

Year 10 Core Subjects

English

The ability to question and critically examine the variety of texts we are bombarded with in our everyday lives is a skill that underpins any future pathway. Year 10 English supports students to ask questions of their own place in the world and engage with a variety of text types so they can develop confidence in communicating their views in a wide range of contexts.

Students will:

- Learn to write analytically, persuasively and create their own texts
- Read and view a range of texts on a selected theme
- Engage in discussion and expression of their ideas and opinions about the world around them

Humanities – Historical Studies

In Year 10 Humanities we unpack Australia's participation in World War 2 and the war in Europe and the Pacific and the effect this war had on the modern world. Students will analyse key battles and warfare strategies. Life in Australia will during these periods will be discussed focusing on the debates surrounding propaganda and conscription. Students will look into the changing relationships Australia had with the stakeholders of the world.

Students will:

- Analyse the different perspectives of people in the past and the causes and effects of significant historical events including WW1 and WW2.
- Develop historical empathy through the detailed analysis of the Holocaust

Health and Physical Education

Health & Physical Education places an emphasis on students learning new ways to move their bodies to promote positive health outcomes. Students will investigate ways to monitor their fitness, physical health and goal setting skills. Students will further investigate respectful relationships and explore Youth Health issues such as sex education and safe partying.

Students will:

- Participate in practical lessons as well as theory classroom-based lessons across the timetable.
- Develop a positive relationship with movement to adopt a healthy lifestyle.
- Develop leadership skills that can be utilised outside the classroom.
- Develop skills to have respectful relationships with those around them and apply learnings to potential intimate relationships.

Mathematics

Mathematics provides students with essential knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students will:

- Develop mathematical, ICT and numeracy skills that address individual student pathways.
- Apply mathematical knowledge and skills to investigate, analyse and solve practical problems through problem solving.

Science

Scientific knowledge allows us to develop new technologies, solve practical problems and make informed decisions. This subject gives students the opportunity to build experimental skills while studying a range of engaging topics, such as chemistry, environmental science, genetics, evolution, and physics. Students will also be challenged to use critical and creative thinking when solving real-world problems

Students will:

- Explore various fields of science
- Conduct research and hands-on experiments

Year 10 Electives

The elective program allows students to explore a wide range of electives whilst engaging in the core subjects, allowing them to investigate their choices and strengths before committing to a senior pathway.

English

Creative Writing and Literature

Do you like writing fiction, or would like to but don't yet know how? This elective provides an opportunity to grow your creative writing skills and learn the tips and tricks of your favourite authors. This elective also provides students with the opportunity to enhance their close reading and creative writing skills required for VCE English and Literature.

Students will:

- Read literary works such as short stories and excerpts from novels, plays and screenplays, and use them as models for their own writing.
- Workshop their writing to improve their stories and can enter a range of short story competitions.

Recommended Skills:

- Passion for reading and writing.

Future Pathways

- VCE English and Literature.

Additional information

- Course cost: \$0

Humanities

Big History

Do you want to unravel the mysteries of the Universe? Would you care to know more about the history of space, the earth, and humankind? Combining scientific inquiry and historical investigations, Big History tells the story of the Universe starting from the Big Bang, the formation of stars, planets, life on Earth, modern civilization — and what might exist in the future.

Students will:

- Investigate our understanding of the Universe
- Explore evolution and the lives of the first humans
- Research and examine human history through ancient to modern times

Recommended Skills:

- A curiosity and desire to know more
- Critical thinking and engaging with both scientific and historical content
- An ability to question where our knowledge comes from

Future Pathways

- This elective leads to VCE History

Additional information

- Course cost: \$0
- Excursions: - we will attempt to get students to a museum or other venue to view and interact with some primary sources and experts.

Geography

Geography focuses on cultural immersion, where students will learn about a country's culture and issues. The study also focuses on why some countries are socially, economically or environmentally "better off" than others. The major areas of study are Sub-Saharan Africa, Southeast Asia, the Middle East and Australia, in a comparison of developing and developed nations. The course will include an excursion. This is a Humanities based subject covering the essential aspects of Cultural History, Geography and Human Wellbeing. Other areas assessed are Civics and Citizenship – becoming a global citizen. What a fantastic way to learn and make a difference to the world!

Students will:

- Develop an understanding of location of countries and their particular characteristics and cultures.
- Have an understanding of developing and developed countries
- Examine the Human Wellbeing and Happiness index

Recommended Skills:

- The capability to think critically.
- The ability to analyse the world to identify and explore patterns

Future Pathways

- VCE Geography

Additional information

- Course cost: \$0
- However, there will be a small cost for an excursion

Freedom and Rights

This course introduces students to the concept of rights and freedoms, as originally guaranteed through the United Nations Declaration of Human Rights (1948), and how key social groups challenged for recognition of their rights. Case studies of Aboriginal Australians and South Africa's apartheid regime will be examined.

Students will:

- Explore the introduction of the Nations Declaration of Human Rights (1948)
- Take an in-depth look into the Indigenous Australians fight for equal rights and freedoms, making comparisons to that of the US Civil Rights movement.
- Examine the South African Apartheid.

Recommended Skills:

- The capacity to think critically and engage with interesting content.
- Good research skills
- The ability to analyse primary and secondary sources

Future Pathways

- VCE History
- VCE Legal Studies

Additional Information

- Course cost \$0

Managing Money

Do you enjoy learning about how to make more money? Does starting your own business interest you? Managing Money allows you to learn how to save up your money, invest responsibly and learn how to create an engaging business plan.

Students will:

- Create different saving goals.
- Examine different types of interests
- Investigate debt and loans.
- Investigate young entrepreneurs

Recommended Skills:

- Interested in learning about saving money
- Interested in making more money
- A business mindset

Future Pathways

- VCE Business Management
- VET Business

Additional Information:

- Course cost: \$0

Law and Order

Who makes the law in Australia? How are laws effective? How do we change the law? These are just some of the questions students will unpack in Law & Order. Students examine current challenges to our socially cohesive society by exploring and analysing Organised Crime and Outlaw Motorcycle Gangs whilst also examining high profile criminal cases and the courts who determine the guilt of offenders.

Students will:

- Investigate what happens after a crime has occurred
- Take an in-depth look into criminal law.
- Research the life of a prisoner
- Investigate alternative ways to punish an offender.

Recommended Skills:

- Investigative skills
- An interest in learning about crime.
- The capacity to think critically and use only the evidence before them to make judgements.

Future Pathways

- VCE Legal Studies
- VCE Sociology

Additional Information

- Course cost: \$0

Sociology

Sociology is a social science that focuses on society, human social behavior, patterns of social relationships, social interaction, and aspects of culture associated with everyday life. Sociology can lead to work with social groups such as in culture resource management and community development or work with minority and ethnic groups. It can lead to work in fields that address issues such as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care

Students will:

- Investigate the concept of ethnicity and how has it impacted modern Australia
- Unpack what it means to be an active citizen; the impact of protests and social justice
- Examine deviance and crime

Recommended Skills:

- Can critically reflect on their own and others' approaches to understanding the social world
- Enjoy exploring a wide range of material and media
- Can debate topics with an open mind

Future Pathways

- VCE Historical Studies
- VCE Sociology
- VCE Legal Studies

Additional information

- Course cost: \$0

Languages

French

The study of French at Year 10 builds upon the student's cultural and language skills and continues to consolidate learning a develop the ability to communicate effectively. Students will study topics that are relevant to life, whilst discovering and comparing them to life in France and other Francophone nations.

Each unit incorporates all aspects of language learning including; listening, speaking, reading and writing, whilst simultaneously exploring culture to develop language in authentic ways and learning the cultural connections between people and language. The class will integrate a range of learning activities including; reading, writing, speaking and listening tasks, as well as games, songs and videos, designed to help retain vocabulary and to gain valuable insight into the global community.

Students will:

- Explore the connection between health and sport
- Examine our personal relationships
- Investigate French vs Australian historical moments

Recommended Skills:

- Discuss our hopes and ambitions for the future
- Curious mind to expand your view of the world
- An inquisitive attitude towards new languages and skills
- A love for all things French

Future Pathways

- VCE French

Additional Information

- Course cost: \$0
- This elective includes the possibility of an excursion/incursion (\$40).
- ***French is a year-long elective***

Japanese

The study of Japanese at Year 10 level builds upon prior learning of Japanese and continues to consolidate learning and develop student's abilities to communicate effectively in the target language. Students are exposed to a range of authentic experiences; participating in cultural exchanges through Kimono workshop and interacting with Japanese students; in class activities; and attending fun and meaningful excursions/incursions. Students will also have opportunities to interact with the Japanese students from Mikikita High School in Japan throughout the course to practise their speaking through language exchange.

Students will:

- Explore Japanese fashion trends & traditional style
- Demonstrate how to navigating the world
- Compare Japanese and Australian school rules & student life
- Investigate part-time jobs & work experience in Japan.

Recommended Skills:

- A positive and inquisitive attitude towards Japanese studies
- Desire to explore new aspects of Japanese language and its culture
- Students are required to be able to demonstrate Hiragana recognition, including altered sound and combination sound, and active use of Hiragana in writing.

Future Pathways

- VCE Japanese

Additional Information

- Course cost: \$0
- This elective includes the possibility of an excursion/incursion.
- ***Japanese is a year-long elective***

Science

Agriculture and Horticulture

On completion of this unit the student should be able to describe and explain a range of elements, including the basic biological aspects which make up agricultural and horticultural systems, and explain the factors influencing their location. Furthermore, student should be able to explain the nutritional and reproductive processes of plants and animals, their application to agricultural and horticultural production systems, and specific biological factors that influence production systems.

Students will:

- Care for animals (chickens, calves and cows)
- Grow vegetables
- Participate in Practicals, excursions and incursions.

Recommended Skills:

- A love of animals
- A curious mind
- Love of the outdoors

Future Pathways

- VCE Agriculture

Additional Information

- Course cost: \$0

Psychology in Action

This unit introduces students to the study of Psychology and the way Psychologists develop an understanding of the way people think, feel and behave. The focus will be the introduction to psychology and personal development.

Topics include: an introduction to psychology, developmental psychology, clinical psychology & forensic psychology. As well as participating in and reporting a number of activities and experiments, students will develop their understanding of the scientific way psychologists investigate real life issues.

Students will:

- Learn how to use the Scientific Method to examine behaviour.
- Evaluate how psychology is applied in real world situations like forensics and development of children.
- Understand how mental illness can impact on a person.

Recommended Skills:

- A curious mind
- An interest in human behaviour

Future Pathways

- VCE Psychology
- Medical health care, personal services, law, management, education

Additional Information

- Course cost: \$0

Environmental Science

Do you care about the quality of our environment, the supply of natural resources and want to preserve the world we live in? If so, then study environmental science and learn more about the conditions of our environment and the science behind its interactions. Environmental science is an interdisciplinary unit that incorporates biological, physical and chemical sciences relating to organisms and their environment.

Students will:

- Focus on the diversity in ecosystems and understanding populations
- Learn about water and land sustainability and energy resources
- Learn about the complexity of human impact on the environment and the influence of the environment on humans.

Recommended Skills:

- An interest in the environment
- Love of the outdoors
- An enquiring mind

Future Pathways

- VCE Chemistry
- VCE Biology
- VCE Environmental Science

Additional Information

- Course cost: \$0

Science for Scientists

Do you like Science? If so, then you will love this elective. This unit complements and completes the study of Year 10 Science and helps prepare students who are planning to continue with VCE Science (Chemistry, Physics and Biology).

Students will:

- Conduct experiments and study Chemical Reactions
- Examine the theory of Evolution
- Investigate Energy

Recommended Skills:

- A curious mind
- A love of all things Science
- Ability to work collaboratively in the laboratory

Future Pathways

- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Agriculture and Horticulture
- VCE Environmental Science

Additional Information

- Course cost: \$0

The Arts

Dance

In this unit students will have a sequential introduction to dance, exploring more advanced dance skills, improvisation, sophisticated choreographic principles and dance terminology. The skills learnt in the unit will be used to create both solo and group works. Students are also required to view and write a performance evaluation on both a professional performance and a performance presented by their peers.

Students will:

- Develop interpersonal skills through group work and by participating in a range of team building and focusing activities.
- Develop their creative thinking by sharing and compromising arrange of ideas in brainstorming and performance
- Complete a performance in front of their peers.

Recommended Skills:

- Willingness to participate in practical workshops
- Ability to document and maintain a journal of notes, diagrams, annotations, evaluations relevant to the practical activities
- Ability to demonstrate an understanding of the importance of planning, rehearsal and performance works
- An ability to work independently and in teams

Future Pathways

- VCE Dance
- VET Dance

Additional Information

- Course cost: \$0
- This is a practical subject. Students should come to physically participate

Drama

In this unit students will have the opportunity to further develop their interests in performance and the fascinating world of Drama and Theatre. They will discover how a show is run and the technical requirements for putting a show together. Students will delve into some of the main Theatrical Styles. Year 10 Drama gives a taste of VCE 'Theatre' (narrative performance) by exploring different theatre styles and producing a play.

Students will:

- Will be required to write a performance evaluation on a professional performance and/or a performance presented by their peers.
- Students will work towards a major ensemble performance with the goal of presenting to family and friends

Recommended Skills:

- Willingness to perform to an audience in a class setting
- Ability to document and maintain a journal of notes, diagrams, annotations, designs and evaluations relevant to the practical activities
- Ability to demonstrate an understanding of the importance of planning, rehearsal and performance works
- An ability to work independently and in teams

Future Pathways

- VCE Drama
- VCE Theatre Studies

Additional Information

- Course cost: \$0
- This is a practical subject. Students should come prepared to physically participate.
- A performance out of school hours is the main assessment and is therefore compulsory.
- There may be an excursion to see professional theatre. Approximate cost \$25 plus myki.

Music: Ensemble

Performance

Students will make small ensembles, from duos and trios to larger 4 and 5-piece rock bands and create, practice and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skills and awareness of stylistic conventions.

Students will

- Study varying ensemble configurations and analyze and evaluate a range of performances and compositions to inform their own music making
- Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
- create, practice and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions

Recommended Skills:

- Willingness to create ensembles
- Willingness to rehearse and present polished performances
- Willingness to analyze and evaluate a range of performances and compositions
- Willingness to increase technical and expressive skills
- Willingness to develop and apply aural awareness to practical performance skills

Future Pathways

- VCE Music Repertoire
- VCE Music Contemporary Performance
- VCE Music Inquiry
- VCE Music Composition

Additional Information

- Course cost: \$0
- There may be an excursion to see professional musical performance. Approximate cost \$25 plus myki.
- There may be school and community performances

Music: Composition and Performance

Students will explore the organisation of sound in music to create expressive outcomes and prepare repertoire, either solo or ensemble, for performance and presentation.

Students develop critical listening skills to engage with analysis and composition in notated and/or digital media.

Students will:

- Explore the organization of sound in music to create expressive outcomes through both performance ensembles and compositions.
- Develop critical listening skills and analyze compositional techniques used by composer.
- Compose works in a range of styles and traditions.
- Study will develop their understanding of how composers use ideas, stimuli and creative processes to create their own music.

Recommended Skills:

- Willingness to create compositions using traditional scoring methods and digital media.
- Willingness to compose works with a view to performing one's own composition.
- Willingness to use digital media skills to create original works.
- Willingness to create and develop a folio of compositions in a range of styles.

Future Pathways

- VCE Music Repertoire
- VCE Music Contemporary Performance
- VCE Music Inquiry
- VCE Music Composition

Additional Information

- Course cost: \$0
- There may be an excursion to see professional musical performance. Approximate cost \$25 plus myki.
- There may be school and community performances

Visual Communication Design

Students will learn to convey ideas and information to an audience through visual language. Students will develop conceptual and aesthetic understandings about design solutions in the world around them, with emphasis on communication and industrial design. By the end of the unit students will be able to show how visual communications have been influenced by past and contemporary design eras.

Students will:

- Students will explore a variety of drawing mediums and techniques including coloured and graphite pencil rendering, technical drawing and computer-generated designs.
- Deconstruct and dissect various visual communications in three fields of design
- Use the design process and a range of critical and creative thinking skills to design specified tasks according to a given brief

Recommended Skills:

- Openness to think outside the square and take informed risks with own designs
- Learn and use design language and terminology when analysing existing designs
- Ability to be organised, follow a process and document steps along the way.

Future Pathways

- VCE Visual Communication

Additional Information

- Course cost: \$0

Airbrushing

This unit will expose students to the wide range of creative experiences an airbrush offers and is designed to develop and broaden their skills and confidence. Students undertaking this elective should, on completion, have experienced cut and handheld stencils, double action freehand line, tone, photorealism and black and white portraiture. They should have a folio with work that could be used for tertiary or job interviews. If you intend going on with art, graphic communication, textiles or would like to develop skills to use on ceramics, t-shirts, surfboards, fingernails, make up, cars, bikes etc., this could be the course for you!

Students will:

- Students will focus on learning the basics of Airbrushing.
- Create complex artworks such as: landscapes, street art inspired artworks, and portraits.
- Develop analytical skills used when critiquing artwork.

Recommended Skills:

- Openness to think outside the square and take informed risks with own designs
- Basic drawing skills.
- Williness to explore airbrushing techniques and materials.

Future Pathways

- VCE Creative Practice
- VCE Making and Exhibiting

Additional Information

- Course cost: \$0

2D Art

This subject is all about creating 2-dimensional artworks. Different media will be explored before students focus on an area of interest. The emphasis of this unit is upon preliminary exploration, development and refinement of both concepts and ideas. A written research report that examines the work of artists in both Australia and different cultural and historical contexts will be undertaken.

Students will:

- Draw
- Paint
- Experiment with Photography
- Printmaking

Recommended Skills:

- A willingness to explore new art methods such as painting and mixed media
- Ability to work through the design process and ability to collaborate with others in creating displays

Future Pathways

- VCE Creative Practice
- VCE Making and Exhibiting

Additional Information

- Course cost: \$0

3D Art

This subject is all about creating 3-dimensional artworks. Different media will be explored before students focus on an area of interest. The emphasis of this unit is upon preliminary exploration, development and refinement of both concepts and ideas. A written research report that examines the work of artists in both Australia and different cultural and historical contexts will be undertaken.

Students will:

- Experiment with clay
- Use Modrock
- Assemblage

Recommended Skills:

- A willingness to explore new art methods such as mixed media
- Ability to work through the design process and ability to collaborate with others in creating displays

Future Pathways

- VCE Creative Practice
- VCE Making and Exhibiting

Additional Information

- Course cost: \$0

Photography

This unit is for anyone who likes taking photos or looking at photos. Students will develop the skills required to take a great photo, including compositional manipulation to show your audience what you want them to see.

Students will:

- Create a folio of imagery, through the use of design elements, principles and compositional conventions
- Experiment with Darkroom Photography
- Engage with Digital Photography
- Express themselves through Photo manipulation
- Research a range of photographers from different cultures and time periods

Recommended Skills:

- A creative and curious eye
- Ability to self-reflect on processes
- A willingness to explore new photography methods
- Ability to work through the design process
- Ability to collaborate with others in creating displays

Future Pathways

- VCE Creative Practice
- VCE Media
- VCE Making and Exhibiting

Additional Information

- Course cost: \$0

Media

In this unit students study various mediums, such as film, podcast and web design. Students explore media conventions and how they work with the codes to meet audience expectations in regard to genre.

Students will:

- Create a production, such as a short film
- Focus on genre
- Explore stereotypes and analyse advertising
- Understand cause and effect
- Develop analytical skills by analysing films.

Recommended Skills:

- Passion for media
- Ability to work in a group environment
- Willingness to try new programs

Future Pathways

- VCE Media

Additional Information

- Course cost: \$0
- The maturity level of topics studies will be appropriate for students aged 15 and above.

Technology

PDT STEM

Do you like using New and Emerging Technologies like 3D printers, laser printers and electronics to create modern projects. In this class we learn about how to use Engineering principles such as electrical circuits, applied physics and problem-solving skills to solve design problems and build amazing projects. This class is a more academic and technology-based version of the Metal and Wood classes you know and love.

Students will:

- Build and optimise Trebuchets
- Create electronics projects and test our bridge building skills.

Recommended Skills

- Problem solving skills
- Technology skills
- Physics and Electrical circuits knowledge or interests

Future Pathways

- VCE Product Design Technology
- VET Building and Construction
- VET Engineering

Additional Information

- Course cost: \$0

IT Programming

This course builds on Year 9 IT Programming by allowing students to use Visual Basic.NET a widely used computer programming language. You will get to build programs including a currency converter, an interactive quiz, a working sketch pad and your very own web browser. Students can progress to phone App development if they grasp concepts quickly.

Students will:

- Build programming basics using blocks in an application named Scratch
- Be Introduced to event driven programming and decision making
- Learn to develop Programming rules and conventions.

Recommended Skills:

- An interest in Programming and App development.
- Interest in different Programming languages

Future Pathways

- VCE Applied Computing
- VCE Data Analytics

Additional Information

- Course cost: \$0

IT App Design

Ever been looking for an App and can't find it? Well, now you can create it for yourself and if you find a niche market have the potential to make a lot of money!! IT App Design is a subject that has been created to cater for the ever-demanding world of Apps available on all I phones and Androids. This course will involve getting in the world of programming and web development.

Students will:

- Create Apps while considering the market place by understanding computer coding
- Learn webpage layouts.
- Undertake App design and development

Recommended Skills:

- The resilience to solve coding problems that you encounter.
- The ability to design Apps that will be useful to real life people.

Future Pathways

- VCE Applied Computing
- VCE Data Analytics

Additional Information

- Course cost: \$0

PDT Woodwork

This subject uses a range of different timbers to make a series of small projects. This is a lead in to Design and Technology at year 11 and 12. You will learn to use the design process and develop a design brief for an item of household furniture, develop a range of design alternatives, sequence and plan production stages, safely and efficiently construct your project, evaluate and suggest possible modifications to the finished product during the unit. You will also become aware of and use of Design elements and principles in your creations. The course is broken down into 75% practical and 25% theory.

Students will:

- Develop a design brief
- Use selected tools, equipment and materials safely
- Design a project and solve problems associated with it.

Recommend Skills:

- Creativity and Design
- Problem solving
- Learn to use new Technologies

Future Pathways

- VCE Product Design Technology
- VET Trade or Technology courses
- TAFE Trade or Technology studies
- University Trade or Technology studies

Additional Information

- Course cost: \$40

PDT Metalwork

In this course you will learn the fundamentals of metal fabrication through the construction projects using various types of metal. We will learn to safely use specialized equipment including Mig, Arc and Oxygen Acetylene welding equipment, Guillotines, sheet metal folders and a wide variety of other large equipment and hand tools.

Students will:

- Develop their skills and knowledge of the range of tools and equipment
- Design and build metal projects

Recommended Skills:

- Creativity and Design
- Problem solving
- Learn to use new Technologies

Future Pathways

- VCE Product Design Technology
- VET Automotive
- VET Engineering
- VET Plumbing
- University studies in Construction
- TAFE studies in Construction
- Construction Tradesperson

Additional Information

- Course cost: \$40

Textiles: Design and Make It

This is a 'hands on' unit with the focus of designing and making clothing or craft items from fabric. No previous experience is necessary to develop the skills and techniques to produce projects students will be proud of. Students will be in control of projects to showcase creativity and flare.

The framework of Creating Design Solution will guide development of ideas. Fabric techniques such as tie dye, embroidery, applique and fashion sketching will be feature of the unit.

Students will:

- Design and make clothing or craft items with various themes.
- Showcase their creative skills and endeavours while using fabric
- Be in control of their 'hand on' projects.

Recommended Skills:

- A desire to try new skills and techniques when using fabric.
- Show creative flare.

Future Pathways

- VCE Product Design Technology

Additional Information

- No previous experience necessary
- Course cost: \$30

Food Technology

Cafe Cuisine

Do you enjoy preparing and trying café and restaurant quality foods? Do you want to know about how cafes operate? Do you want to know what is happening in the world of hospitality and food in Australia today? Then Café Cuisine is the unit for you! This Foods unit is an excellent choice if you wish to pursue further studies in VCE Food Studies Units 1 to 4 and/or VET Hospitality. It has a strong focus on popular foods currently served in cafes, for breakfast, lunch, morning and afternoon teas. You will cook and taste the key foods in a variety of Year 10 standard dishes. Examples of dishes made may include Double Chocolate Muffins, Vegan Coconut Curry and Vietnamese Chicken Salad.

The unit also has a strong focus on developing and extending your food hygiene, safety skills and knowledge, with a focus on what skills and knowledge are required in the Hospitality industry, and current food trends in the hospitality industry."

Students will:

- Develop and extend food hygiene and safety skills
- Use key kitchen tools and equipment
- Develop skills and knowledge regarding the Hospitality industry
- Research current food trends in the hospitality industry.

Recommended Skills:

- Basic understanding of kitchen hygiene and safety expectations
- Time management and organisational skills

Future Pathways

- VCE Food Studies
- VET Hospitality
- Study or career in Hospitality and Nutrition"

Additional Information

- Course cost: \$100

Global Foods

Do you enjoy eating and learning about food and where it originates from? Then Global Foods is the unit for you! We explore a deeper understanding of the key foods (including cereals, fruits, vegetables, nuts and legumes, meats, seafood, dairy foods and eggs) and explore their physical, sensory and chemical properties, and create dishes that have a cultural basis while understanding the foods significance.

Students will:

- Develop and extend food hygiene and safety skills
- Explore using and tasting key foods of plant or animal origin, their structure, and classification, including cereals, fruits, vegetables, nuts and legumes, meats, seafood, dairy foods and eggs.
- Develop food styling and presentation techniques

Recommended Skills:

- Basic understanding of kitchen hygiene and safety expectations.
- Time management and organisational skills.

Future Pathways

- VCE Food Studies
- VET Hospitality
- Study or career in Hospitality and Nutrition

Additional Information

- Course cost: \$100

Health and Physical Education

Wholistic Movement

Wholistic movement focuses on the development of the individual human being – physically, socially and emotionally. Students will participate in more alternate modes of physical activity including but not limited to Yoga, Pilates, Mindfulness, Tai Chi and Qi Gong. Students will learn to value to significance of the mind and influence it can have over the body and spirit. In Wholistic Movement, students will begin a journey to find their best selves. Students will investigate the links between Physical activity, outdoor environments, and improved health outcomes. Students will develop an understanding of community health with a sense of altruism and investigate and evaluate strategies to help them manage their wholistic health.

Students will:

- collaborate with others and participate in a range of practical activities,
- develop communication skills, and analyse health information and reflect on experiences.

Recommended Skills:

- A creative and curious mind
- Create links for mindfulness and its connection to health
- Creating skills for lifelong healthy minds

Future Pathways

- VCE Health and Human Development
- VCE Physical Education
- Future study in public health promotion, sports coaching, fitness industry

Additional Information

- Course cost: \$0
- Excursion cost TBA

Fitness And Training

Students who have a love for training and improving their own individual fitness levels, this unit is for you. This elective will allow you to design and participate in your own training program, setting your own individual goals and working towards achieving them. Training programs are tailored to the individual and matching your in-class goals to those you are trying to achieve outside of school is very achievable.

Students will:

- Complete pre and post fitness testing
- Design their own individual and tailored training program
- Complete training program independently with gradual progression
- Will make links between sports performance and fitness components

Recommended Skills:

- A motivated learner and an ability to work independently
- Creative mind to design training program tailored to the individual

Future Pathways

- VCE Physical Education

Additional Information

- Course cost: \$95

Pathway Physical Education

This PE subject is targeted at students focused on completing VCE PE as a direct pathway. It is designed to provide students with advanced key skills and knowledge in preparation for VCE PE whilst still participating in a variety of different physical activities and sports. This subject focuses on how sports performance can be improved from a physiological, nutritional, biomechanical and psychological perspective.

Students will:

- Participate in a variety of different sports.
- Investigate biomechanical principles, energy production and psychology involved in sports.
- Propose strategies on how performance can be improved from different perspectives.

Recommended Skills:

- Enjoy participating in sports and physical activities
- Enjoy learning about the science behind sports performance
- A curious mind and willingness to learn

Future Pathways

- VCE Physical Education

Additional Information

- Course cost: \$95
- This subject requires students to be physically active and participate in a range of sports and games.

This subject is designed to lead directly into VCE Physical Education.

Outdoor Education

This unit aims to teach students safe and enjoyable uses of our natural environment. The course focuses on outdoor recreation, placing participants in direct contact with the elements and covers such topics and activities as bushwalking, campfire cooking, conservation issues, initiatives, abseiling, rope courses, rafting and navigation/orienteering. Depending on availability this unit has up to two overnight camps and a day trip.

Students will:

- Learn how to use a range of equipment in a number of outdoor settings such as tents, Trangia, stand up paddle boards, surfboards, climbing harnesses, archery and various hiking equipment
- Develop skills and insight into safe participation in an active and outdoor lifestyle
- Work with a range of external stakeholders to challenge themselves in new and exciting activities

Recommended Skills:

- Adopting roles and responsibilities that support and enhance team cohesion and lead to successful group outcomes
- Demonstrating an active approach to solving movement challenges
- Overcoming adversity in a variety of indoor and outdoor learning environments

Future Pathways

- VCE Outdoor and Environmental Studies

Additional Information

- This subject requires students to be physically active and participate in a range of sports and games.

Outdoor Education requires students to pay as they go for Camps and Excursions (\$300-\$600)

Health & Human Development

This subject will look at the human body from a health perspective. It will investigate how the body changes and develops as it moves through the different stages of the lifespan. It will look at Health topics such as healthy eating, nutrition, agencies involved in health promotion and specific health issues throughout the lifespan.

Students will:

- Develop an understanding of the dimensions of health and wellbeing
- Investigate the stages of the lifespan.
- Investigate health issues in the Australian community.
- Explore healthy eating and what nutrients are needed by the human body for good health and wellbeing.

Recommended Skills:

- Interest in health and health promotion.
- Time management strategies and organisation
- Willingness to participate in class discussion on a range of health issues.

Future Pathways

- VCE Health and Human Development
- VET Sport and Recreation
- Future career pathway in health science, sports science, human movement, teaching, health promotion, nutrition or as a dietitian.

VCE Accelerated Program

The accelerated program allows students to begin their Senior VCE program by choosing a VCE subject they are confident in. Students should carefully consider which VCE subject they would do early and have evidence that they would be successful in it.

Students must complete an Application Form in order to be considered for VCE Accelerate

VCE Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a business

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

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 as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

VCE Geography

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different? This study examines how human interaction with the environment has had significant consequences. VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

Unit 1:

This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro- meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards. Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

Unit 2:

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialise in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism. Students will develop a case study of a tourism site and a report about the impact of tourism.

VCE History (Modern)

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Students will develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. Historical knowledge rests on the interpretation of sources that are used as evidence. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate.

Unit 1: Twentieth Century History 1918-1939

Students explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires competed for influence across the globe, influencing radical change. World War One represents a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. The period after World War 1 was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth Century History 1945-2000

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Despite

internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement in the United States of America. Events such as the September 11 World Trade Centre attacks led to US involvement in Iraq and Afghanistan; events that shaped the early decade of the 21st century.

VCE Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

Unit 1: Youth and Family

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset.

Unit 2: Social norms: breaking the code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

VCE Legal Studies

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2: Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia.

VCE French

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

Unit 1: In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations.

Unit 2: In this unit students develop an understanding of aspects of language and culture through the study of three or more topics. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities.

VCE Japanese

The VCE Japanese course is designed to enable students to examine the nature of language and the role of culture in language, communication and identity. The study is designed to enable students to communicate with others in Japanese in a variety of contexts, understand the relationship between language and culture, compare cultures and languages and enhance intercultural awareness, understand and appreciate the cultural contexts in which language is spoken, learn about language as a system and themselves as language learners and make connections between different languages.

Unit 1: In this unit, students develop an understanding of language and culture through the topics of Leisure, Family and School. Students access and share useful information on the topics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. They focus on analysing cultural products or practices through a variety of visual, spoken and written texts and apply

acquired knowledge of Japanese language and culture to new contexts.

Unit 2: In this unit, students develop an understanding of aspects of language and culture through the study of the topics of Lifestyle, Travel and Technology. Students analyse visual, spoken and written text about the topic in Japanese, consolidate and extend vocabulary, grammar knowledge and language skills. Students examine how cultural products and practices can be used to demonstrate how culture and perspectives may vary between communities and reflect on the interplay between language and culture and its impact on meaning.

VCE General Mathematics

General Mathematics units provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Unit 1:

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

Unit 2:

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Recommended Skills

Students should be comfortable with the topics of Statistics, Financial Maths and Linear Equations.

VCE Agricultural and Horticultural Studies

VCE Agricultural and Horticultural Studies takes an interdisciplinary approach to the exploration of food and fibre production, with an overarching focus on land cultivation and the raising of plants and animals through evidence based, sustainable and ethical practices. Practical tasks are integral to Agricultural and Horticultural Studies and may include: plant and/or animal management; experiential field trips; scientific trials, experiments and data analysis; business or entrepreneurial practices.

Unit 1: Change and opportunity

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. Students explore contemporary career pathways and professional roles. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data.

Unit 2: Growing plants and animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. Students explore animal nutrition and digestion, and growth and development. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

VCE Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. 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. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

Unit 1: How do organisms regulate their function?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells.

Unit 2: How does inheritance impact diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression.

VCE Psychology

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

VCE Food Studies

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. 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

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their 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 one particular food-producing region of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. 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.

VCE Applied Computing

Applied Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

Unit 1: In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2: In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

VCE Product Design and Technology

VCE Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the

Product design process and the development and understanding of effective design practice.

Unit 1: This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process and looks at examples of design practice used by a designer.

Unit 2: In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. Students work together as a team to design and develop a product range. Team members contribute their expertise, share research findings and develop viable solutions.

VCE Creative Practice

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society. In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of 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 art works.

Unit 1: In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the 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.

Unit 2: Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

VCE Making and Exhibiting

Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

VCE Media

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Using Media texts, technologies and processes students will consider various perspectives in the media process including structure and features, industry production and distribution, audience reception and the impact media has in society.

Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries are built upon the creation and distribution of narratives constructed using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content.

VCE Drama

The study of Drama focuses on the creation and performance of characters and stories that communicate meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles and apply and manipulate conventions, dramatic elements, and production areas. They use performance skills and expressive skills to explore and develop role and character. Students also analyse the development of their own work and performances by other drama practitioners. Students must attend excursions to see selected professional plays as an essential part of this subject, most likely outside of class time.

Unit 1: Introducing performance styles

In this unit, students' study three or more performance styles from a range of social, historical and cultural contexts. Students create, present, and analyse a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences

and stories. This unit also involves the viewing and analysis of work by professional drama performers.

Unit 2: Australian identity

Students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised performance. Students will use historical and contemporary Australian contexts as stimulus materials for their work, including people, texts, artworks, places, events, issues, and icons. Students will further develop their use of dramatic elements, production areas and theatrical conventions such as transformation of character, time and place, and the application of symbol.

VCE Music

This study 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 own learning about music as both a social and cultural practice.

Unit 1: Organisation of music

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/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

Unit 2: Effect in music

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 effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or 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.

VCE Theatre Studies

Theatre is different to Drama. A Theatre performance is what we are more used to seeing on film and TV. It follows narratives and uses different conventions to tell the story. In VCE Theatre Studies students explore theatre making. Students look at the 3 stages of production and experience theatre making from both the actor and the designers perspectives. Students choose two different stagecraft (such as acting, set design, costume design, lighting design, sound design, and more) to produce for a performance.

Unit 1: This unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1880s. Students study the production process and related stagecraft such as set design, sound, lighting, costume and makeup.

Unit 2: This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era.

VCE Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas, and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas, and concepts, both visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts developing an understanding of the importance of presentation drawings.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications.

Students create presentation drawings, develop skills in technical drawing, typography and imagery manipulation. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

VCE Health and Human Development

Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of various factors, many of which can be modified by health care and other interventions. 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 inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian Government's overseas aid program.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings to different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs, and practices, and look at multiple dimensions of health and wellbeing. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, and management of health-related milestones and changes. Students enquire into the

Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

VCE Outdoor Education and Environmental Studies

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical

Unit 1: This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

Unit 2: This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

VCE Physical Education

VCE Physical Education explores the interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand the role in producing movement, and examine behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity. There is an emphasis on the inclusion of practical learning opportunities across all 4 units of study.

Unit 1: The human body in motion

This unit explores how the musculoskeletal and cardiorespiratory systems work together to produce

movement. Through practical activities students explore the relationships between the body systems and physical activity, and how systems adapt to the demands of activity. Students investigate the function of the main structures in each system and how they respond to exercise. They explore how the functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural, and environmental influences on movement. They consider the implications of the use of 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 the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity from a participatory perspective. Students are introduced to types of physical activity and sedentary behaviour, looking at the role they have on health and wellbeing. Students experience different forms of physical activity through participation in sport, recreation and exercise practical activities. Students investigate how participation in physical activity varies across the lifespan, and explore a range of factors that influence participation rates. They collect data to determine perceived enablers of and barriers to physical activity. Students investigate consequences of physical inactivity and sedentary behaviour, and look at the role physical activity promotion initiatives play in improving health outcomes.



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