



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 2026.

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 2026

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
---------	-------------	---------------------------	------------	---------

## Year 10 Mainstream – 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
---------------	--	---------------

## Year 10 VCE Accelerated Program

The Year 10 accelerated program allows students to begin their Senior program by choosing a VCE subject they are confident in. This gives students the opportunity to maximise their future ATAR potential by giving access to studying six Unit 3/4 sequences over two years instead of five. An accelerated program also allows students to experience the academic rigour of a senior school program. Students should carefully consider which senior subject to accelerate in and have evidence that they would be successful in by application.

Core Subjects	1 x VCE Subject	3 x Electives
---------------	-----------------	---------------

## Year 10 Applied Learning Program

The Applied Learning program is for students who are considering the VCE Vocational Major or a vocational pathway (apprenticeship or traineeship). Students engage in hands-on-electives that prepare them for VCE VM or the workforce.

Core Subjects	VCE VM Personal Development Skills and VCE VM Work-Related Skills	3 x Electives
---------------	---	---------------

# 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

## Humanities

### 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
- A business mindset

#### Future Pathways

- VCE Business Management

### 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 course will include an excursion. This is a Humanities based subject covering the essential aspects of Cultural History, Geography and Human Wellbeing. What a fantastic way to learn and make a difference to the world!

#### Students will:

- Develop an understanding of location of countries and their characteristics and cultures.
- Have an understanding of developing and developed countries

#### Recommended Skills:

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

#### Future Pathways

- VCE Geography

## 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

## 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.

#### 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:

- Enjoy exploring a wide range of material and media
- Can debate topics with an open mind

#### Future Pathways

- VCE Sociology
- VCE Legal Studies

# Languages

## French

The study of French at Year 10 builds upon the student's cultural and language skills and continues to consolidate learning and 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

### Future Pathways

- VCE French

### Additional Information

- Course cost: \$0
- This elective includes the possibility of an excursion/incursion (\$40).

## 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 navigate 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 and the outdoors
- A curious mind

#### Future Pathways

- VCE Agriculture and Horticulture

### 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

## 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

# 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

## 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.

# 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 & Design

# Art

This subject is all about creating 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 look at multiple mediums, such as:

- 2D works, such as drawing, painting, charcoal, printmaking
- 3D works, such as sculpture, ceramics, assemblage
- Airbrushing
- Photography
- Mixed Media

## 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

## 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 about 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 Technologies
- VET Engineering

## 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

## 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 Technologies
- VET Building and Construction

### 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 Building and Construction

### Additional Information

- Course cost: \$40

# 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

### 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

### Additional Information

- Course cost: \$100

# Health and Physical Education

## 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

## 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

- 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

# Year 10 Applied Learning

The Applied Learning program offers students practical work-related experience and learning, whilst developing 21<sup>st</sup> Century Skills. The Year 10 Applied Learning directly supports a pathway into the VCE Vocational Major certificate. **Students within the program will choose the following subjects.**

## Personal Development Skills

### Unit 1

This unit places an emphasis on the importance of self-awareness and connection to the community. Students will engage in hands-on learning, focusing on teamwork whilst delivering programs that apply their knowledge through community-based projects, both within and outside the school.

#### Students will:

- Work on various student-led projects across the school.
- Design projects centred on themselves and their class / community, fostering confidence, teambuilding, and leadership skills.
- Mentor students in lower year levels.
- Raise funds for selected initiatives through student-led projects.

#### Recommended Skills:

- A positive, can-do attitude and a willingness to try new things.
- The ability to apply literacy and numeracy skills to real-world problems.
- Beneficial skills include creative thinking and problem-solving abilities.

#### Future pathways

- VCE Vocational Major.
- TAFE courses in area of choosing.
- Apprenticeships / traineeship.
- Full time or part time employment.

#### Additional information

- Part of the Year 10 Applied Learning Program

## Work Related Skills Unit 1

This elective has an emphasis on recognising learning that is valued within community and work environments in preparation for employment. Students will explore career pathways and the future of work in Australia.

#### Students will:

- Complete work experience placements.
- Explore Career pathways of interests.
- Build their resume by creating a portfolio of projects.

#### Recommended Skills:

- Willingness to try new things.
- A strong work ethic.
- Organisational and self-management skills.

#### Future pathways

- VCE Vocational Major.
- TAFE courses in area of choosing.
- Apprenticeships / traineeships.
- Full time or part time employment.

#### Additional information

- Part of the Year 10 Applied Learning Program.

# 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 Accelerated.**

## 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.

#### Recommended Skills:

- Ability to analyse case studies in detail.
- If you are interested in making money or interested in learning about how businesses operate.
- Use critical thinking to investigate current business success/failure.

## 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.

#### Recommended Skills:

- Can think critically and creatively and work effectively in both teams and independently.
- Uses their investigative skills to conduct geographic inquiry and fieldwork.

## 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.

### 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.

### 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.

#### Recommended Skills:

- Ability to write detailed analytical essays.
- Identify and explain patterns of change.
- Think critically about the cause, effect, and significance of events.
- Analyse and interrogate historical sources

## 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. 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

### 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.

#### Recommended Skills:

- Willingness to share your opinion on current affairs, human rights and justice.
- Ability to read and think critically about real-life criminal and civil cases.

# 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.

## 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.

### Recommended Skills:

- Has an interest in current affairs and keeps updated on news and media.
- Has strong collaboration skills and is willing to contribute to informative class discussions.
- Writing detailed analysis using feedback to improve on work.

# 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.

### Recommended Skills:

- At least a Refining result on Science CATs.
- Has strong collaboration skills to work on a range of scientific investigations.
- Inquiry skills including practical experimentation, research and analytical skills.
- Strong scientific literacy and work ethic

# 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.

### **Recommended Skills:**

- Basic understanding of kitchen hygiene and safety expectations.
- Previous experience in kitchen environment.
- Time management and organisational skills.

# 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.

## Recommended Skills:

- Strong results in Year 10 Design Technology subjects.
- Technical knowledge and skills in using different equipment and machines.
- Technical knowledge and skills in working with wood, metal, plastic or textiles

# 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.

## Recommended Skills:

- Willingness to explore and trial new techniques and be open to feedback.
- Ability or willingness take informed risks based on research, which can then be translated into artworks.
- Strong organisational skills or the willingness to develop and utilise time management plans

# 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.

### Recommended Skills:

- Write detailed analytical responses.
- Work well in groups under high pressure situations
- Be comfortable self-learning using technical software and hardware.

# 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

### 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. 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.

### 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 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.

### Recommended Skills:

- Proactively assuming a range of responsibilities in collaborative settings that support a common objective and build compacity to successfully participate in the expedition.
- Willingness to explore natural environments (outdoors) with a lens of environmental appreciation.
- Recognise, understand, validate and respond appropriately to their own and others' emotions, strengths and values through practical elements.

# 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.

### **Recommended Skills:**

- An interest in data collection and activity analysis.
- An interest in anatomical, physiological and psychological reasons for performance.



**DROUIN  
SECONDARY  
COLLEGE**

## **Contact Us**

### **Drouin Secondary College.**

PO Box 338, Main South Road Drouin VIC 3818

Tel: (03) 5625 1002

Email: [drouin.sc@education.vic.gov.au](mailto:drouin.sc@education.vic.gov.au)

Web: [www.drouin.sc.vic.edu.au](http://www.drouin.sc.vic.edu.au)

Achievement ~ Respect ~ Commitment ~ Community