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Principal's Message



Welcome to Point Cook Senior. As you begin your journey with us, I would like to take this opportunity to wish you every success and happiness over the next three years.

At Point Cook Senior, we strive to ensure that every student comes to school feeling ready to learn, comfortable in their surroundings and motivated to engage in every one of the experiences they are presented with. At our school we believe very strongly that every student deserves every opportunity for success. Consequently we offer a wide selection of programs in all areas of study.

As you look through this booklet, you will read about many subjects. If you are looking for opportunities for advanced academic study, you might like to select an enhanced Year 10 subject (Maths or English) or even a Year 11 VCE subject. If you would enjoy a more hands-on program, you may consider a subject in the technology field or one of the many VET courses available.

Read through the booklet carefully to make sure you understand all your options. It might be helpful to list any subjects that interest you when you first look through the booklet, and then go back to review those possibilities.

Making choices can be very complex. I encourage you to make this a family discussion, and to perhaps get advice from your Year 9 teacher(s). Please feel very welcome to contact us at Point Cook Senior if we can help you with the process. We would be delighted to hear from you.

We look forward to having you with us in 2025.

Shaun Sleep
Principal

Completing Course Selection

After reading this booklet, and before making final selections, seek advice from your class teacher, staff at Point Cook Senior Secondary College or specialist subject teachers.

Course Counselling information and appointments will be provided via the Point Cook Senior Secondary College website and through the Precinct Partner Schools Compass.

Please Note:

- Only those subjects which attract a sufficient number of students will be taught.
- All selections should be considered as applications to study the subjects.
- The college may advise students that a subject is no longer available, or that there are not sufficient numbers for a subject to run.
- Most VET studies are provided in partnership with other colleges and providers and availability and costs may change between course selection and confirmation.

Accelerated VCE Options

Victorian Certificate of Education (VCE)

By studying a VCE subject a student is provided with the opportunity to accelerate their learning in Years 11 and 12. Studying a VCE subject at Year 10 increases the range of subjects a student can choose at Year 11. It will provide a foundation for those wishing to do Units 3 and 4 at Year 11. (Units 1 and 2 are normally studied at Year 11 and Units 3 and 4 at Year 12).

Students intending to select a VCE subject must have shown a commitment to producing high quality work, have regularly met time deadlines and displayed sound organisation and time management skills.

In 2025, the Accelerated VCE Options are:

- | | |
|--|--|
| • Accounting | • Health and Human Development |
| • Applied Computing | • Legal Studies |
| • Art Making & Exhibiting | • Media |
| • Bridging English as an Additional Language (for EAL students only) | • Modern History |
| • Business Management | • Physical Education |
| • Food Studies | • Politics |
| • General Maths* | • Product Design & Technology (Textiles) |
| • Geography | • Psychology |
| | • Visual Communication & Design |

* Must be completed in conjunction with Year 10 Advanced Maths

VET

What is VET?

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCAL studies with vocational training.

Features of VET

- VET is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (eg. Certificate II in Community Service Work) and the Victorian Certificate of Education (VCE) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

How does VET work?

A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students' school or another school within the Hobsons Bay Cluster, or at TAFE.

Structured Workplace Learning (SWL)

Students undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

Contribution to the VCE

- VET is fully incorporated into the VCE. Key features include:
- VET programs usually have 1 -4 structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET.
- Up to three sequences other than English, can be approved VCE VET unit 3 and 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived from scored assessment or as 10% as a 5th or 6th subject. However, in some instance there is nil contribution towards ATAR when units are at 1 and 2 level only.

Contribution to the VCE VM (Vocational Major)

- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills 100 hours of VET gains one VCAL credit. This usually represents one semester of classes.

Please note: Year 10 students are able to enrol in Year 1 VET certificate.

Course Selection

A full Year 10 program comprises of 5 subjects per week.

Compulsory Subjects

- English or Advanced English or EAL
- Maths or Advanced Maths

All students are allocated to a pastoral care class known as Advisory.

Elective Subjects

(must do at least 1 semester from each of these curriculum areas)

- Science
- History
- PE/Health
- Arts and Technology

ENGLISH (full year)	MATHS (full year)
<ul style="list-style-type: none">EnglishAdvanced EnglishEAL - English as an Additional Language (Eligibility criteria applies)	<ul style="list-style-type: none">MathsAdvanced Maths*
HUMANITIES	SCIENCE
<ul style="list-style-type: none">Environmental StudiesGeographyHistoryIntroduction to BusinessLaw and Politics	<ul style="list-style-type: none">Biological and Environmental SciencesGeneral SciencePhysical, Chemical and Space Sciences: AdvancedPsychology**
PE/HEALTH	ARTS/TECHNOLOGY
<ul style="list-style-type: none">DanceHealth***Outdoor EducationPhysical EducationSports Science	<ul style="list-style-type: none">ArtClothing & DesignDigital CodingDramaFood TechnologyGraphic DesignMediaWoodwork
ACCELERATED VCE OPTIONS	VET
Please refer to page 5 of the handbook	<ul style="list-style-type: none">Applied FashionAutomotive: Heavy VehicleBuilding & ConstructionRetail CosmeticsSport & Recreation <p>Other external VETs within our cluster can be found at 2026 Hobsons Bay VETDSS Cluster Handbook</p>

*Students seeking to accelerate Year 11 General Maths are asked to select Year 10 Advanced Maths as well
**Psychology is only available as an optional elective offering, and cannot be selected as part of the compulsory Science pathway.
***Health is only available as an optional elective offering, and cannot be selected as part of the compulsory PE/Health pathway.

Course Selection

COMPULSORY SUBJECTS

English (compulsory)

- Students must select one English subject from:
 - English
 - Advanced English, or
 - English as an Additional Language (EAL).
- All subjects run for the full year.
- EAL has eligibility requirements at a VCE level.

Maths (compulsory)

- Students must select one Maths subject from:
 - Maths
 - Advanced Maths

COMPULSORY ELECTIVES

Students will be required to select one elective from each of the following Learning Areas:

- Science - excluding Psychology
- Humanities
- Physical Education and Health - excluding Health
- Arts & Technology

Each elective runs for one semester.

OPTIONAL ELECTIVES

Students will be able to select from a range of other electives, including accelerating a VCE subject, to complete over the course of Year 10. The number of electives selected will be dependent on the subjects chosen, as some subjects run for a full year.

Students are recommended to select subjects that they will enjoy and be interested in. Please note that the subject descriptions provided in this handbook are subject to change, depending on the requirements set out by the Victorian Curriculum and the Victorian Curriculum Assessment Authority (VCAA).

SUBJECT PAYMENTS

In 2012, the College Interim Council adopted a base Year 10 subject payment for each study. This payment is budgeted by the college to cover the costs of materials, copying and class texts. Some subjects attract an additional charge where there is heavy use of consumables and/or construction items that become student property.

Parent contributions and additional charges will be listed on the 2025 Booklist.

YEAR 10 SUBJECTS

Learning Area - English

English

What will students learn?

Students will create, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. This will include novels, short stories, poetry, media text and films. They will explore and interpret different perspectives on complex issues. They will be encouraged to develop a critical understanding of the construction and interpretation of texts. Students will develop their writing skills to build a folio of writing meeting the demands of different purposes, contexts and audiences. Students will also study the fundamentals in relation to the English language including grammar and punctuation.

How will students learn?

Students will learn a variety of approaches involving speaking and listening, writing and reading. Learning will involve cooperative learning strategies focusing on small and large team activities. Students will be asked to complete a number of independent learning tasks.

How will students be assessed?

Assessment is based on formative classroom assessment, written responses, ability to read and interpret a range of texts and willingness to contribute to oral activities. Assessment strategies to be used: novel and film analysis; oral presentations including speeches, role plays and debating; essay responses to the texts and to media material; research projects; tests and exams.

Pathways

VCE: English and Literature

VCE VM: Literacy

Learning Area - English

Advanced English

What will students learn?

Students will work at an accelerated pace and will be exposed to a course that mirrors the VCE English curriculum but also incorporates elements of VCE Literature. Students will be exposed to a range of complex texts that have been created for a variety of audiences and purposes. Students will learn strategies that will enable them to develop a deeper understanding of texts and will enable them to critically analyse and respond to these texts in a timely, independent and skilful way. They will be encouraged to build on their prior knowledge and analysis skills, in order to produce a folio of written work that will focus on improving their written expression, critical analysis of texts and unique writing style. This course aims to enhance student's independence with their analysis texts, their ability to create distinctive written work and to improve their oral presentation skills.

How will students learn?

Students will learn at an accelerated pace and will tackle a complex curriculum. They will work in a mixture of large and small groups and will be expected to share their learning and build on the learning of others. Students will work toward operating in a confident and independent manner and will demonstrate their learning through their written work and also their oral presentation of it.

How will students be assessed?

Assessment is based on written responses, ability to read and interpret a range of texts and willingness to contribute to oral activities. Assessment strategies to be used: novel and film analysis; oral presentations including speeches, role plays and debating; essay responses to the texts and to media material; research projects; tests and exams.

Pathways

VCE: English and Literature

Learning Area - English

English as an Additional Language (EAL)

What will students learn?

The Year 10 English as an Additional Language (EAL) course will follow a similar format to the Year 10 English course. However, it will include a stronger focus on speaking, listening and learning the grammatical structures and features of the English language, based on students' abilities and needs. Students will be supported to achieve the outcomes necessary to undertake VCE English (EAL).

How will students learn?

Students will create, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. This will include novels, short stories, poetry, newspapers and film. They will explore and interpret different perspectives on complex issues. They will be encouraged to develop a critical understanding of the construction and interpretation of texts. Students will develop their writing skills to build a folio of writing meeting the demands of different purposes, contexts and audiences.

How will students be assessed?

Students will learn a variety of approaches involving speaking and listening, writing and reading. Learning will involve cooperative learning strategies focusing on small and large team activities. Students will be asked to complete a number of independent learning tasks.

Additional Notes

*EAL applicants - Please contact Point Cook Senior directly confirm eligibility in 2025. All students who have been living in an English speaking country for less than 7 years and were NOT instructed in English in their previous country of residency qualify for EAL.

You will be required to provide evidence.

Pathways

VCE: English, English as an Additional Language, and Bridging English as an Additional Language

VCE VM: Literacy

Learning Area - English

English as an Additional Language (EAL) Intensive

What will students learn?

The aim of this course is to support recently arrived Year 10 English as an Additional Language students with low English language skills to improve their oral and written skills before they attempt to study their Victorian Certificate of Education. It will be studied in addition to English as an Additional Language (EAL).

How will students learn?

During semester one of this intensive language course students will study English grammar, vocabulary extension, pronunciation, intonation, punctuation and the required structures and features of informal and formal spoken and written forms. Content will be tailored to the students' language levels and aims to improve their skills of speaking, listening, reading comprehension, viewing and writing for a range of purposes, audiences and contexts. Semester two will focus on enhancing students' oral and written skills for everyday and academic purposes. Students who study this course in Year 10 are recommended to select EAL and Bridging EAL in Year 11, as part of their VCE studies.

Additional Notes

*EAL applicants - Please contact Point Cook Senior directly confirm eligibility in 2025. All students who have been living in an English speaking country for less than 5 years and were NOT instructed in English in their previous country of residency qualify for EAL.

You will be required to provide evidence.

Pathways

VCE: English, English as an Additional Language, and Bridging English as an Additional Language

VCE VM: Literacy

Learning Area - Maths

Maths

What will students learn?

This is the mainstream Year 10 Mathematics course that will lead onto VCE General Mathematics or Foundation Mathematics. Students are taught the essential knowledge and skills required for careers in business related fields. This Mathematics course does not provide students with the prerequisite knowledge and skills necessary to undertake VCE Mathematical Methods.

Learning topics focus on number skills, financial mathematics, linear algebra and graphs, measurement, geometry and trigonometry, statistics and digital technologies.

How will students learn?

Students will learn by developing knowledge and skills through participation and practice. They will consolidate this through teacher directed tasks including the compulsory workbook component.

How will students be assessed?

Formal assessment tasks in Year 10 Mathematics consist of a collection of topic tests, in-class assignments and end-of-semester examinations. Informal assessment will take place in the form of student participation.

Additional Notes

All students are expected to have the TI-*n*spire CAS CX calculator and bring it charged to all classes.

Pathways

VCE: General Maths, Foundation Maths

VCE VM: Numeracy

Learning Area - Maths

Advanced Maths

What will students learn?

This is the advanced Year 10 Mathematics course that will lead onto VCE Mathematical Methods and Specialist Mathematics. Students are taught the necessary knowledge and skills required for careers in science related fields.

This Mathematics course presents the most options available after successful completion; however, it is very demanding and requires a lot of effort and self-discipline from the student to undertake it. Students who have demonstrated high levels of achievement in Maths at their current school are encouraged to select Advanced Maths.

Learning topics focus on Index laws, linear algebra and graphs, quadratic and cubic functions, introduction to functions and relations, real numbers, trigonometry, measurement and probability.

How will students learn?

Students will learn by developing knowledge and skills through participation and practice. They will consolidate this through teacher directed tasks including the compulsory workbook component.

How will students be assessed?

Formal assessment tasks in Year 10 Mathematics consist of a collection of topic tests, in-class assignments and end-of-semester examinations. Informal assessment will take place in the form of student participation.

Additional Notes

All students are expected to have the TI-*n*spire CAS CX calculator and bring it charged to all classes.

Please note that Advanced Maths must be selected IF students are intending on accelerating Unit 1 and 2 General Maths.

Pathways

VCE: General Mathematics, Mathematical Methods, Specialist Mathematics

Learning Area - Humanities

Australian History

What will students learn?

This unit is designed to give students an understanding of Australian society and their place in it by examining the development of our nation and the key factors and events that shaped our current society.

Students will focus on investigating key issues in Australian History from World War I onwards. Students will explore the impact of WWII on Australian society and the experience of indigenous Australians in the second half of the twentieth century.

How will students learn?

Learning activities will include the research and critical examination of historical documents and events, the use of texts and the evaluation of interpretations and opinions. Students will be introduced to the form of historic evidence in primary and secondary documents; will undertake field trips and investigations and will conduct research tasks and investigations using a variety of sources.

How will students be assessed?

A variety of assessment methods will be used including assignment work, short essays and Powerpoint presentations. A major inquiry project will be undertaken and form a major assessment area in the semester.

This unit runs for one semester.

Pathways

VCE

Units 1&2: Modern History, Politics

Units 3&4: History Revolutions, Australian History, Politics

Learning Area - Humanities

Environmental Studies

What will students learn?

This interdisciplinary unit combines elements from Geography, History and Global Politics to allow students to explore the environmental issues that we face today. Students will learn about the science behind climate change and the environmental changes it will produce in Australia and beyond. They will also evaluate the ways that we as humans attempt to manage the environment, looking at local and global examples as well as Aboriginal and Torres Strait Islander approaches to custodial responsibility.

Students will then engage in a historical inquiry to trace the impact of the global environmental movement on Australian society. They will consider how significant post-World War II world events such as nuclear warfare, the space race and certain environmental disasters led to the rise of sustainability.

Lastly, students will investigate case studies of how the global community has worked together (or against each other) to address the issue of climate change. They will understand how climate change, as a global issue, requires a global response and will then work together to evaluate these responses.

How will students learn?

This unit requires students to assume the role of geographers, historians and political actors to investigate the issue of climate change. They will learn how to:

- Use geospatial technology
- Analyse contemporary and historical data
- Investigate primary and secondary sources
- Evaluate policies and strategies
- Work collaboratively to problem solve

How will students be assessed?

Students will complete three major assessment tasks throughout this unit, all of which are designed to replicate authentic work of each of the three disciplines covered (geography, history and global politics). These include a comparative presentation, a historical source analysis and a simulated international conference. Students will be assessed on their research skills, written evaluations and participation.

Pathways

VCE

Units 1&2: Geography, Modern History, Politics

Units 3&4: Geography, History Revolutions, Australian History, Politics

Learning Area - Humanities

Geography

What will students learn?

Year 10 Geography is built upon the geographical concepts of space, place, interconnection, change, environment, sustainability and scale. Students will seek to understand these concepts and then work to apply them to the two main areas of investigation.

The first is environmental change and management, in which students investigate a specific environmental change in Australia and one other country. They will consider the different types of environmental changes occurring both locally and globally and then examine the various approaches to dealing with these changes.

The second area of investigation is geographies of human wellbeing, where the students investigate global, national and local differences in human wellbeing. They will learn how to measure differences in human wellbeing, understand the factors behind these differences, and then evaluate approaches to improving wellbeing.

How will students learn?

Students will work both collaboratively and independently to collect and record geographical data. They will learn how to analyse and evaluate maps, data and other geographical information using digital and spatial technologies and Geographical Information Systems (GIS). In doing so, students will be able to ask the big questions about challenges facing our world and will learn the tools and strategies to answer them.

How will students be assessed?

A variety of learning tasks will be used throughout the semester including topic quizzes, field trips, data analysis and research skills tasks. The main assessments tasks are a multimedia presentation, a research report and an end of semester exam.

Pathways

VCE

Units 1&2: Geography, Modern History, Politics

Units 3&4: Geography, History Revolutions, Australian History, Politics

Learning Area - Humanities

Introduction to Business, Accounting and Economics

What will students learn?

This unit is designed to give students an introduction to commercial operations. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Financial Systems explores the technical systems that are used to provide basic accounting practices and structures in a small business environment. Economics explores the efficient allocation of resources within society.

This unit is designed for students who may have an interest in studying Business Management, Accounting or Economics at VCE level and beyond and for those choosing to develop a pathway in the area of commerce or retailing.

How will students learn?

Learning activities will include the use of business case studies, texts, research tasks and the undertaking of small business creation and financial management systems. Students will be introduced to basic accounting practices, internal control mechanisms and computer packages that are used in industry to perform accounting, invoicing and related tasks.

How will students be assessed?

A variety of assessment methods will be used including topic tests, exams, assignment work, short essays, PowerPoint presentations, activities and field trips. An Autonomous Learning Project will be undertaken and form a major area of assessment for the semester.

Pathways

VCE: Accounting, Business Management, Economics

Learning Area - Humanities

Law & Politics

What will students learn?

Law and Politics will provide students with an understanding of the impact the Australian political and legal system has upon the lives of citizens. This subject will help students appreciate the implications of political and legal decisions on Australian society and will also assist in the development of students' knowledge of their basic legal rights and responsibilities.

The course provides an insight into the political and legal heritage which has shaped, and continues to shape, the development of Australian society. Throughout this course, students will learn about the political ideas, values and concepts underpinning Australian society, including democracy, freedom of speech, equality and human rights. They will also investigate the political and legal institutions underpinning Australian society, such as: the Constitution, the Australian parliamentary system, the Australian court system, the criminal law system, the civil law system and forms of alternative dispute resolution.

How will students learn?

Students will engage in a range of classroom activities involving group-based and inquiry-based learning, such as mock trials, extended written responses and group multimedia presentations. Students will develop their critical thinking, listening and speaking skills which are transferable across a range of disciplines and pathways.

How will students be assessed?

Students will be assessed through a range of activities, including: an extended written response on the structure of Australia's political system, criminal justice investigation and an end-of-semester examination.

Pathways

VCE

Units 1&2: Politics, Legal Studies

Units 3&4: Politics, Legal Studies

Learning Area - Science

Biological and Environmental Sciences

What will students learn?

Students in the Biology component will explore the biological evidence for different theories that underpin our understanding of heredity and evolution. Students will investigate how parents pass on genetic information to their offspring, and investigate patterns of inheritance. They will evaluate and interpret evidence for evolution, including the fossil record and anatomical similarities and the geographical distribution of species. They analyse and discuss biotechnology and bioethical concepts.

Students in the Environmental component will learn about the movement of nutrients and energy across Earth's interrelated systems, including the carbon cycle and interactions of the atmosphere, biosphere, hydrosphere and lithosphere. Students will also analyse how dynamic interactions among living and non-living components of selected local ecosystems contribute to their capacity to support life and sustain ecological integrity. Students will monitor local ecosystems and become proactively involved in their conservation.

How will students learn?

A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and the use of technology such as the internet

How will students be assessed?

A variety of assessment methods will be used, including topic tests, assignment work, PowerPoint presentations, practical activities, student self-assessment and field trips, communication skills, effectiveness of being a team member and working collaboratively with others, effectiveness in the use of a variety of reasoning and analysis skills.

Pathways

VCE: Biology, Environmental Science

Learning Area - Science

Physical, Chemical and Space Sciences: Advanced

What will students learn?

Students in the chemistry component will learn that all matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. The atomic structure and properties of elements are used to organise them in the periodic table. They learn that chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

Students in the physics and space science component will learn that electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current. The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors. Energy flow in Earth's atmosphere can be explained by the processes of heat transfer. The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics. Apply the concepts of force due to gravity in relation to satellite motion (artificial, Moon, planet)

How will students learn?

A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and the use of technology such as the internet

How will students be assessed?

A variety of assessment methods will be used, including topic tests, assignment work, PowerPoint presentations, practical activities, student self-assessment and field trips, communication skills, effectiveness of being a team member and working collaboratively with others, effectiveness in the use of a variety of reasoning and analysis skills.

Pathways

VCE: Physics, Chemistry

Learning Area - Science

General Science

What will students learn?

Students will explore the theories and understanding of biological, chemical, physical and earth and space sciences. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. Students investigate DNA and the role that it plays in inheritance and explore evidence for evolution.

They will analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical substances are formed and how different factors influence the rate of reactions. Students describe and analyse interactions and cycles within and between Earth's spheres. They apply relationships between force, mass and acceleration to predict changes in the motion objects.

How will students learn?

A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and use of technology such as the internet.

How will students be assessed?

A variety of assessment methods will be used including topic tests, assignment work, Power Point presentations, practical activities, student self-assessment, field trips, communication skills, effectiveness of being a team member and working corroboratively with others, effectiveness in the use of a variety of reasoning and analysis skills. An Autonomous Learning Project will be undertaken in the form of a major independent science investigation that will be presented at the after school semester Science Fair.

Pathways

VCE: Biology, Chemistry, Environmental Science, Physics

Learning Area - Science

Psychology

What will students learn?

This unit is designed to give students an advanced background to science education in Psychology. Psychology is the scientific study of the nature and development of the mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationship with others and their society through the study of Psychology. In this course students will cover an introduction to Psychological Fields including Forensic Psychology, Memory, Sleep, Neuropsychology, Mental Health and Illness.

This unit is designed for students who may have an interest in studying Psychology at VCE level and beyond, and for those wanting to develop a better understanding of the world and people around them.

How will students learn?

A variety of teaching methods that cater for a range of student learning activities. These may include texts, classroom discussion, videos, research and assignments, teacher-directed classroom, practical activities and the use of technology such as the internet.

How will students be assessed?

A variety of assessment methods will be used, including topic tests and assignment work, Powerpoint presentations and practical activities. A broad range of skills will be assessed including communication skills, effectiveness of being a team member and working collaboratively with others, effectiveness in terms of a variety of reasoning and analytical skills. Students will complete a topic test at the end of each unit to assess their understanding.

Additional Notes

Please note that Year 10 Psychology is only available as an optional elective offering, and cannot be selected as part of the compulsory Science pathway.

Pathways

VCE: Psychology

Learning Area - PE/Health

Physical Education

What will students learn?

Students will develop positive attitudes towards a healthy lifestyle through the development of motor skills and physical fitness in participation of various sports. They have the opportunity to involve themselves in a wide variety of both team and individual activities ranging from traditional sports to non-traditional activities and games. Theory topics will relate to study of body systems, as well as nutrition, drugs and alcohol harm minimisation, respectful relationships, sexuality & contraception in Sexual Education. .

How will students learn?

Students will experience a variety of activities and tasks including fitness activities, games, skill development learning various sports. Written activities will be based around classroom tasks relating to the subject outcomes of Year 10 PE, Nutrition, Body & Energy Systems, Drugs & Alcohol Harm Minimisation and Sexual Education.

How will students be assessed?

Practically through participation, game performance, correct uniform, attitude, skill development and sportsmanship. Theory will be assessed through written tests, assignments, bookwork, classroom activities and participation in class discussion.

Pathways

VCE: Physical Education, VCE Health and Human Development

Learning Area - PE/Health

Dance

What will students learn?

Students will explore and respond to a variety of dance styles and learn to identify and incorporate distinguishing features of these into their own and learned choreography. They will research works of influential choreographers and draw on this as inspiration to create their own dance compositions. Students will begin to develop an understanding of physiology, alignment principles and body maintenance and develop their movement vocabulary for use in the creation, recording and analysis of dance works. They will learn to experiment with and manipulate stagecraft such as set, props, make-up, sound and costume to enhance their performances

How will students learn?

Students will learn through a combination of practical and theory tasks. Students will undertake a variety of written, verbal and practical tasks such as movement exercises, choreography exercises, observation, feedback, reflection, discussion and independent research to enhance their learning in the subject. Students will be provided with opportunities to learn both independently and collaboratively.

How will students be assessed?

Students' knowledge of the subject will be assessed through performance, participation in class activities and theoretical knowledge. Students will be required to complete independent research tasks, maintain a journal and participate in class activities and performances. An Autonomous Learning Project will be undertaken and form a major area of assessment each semester.

Pathways

VCE: Physical Education. Dance

Learning Area - PE/Health

Outdoor Education

What will students learn?

Students will have the opportunity to explore topics related to:

- Natural and urban environments within Australia
- Different types of natural environments
- The way people interact with outdoor environments, including for recreation, exercise and connection to nature
- Indigenous people's perspectives and connections to the outdoors
- The importance of safety in the outdoors
- Sustainability and how we can apply sustainable practices in our everyday life
- Different types of outdoor activities including bushwalking and rock climbing
- The role that sport and recreation has in our society
- The value of leadership and teambuilding and how to apply these skills in the real world

How will students learn?

Students will learn through theory and practical based activities. The nature of this subject is practical, with students completing most of their learning outside of the classroom. Theory based classes help support the students practical participation, and are delivered using a variety of methods including explicit instruction, group activities, videos and inquiry tasks. Students will often use technology to aid their understanding of concepts taught in theory classes. During practical experiences, students will keep a log book which details their learning whilst outside of the classroom.

How will students be assessed?

Students will be assessed through a variety of practical and theory based tasks. During practical classes, students are required to actively participate and contribute to the activity, as well as ensure they are following safety procedures and displaying a can-do attitude. Theory will be assessed through inquiry assignments, classroom activities and active participation in class discussion.

Pathways

VCE: Outdoor Education

VET: Sport and Recreation (Certificate III in Sports, Aquatics and Recreation)

Learning Area - PE/Health

Health

What will students learn?

This unit is designed to give students the knowledge, understanding and skills to promote their own and others' health, wellbeing and safety. Students will explore the five dimensions of Health and Wellbeing including; Physical, Mental Social, Emotional and Spiritual. Students explore the prerequisites of health, outlined by the World Health Organisation (WHO). They critically examine how a range of factors influence Australia's Health Status and what indicators are used to measure health status.

Examples of topics to be covered in this unit include: Health and Wellbeing, Prerequisites of Health, Health Status, Mental Health and how mental health is influenced by social media. Students will also investigate the Australia's Healthcare System and develop their own private health insurance business.

How will students learn?

Health Education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy lives. Students will develop the knowledge, understanding and skills to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships and to make decisions that enhance their health and wellbeing. Inquiry-based learning and a strength-based approach will be the focus of student learning throughout this unit.

How will students be assessed?

A student's knowledge and understanding of the curriculum will be assessed through summative and formative assessment. Students will undertake individual research activities and demonstrate their ability to work collaboratively to complete group tasks. An Autonomous Learning Project will be undertaken and form a major area of assessment.

Pathways

VCE: Health and Human Development

Learning Area - PE/Health

Sport Science

What will students learn?

Students will explore the cardiovascular and respiratory systems and their role in supplying oxygen and energy to working muscles. They will also examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity. Students will have the opportunity to apply their understanding of interplay of the energy systems through a variety of practical activities.

Students will be able to analyse and design their own effective training programs from knowledge gained of the different fitness component and the training program principles. They will be able to perform, observe, analyse and report on practical laboratory exercises designed to assess fitness prior to designing a training program.

Students examine the biomechanical principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical principles leads to greater efficiency and accuracy in movement skills.

How will students learn?

A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assessments, teacher directed class work, practical and laboratory activities and the use of technology such as the internet.

How will students be assessed?

A variety of assessment methods will be used, including topic tests, assignment work, practical and laboratory activities, practical class participation in leadership and social skills.

Pathways

VCE: Physical Education

Learning Area - Arts/Tech

Art

What will students learn?

Students will be introduced to a variety of art forms including sculpture, drawing, painting and digital art through practical and interactive activities. The focus of this elective is on exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

How will students learn?

Students will learn art techniques, the making of art and the study of artists and art movements through the Explore, Expand and Investigate concepts of art. All learning tasks foster a passion for creating art while developing creative thinking. Students will study a variety of artists linked to their practical work giving them the foundation knowledge to build ideas from and use as sources of inspiration.

Students will record their development and ideas, including trials of techniques and materials in a visual journal.

How will students be assessed?

Assessment will be undertaken through submission of practical work, written assignments and students' visual art journals. This will include research, trials and design ideas and the presentation of final artworks.

Pathways

VCE: Art Making & Exhibiting

Learning Area - Arts/Tech

Clothing & Design

What will students learn?

Students explore the characteristics and uses of different fabrics, fashion illustration techniques, fashion trends and influences and use a range of tools, equipment and materials, to acquire knowledge of the Technology Process.

How will students learn?

Through the use of a Design Brief students will work through design solutions creatively and independently. Students will develop practical skills in machining, surface decoration and designing whilst creating a production piece.

How will students be assessed?

Students will be assessed on their ability to carry out a range of processes accurately, safely and responsibly. The major project will be to construct a product that meets quality and functionality requirements. Students are encouraged to record their progress during production piece through journal entries and make appropriate suggestions for improvement and will evaluate the piece using a criteria for evaluation.

Pathways

VCE: Product Design & Technology: Textiles

Learning Area - Arts/Tech

Digital Coding

What will students learn?

The Digital Technologies subject focussing on students developing skills and knowledge in designing digital solutions to real world problem. Students will learn about digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

Coding and robotics will form a significant part of the subject as students learn about concepts like abstraction, algorithms, digital systems. Along with this, student decision making processes will be developed by considering different ways of managing the interactions between digital systems, people, data and processes.

Students will learn skills that are applicable across a range of subjects and learning areas such as design technology, science, computing, media and visual communication.

How will students learn?

The main mode of learning will be with hands on, practical activities that gives students an opportunity to explore data and how to manage it effectively. Students will attempt to identify and solve real world problems us digital technologies

How will students be assessed?

Assessment will take the form of project work and presentations to selected audiences.

Pathways

VCE

Units 1&2: Applied Computing

Units 3&4: Applied Computing: Data Analytics, Applied Computing: Software Development

Learning Area - Arts/Tech

Drama

What will students learn?

Students studying drama will investigate how to engage audiences through a range of dramatic intentions. Students will devise and study scripted drama in a range of forms, styles and performance spaces.

How will students learn?

Students will plan, direct, rehearse and refine performances. Students will also study and apply a range of stagecraft techniques. Students will also study a range of different cultural perspectives, places and time to evaluate drama.

How will students be assessed?

Student's knowledge of the subject will be assessed through their performance, participation in class activities and their subject knowledge. Students will work independently, in small and larger groups. Students will need to complete both written and performed assessments.

Pathways

VCE: Drama, Theatre Studies

Learning Area - Arts/Tech

Food Studies

What will students learn?

Students will develop an understanding of the work practices involved in preparing, cooking, and storing food hygienically and safely. Students investigate various techniques used in the preparation, processing, cooking and presentation of foods for optimum results. Students develop an understanding of the design process and learn how to design a suitable food solution in response to a design brief.

Students build on their understanding of healthy eating and apply the Australian Guide to Healthy Eating to the development of healthy meal solutions. They also develop their understanding of diverse nutrient requirements, including catering for allergies and intolerances. Students investigate the importance of the functional properties of foods and their impact on food preparation and processing. They apply this knowledge for optimal results when preparing food. Students will gain a greater insight into Indigenous Australian Cuisine and will investigate how indigenous ingredients can be incorporated into everyday recipes. Students will also explore the concept of food citizenship and investigate a food related ethical and/or sustainable food production issue of their choice.

How will students learn?

Students will learn through undertaking a range of both theory and practical tasks.

Theory class will involve a range of learning strategies including, collaborative learning, enquiry-based research tasks, explicit teaching, ICT and independent study.

Practical tasks are designed to enhance theory topics covered in class and include activities such as cooking, comparative taste tests, sensory evaluations, dietary analysis, nutritional analysis, demonstrations, product analysis, and responding to a design briefs.

How will students be assessed?

Assessment will involve both theory and practical tasks. Students will develop a creative portfolio that highlights the knowledge and skills obtained throughout the semester. Students will use the design process to complete a number of design assignments based around a given design brief.

Students will also complete a mid-term test and end-of-semester exam.

Pathways

VCE: Food Studies

Learning Area - Arts/Tech

Graphic Design

What will students learn?

This unit is designed to give students the basic understanding of instrumental drawing, freehand drawing and rendering techniques using the Visual Communication Design Process. They will be using both manual and digital skills. Students will research existing Graphic Design professionals in the industry and use the designer's work as inspiration to create their own designs. This subject suits students interested in design, architecture, illustration, industrial design, fashion and similar pathways.

How will students learn?

Students will learn through a combination of practical and theory tasks. Theory will be used to scaffold learning. Theory is required to understand the design process. Students will display their work and engage in group discussions to develop their design thinking. Students will be introduced to Adobe Photoshop and Adobe Illustrator, as they are highly used within VCE Visual Communication Design as well as the design industry. Students will be given the opportunity to work both collaboratively and independently. They will use a design folio to document all their developmental work. They can develop some sketches using tablets.

Students will follow a design process to generate and develop ideas for a logo design or architectural model or industrial design to devise an innovative object.

How will students be assessed?

Students' knowledge of the curriculum will be assessed through developmental work in their portfolios, participation in class, final presentation, theoretical knowledge and end-of-semester examination. Students will need to show that they are able to work both independently and collaboratively to produce design work.

Pathways

VCE: Visual Communication & Design

Learning Area - Arts/Tech

Media

What will students learn?

This unit is designed to introduce students to a range of media technologies focusing on the production, editing and manipulation of still images and video footage.

Students will complete a unit on film analysis and a unit on creating their own media product for a proposed audience.

How will students learn?

Students will learn about media forms including film, television, photography and digital media production in a way that links the theoretical and practical sides of the subject. They will complete film analysis tasks in connection with the creation of their own media production and investigate how media organisations and technologies affect communication.

How will students be assessed?

Students will be assessed on their understanding of media issues and processes using written work, research and analysis tasks, group activities and the creation of their own media products. They will also be assessed on a folio of printed and digital media productions including an Autonomous Learning Project.

Pathways

VCE: Media

Learning Area - Arts/Tech

Wood Technology

What will students learn?

Students will attain advanced principles of design and construction using a wide range of tools and materials, high level of skill, calculation and application. They will also learn the correct use of all tools and workshop safety.

How will students learn?

Students will be introduced to advanced levels of design and construction by using diagrams, models, discussion and demonstration. They will be introduced to the correct use of a wide range of tools. Personal teacher assistance will be possible given the nature of the student projects.

How will students be assessed?

Students will investigate, design, produce and evaluate projects meeting production requirements on time and with a high level of precision and quality of finish. Students will need to demonstrate a level of care and attention to safety, accuracy and efficiency in the use of tools and equipment. An Autonomous Learning Project will be undertaken and form a major area of assessment each term.

Pathways

VCE: Product Design & Technology: Wood

VCE ACCELERATED SUBJECTS

Accounting

Units 1&2

Course Outline

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business.

Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

Unit 1 - The role of accounting in business

Outcomes

- Area of study 1: The role of accounting
- Area of study 2: Recording financial data and reporting accounting information for a service business

Unit 2 - Accounting and decision-making for a trading business

Outcomes

- Area of study 1: Accounting for and managing inventory
- Area of study 2: Accounting for and managing accounts receivable and accounts payable
- Area of study 3: Accounting for and managing non-current assets

Assessment

Satisfactory completion will be based on the achievement of outcomes and involves a folio of exercises, structured questions, case studies, and ICT tasks.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Accounting Units 3&4.

Applied Computing

Units 1&2

Course Outline

VCE Applied Computing equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in their critical and creative thinking, communicate and collaborate with their peers, and develop personal, social and digital literacy skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Unit 1 - Applied computing

Outcomes

- Area of study 1: Data analysis
- Area of study 2: Programming

Unit 2 - Applied computing

Outcomes

- Area of study 1: Innovative solutions
- Area of study 2: Cyber security

Assessment

Assessment in Unit 1 & 2 is school based. Students must demonstrate satisfactory knowledge and understanding in 4 outcomes – one for each Area of Study outlined above involving coursework (folio), classwork, homework, oral/group assessment, and tests or examinations

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into both Data Analytics Units 3&4 and Software Development Units 3&4.

Art Making & Exhibiting

Units 1&2

Course Outline

VCE Art 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

Outcomes

- Area of study 1: Explore – materials, techniques and art forms
- Area of study 2: Expand – make, present and reflect
- Area of study 3: Investigate – research and present

Unit 2 - Understand, develop and resolve

Outcomes

- Area of study 1: Understand – ideas, artworks and exhibition
- Area of study 2: Develop – theme, aesthetic qualities and style
- Area of study 3: Resolve – ideas, subject matter and style

Assessment

A variety of means are used for assessment, including practical work, assignment, presentation, a folio and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Art Making & Exhibiting Unit 3&4.

Bridging English as an Additional Language

Available as Units 1&2 only

Course Outline

Bridging English as an Additional Language (EAL) is an intensive and explicit study of the English language in a range of socio-cultural contexts and for a range of purposes, including further education, the workplace and social situations.

Bridging EAL focuses on the language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and the ability to adapt their language use to communicate effectively in different contexts, including academic and social settings.

Unit 1 - English for learning

Outcomes

- Area of study 1: English for everyday purposes
- Area of study 2: English for academic purposes

Unit 2 - English for life

Outcomes

- Area of study 1: English for self-expression

Unit 2 - English for life elective areas of study

- Area of study 2: English in the media
- Area of study 3: English for the workplace

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This would include assessments such as essays, text analysis, and creative pieces.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into English as an Additional Language Unit 3&4.

Business Management

Units 1&2

Course Outline

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1 - Planning a business

Outcomes

- Area of study 1: The business idea
- Area of study 2: Internal business environment and planning
- Area of study 3: External business environment and planning

Unit 2 - Establishing a business

Outcomes

- Area of study 1: Legal requirements and financial considerations
- Area of study 2: Marketing a business
- Area of study 3: Staffing a business

Assessment

Satisfactory completion will be based on the achievement of the Outcomes. Formative tasks throughout the semester will be assessed and form the basis of the unit results and may include case studies, short-answer and extended-answer structured questions.

Examinations

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout the year.

Pathways

This subject has a pathway into Business Management Units 3&4.

Food Studies

Units 1&2

Course Outline

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

Unit 1 - Food Origins

Outcomes

- Area of study 1: Food around the World
- Area of study 2: Food in Australia

Unit 2 - Food Makers

Outcomes

- Area of study 1: Food Industries
- Area of study 2: Food in the Home

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Assessment tasks will involve a combination of design tasks, production tasks, research tasks and written tasks.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Food Studies Unit 3&4.

General Mathematics

Units 1&2

Course Outline

General Mathematics provides 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.

Unit 1 & Unit 2

Outcomes

- Area of study 1: Define and explain the key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Area of study 2: Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
- Area of study 3: Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

Additional Notes

All students are expected to have the TI-*n*spire CAS CX calculator and bring it charged to all classes.

Assessment

These Outcomes will be assessed by school assessed Coursework tasks throughout the year covering content from selected topics.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into General Mathematics Unit 3&4 or Foundation Maths Unit 3&4.

Geography

Units 1&2

Course Outline

The study of Geography allows students to explore, analyse and come to understand 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 of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Unit 1 - Hazards and disasters

Outcomes

- Area of study 1: Characteristics of hazards
- Area of study 2: Response to hazards and disasters

Unit 2 - Tourism: issues and challenges

Outcomes

- Area of study 1: Characteristics of tourism
- Area of study 2: Impact of tourism: issues and challenges

Assessment

Students will participate in relevant fieldwork and other class activities.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Geography Unit 3&4.

Health & Human Development

Units 1&2

Course Outline

Through the study of Units 1 and 2 Health and Human Development, students examine the concept of health and wellbeing and its multiple dimensions. As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and also explore other interpretations including that of Aboriginal and Torres Strait Islander people. Students investigate the transitions in health and wellbeing, and development, from the lifespan and societal perspectives. Students examine the indicators used to measure and evaluate health status and consider the biological, sociocultural and environmental factors that influence it.

Unit 1 - Understanding health and wellbeing

Outcomes

- Area of study 1: Health perspectives and influences
- Area of study 2: Health and nutrition
- Area of study 3: Youth health and wellbeing

Unit 2 - Managing health and development

Outcomes

- Area of study 1: Developmental transitions
- Area of study 2: Health care in Australia

Assessment

The award of satisfactory of these Units is based on a decision that the student has demonstrated achievement of set Outcomes specified in the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Health & Human Development Unit 3&4.

Legal Studies

Units 1&2

Course Outline

VCE Legal Studies has students develop an understanding of legal foundations, such as the different types of sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Student investigate key concepts of criminal law and apply their knowledge to actual or/and hypothetical scenarios. Students also investigate key concepts of civil law and apply this knowledge to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute and how remedies are provided to those who have been breached.

Unit 1 - The presumption of innocence

Outcomes

- Area of study 1: Legal foundations
- Area of study 2: Proving guilt
- Area of study 3: Sanctions

Unit 2 - Wrongs and rights

Outcomes

- Area of study 1: Civil liability
- Area of study 2: Remedies
- Area of study 3: Human rights

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Legal Studies Unit 3&4.

Media

Units 1&2

Course Outline

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Unit 1 - Media forms, representations and Australian stories

Outcomes

- Area of study 1: Media representations
- Area of study 2: Media forms in production
- Area of study 3: Australian stories

Unit 2 - Narrative across media forms

Outcomes

- Area of study 1: Narrative, style and genre
- Area of study 2: Narratives in production
- Area of study 3: Media and change

Assessment

Satisfactory completion will be based on the achievement of set outcomes. Assessments in Media include the planning and production of media products including videos and photos.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Media Unit 3&4.

Additional notes

Due to the nature of this subject, students are required to have access to their own technological devices. Students are asked to have a laptop, although a tablet with a detachable keyboard will also be accepted.

Modern History

Units 1&2

Course Outline

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Unit 1 - Change and conflict

Outcomes

- Area of study 1: Ideology and conflict
- Area of study 2: Social and cultural change

Unit 2 - The changing world order

Outcomes

- Area of study 1: Causes, course and consequences of the Cold War
- Area of study 2: Challenge and Change

Assessment

Satisfactory completion will be based on the following assessment tasks: interpretation of historical cartoons, photographs, diagrams etc., construction of detailed timelines, research investigation, biographical reports/studies.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into History Revolutions Unit 3&4 and Australian History Unit 3&4.

Physical Education

Units 1&2

Course Outline

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

Unit 1 - The human body in motion

Outcomes

- Area of study 1: How does the musculoskeletal system work to produce movement?
- Area of study 2: What role does the cardiorespiratory system play in movement?

Unit 2 - Physical activity, sport, exercise and society

Outcomes

- Area of study 1: How do physical activity, sport and exercise contribute to healthy lifestyles?
- Area of study 2: What are the contemporary issues associated with physical activity and sport?

Assessment

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Physical Education Unit 3&4.

Politics

Units 1&2

Course Outline

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

Unit 1 - Politics, power and political actors

Outcomes

- Area of study 1: Power and national political actors
- Area of study 2: Power and global political actors

Unit 2 - Democracy: stability and change

Outcomes

- Area of study 1: Issues for Australia's democracy
- Area of study 2: Global challenges to democracy

Assessment

Satisfactory completion will be based on the achievement of outcomes and involves a political inquiry, structured questions, case studies, and ICT tasks.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Global Politics Units 3&4.

Product Design & Technology: Textiles/Wood

Units 1&2

Course Outline

The study of Product Design and Technology focuses on origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these on product solutions. The unit encourages students to generate and communicate creative design options using a range of techniques and allows students to explore and determine characteristics and properties of materials to determine their suitability. Students will apply appropriate and safe methods of working with materials, tools, equipment and machines using risk assessment and apply project management techniques of time and sequence whilst analysing and evaluating the appropriateness of production activities and product design.

Unit 1 - Design practices

Outcomes

- Area of study 1: Developing and conceptualising designs
- Area of study 2: Generating, designing and producing

Unit 2 - Positive impacts for end users

Outcomes

- Area of study 1: Opportunities for positive impacts for end users
- Area of study 2: Designing for positive impacts for end users
- Area of study 3: Cultural influences on design

Assessment

Units 1 & 2 are assessed within the school. A variety of means are used for assessment, including practical work, assignment, presentation, a design folio and tests.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Product Design & Technology: Textiles/Wood Unit 3&4.

Additional notes

Please note that as Product Design & Technology is one subject, students are not able to select to study both textiles and wood concurrently.

Psychology

Units 1&2

Course Outline

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. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Unit 1 - How are behaviour and mental processes shaped?

Outcomes

- Area of study 1: What influences psychological development?
- Area of study 2: How are mental processes and behaviour influenced by the brain?
- Area of study 3: How does contemporary psychology conduct and validate psychological research?

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

Outcomes

- Area of study 1: How are people influenced to behave in particular ways?
- Area of study 2: What influences a person's perception of the world?
- Area of study 3: How do scientific investigations develop understanding of influences on perception and behaviour?

Assessment

A variety of means are used for assessment, including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Psychology Unit 3&4.

Visual Communication Design

Units 1&2

Course Outline

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Unit 1 - Finding, reframing and resolving design problems

Outcomes

- Area of study 1: Reframing design problems
- Area of study 2: Solving communication design problems
- Area of study 3: Design's influence and influences on design

Unit 2 - Design contexts and connections

Outcomes

- Area of study 1: Design, place and time
- Area of study 2: Cultural ownership and design
- Area of study 3: Designing interactive experiences

Assessment

Tasks will be set to combine both practical and folio based work and written research topics. A satisfactory result is awarded upon satisfactory completion of all outcomes.

Examinations

Students will sit a written examination at the end of each unit.

Pathways

This subject has a pathway into Visual Communication Design Unit 3&4.

VET STUDIES

Advantages of studying VET

Increase to student learning potential

- Broadens VCE/VCAL options.
- Develops the students' capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interest and career directions through the provision of strong pathways.

Qualifications & Skills

- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE. Eg CERT II in Automotive Technology provides students with a pre apprentice in this industry area.
- VET provides access to a range of different technologies related to the workplace.

VET Prepares Students for the Workforce

- Expands post school opportunities.
- Provides the opportunity to trial a career. Helps students explore possible areas of interest, which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers. Students may be offered part time or casual work.
- Improves employment prospects
- Helps students gain knowledge of employer's expectations and real working conditions.
- Develops student's capacity for co-operation, teamwork and leadership skill development.
- Assists the transition from school to work.

Students are required to access the [Hobsons Bay VET cluster VET handbook](#) for a full listing of VETs on offer within the cluster. The following are those VETs offered by Point Cook Senior Secondary College for 2024. Fees are subject to change.

VET - Courses

Applied Fashion & Technology Year 1&2

Course Outline

This certificate provides students with basic design and development skills and knowledge to prepare them for work in the fashion industry. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken. Students will be provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches, identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic pattern making principles, preparing and marketing design concepts.

Year 1

Required modules:

- Work safely
- Apply quality standards
- Modify patterns to create basic styles
- Draw and interpret a basic sketch
- Design and produce a simple garment
- Identify design process for fashion designs
- Produce a simple textile garment
- Use a sewing machine for fashion design

Year 2

Required modules:

- Identify fibres, fabric and textiles used in the TCF industry
- Participate in environmentally sustainable work practices
- Operate computing technology in a TCF workplace
- Design and produce a simple garment
- Perform test of inspection to check product quality

Assessment

Satisfactory completion of each competency.

Pathways

- Apprenticeships/ Traineeships in the Clothing Industry
- TAFE and University courses in Fashion Design
- Patternmaking and garment construction -
- Clothing technology

VET - Courses

Automotive: Heavy Vehicle Year 1&2

Course Outline

The Certificate II in Automotive: Heavy Vehicle trains students with knowledge and skills to gain competency in carrying out service and repair procedures. Through this qualification, students will develop the competencies required to repair and service diesel engines and associated components. After completion of this course and sufficient industry experience, students may seek trade recognition in Automotive: Heavy Vehicle.

Units 1&2

Units of Competencies involved:

- Heavy Vehicle
- Follow safe working practices in an automotive workplace
- Use and maintain tools and equipment in an automotive workplace
- Communicate effectively in an automotive workplace
- Identify automotive electrical system components
- Identify automotive mechanical systems and components
- Resolve routine problems in an automotive workplace

Units 3&4

Units of Competencies involved:

- Construct and test basic electronic circuits
- Select and use bearings seals, gaskets, sealants and adhesives
- Operate electrical test equipment
- Solder electrical wiring and circuits
- Dismantle and assemble single cylinder four stroke and petrol engine
- Dismantle and assemble multi cylinder four stroke petrol engine

Assessment

Satisfactory completion of each competency.

Pathways

- Apprenticeships/Traineeships in the Automotive Industry
- TAFE courses in the Automotive Industry
- Auto-Mechanical / Body Fitting / Electrical /Diesel

VET - Courses

Building & Construction Year 1&2

Course Outline

The aims of the VCE VET Building and Construction program are to:

- provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry.
- enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Upon completion of the program, students will have achieved approximately two thirds of the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.

Modules

- Calculations for the building industry
- Communications for the building industry
- Quality principles for the building industry
- Career studies Basic first aid
- Building and construction industry induction
- Workplace documents and plans
- Workplace safety
- Building structures
- Levelling
- Safe handling of power tools
- Introduction to scaffolding

Specialist Stream Units of Study

Students must complete a range of modules from specialist stream electives - to be advised by the relevant TAFE.

Pathways

- Building site administration - electronic
- Foremanship - Building services
- Building administration - Drafting (architectural)
- Estimation - Union administration
- Building Inspection - Contract administration

VET - Courses

Retail Cosmetics Year 1&2

Course Outline

Certificate II in Retail Cosmetics has been designed as a standard entry level qualification for the Beauty Industry. The nationally accredited Certificate II in REtail Cosmetics gives you a strong foundation that combines your love of makeup and flair for customer experience.

This course engages in multiple parts of the beauty industry; practical components include units like: Make up design, lash and brow services, visual merchandising and many others that touch upon facial services and nail polish application.

Likely functions within the Beauty industry for those who achieve this level of qualification include working within clearly defined contexts under supervision. It involves communicating in the workplace, performing routine salon/store functions, demonstrating skin care products and designing and applying makeup in general and specialist situations.

Year 1

- Demonstrate retail skin care products
- Advise on beauty products and services
- Comply with organisational requirements within a personal services environment
- Communicate as part of a salon team
- Organise personal work requirements
- Maintain infection control standards
- Research and apply beauty industry information
- Sell to the retail customer

Year 2

- Contribute to health and safety of self and others
- Conduct salon financial transactions
- Participate in environmentally sustainable work practices
- Design and apply make-up
- Design and apply make-up for photography
- Receive and handle retail stock
- Produce visual merchandise displays

Pathways

- Beauty salon assistant
- Retail cosmetics consultant

Upon successful completion of this program you may receive credit towards the SHB40115 Certificate IV in Beauty Therapy and SHB50115 Diploma of Beauty Therapy.

VET - Courses

Sport & Recreation Year 1&2

Course Outline

The VCE VET Sport and Recreation program is drawn from national training package (SIS Sport, Fitness and Recreation) and offers portable qualifications which are recognised throughout Australia. These qualifications provide students the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills are developed through the units of competency undertaken in the selected program.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study

Year 1

- Organise personal work priorities and development
- Provide first aid
- Provide quality service
- Respond to emergency situations
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness and recreation sessions
- Use social media tools for collaboration and engagement
- Provide equipment for activities
- Maintain equipment for activities
- Use business technology

Year 2

- Develop and update knowledge of coaching practices
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and conduct programs
- Educate user groups
- Conduct sport coaching sessions with foundation level participants

Pathways

Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administering



YEAR 10 HANDBOOK