KEILOR DOWNS COLLEGE

A High Performing School

A Co-educational School 7-12

YEAR 10 COURSE SELECTION GUIDE 2026-2027

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Please note: Some subjects require the use of additional resources and materials.

Parents are invited to support the college by providing the following contributions:

- *Food Technology - $55*
- *VET Cookery - $55*
- Café - $55
- Bakery - $55
- *PDT - $25.00*
- 2D ART - $25.00
- 3D ART - $25.00
- *Systems Engineering - $25*

Additionally, some subjects involve a number of excursions and outdoor recreation activities that students will need to pay for throughout the year. The approximate total cost for these excursions is:

- *Advanced Physical Education - $50*
- *Advanced Soccer - $100*
- *Outdoor Education - $350*
- *Sport & Recreation - $70*
- *Sport Leadership - $30*

INTRODUCTION:

Welcome to the Senior Years of study.

This guide contains all the information you need to have to choose your course for the next year. It outlines all the Year 10 subjects that are offered at Keilor Downs College.

Our Senior Years Curriculum is designed to allow:

- Breadth and depth of study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To plan a course that allows you to follow your Pathways plan.

Flexibility in the Senior Years

In the Senior Years, according to your pathway choices and your academic ability, you will find yourself able to make many more choices than ever before. Not only can you choose from a wide variety of studies within your year level, but you can also choose to:

- Select a VCE Units 1 & 2 Study while you are in Year 10 (refer to VCE course handbook)
- Choose to take 2 or 3 years to successfully complete your VCE.

It may be useful to refer to this version of the course selection guide for future reference.

Choosing a Program

To assist you in choosing the course that will bring you the most enjoyment and success, we have provided you with:

- Detailed descriptions of all courses offered at Year 10.
- Pathways diagrams for each Key Learning Area (KLA) that show you how your choices will help you plan your future directions.
- Pathways Counsellors- you have been allocated a Pathways Counsellor who will assist you in your course decisions. You will meet with your counsellor before the official counselling day to discuss your course.
- Year 9 students – Class time during EXPLORE and Humanities to allow you to investigate and reflect on your career direction.

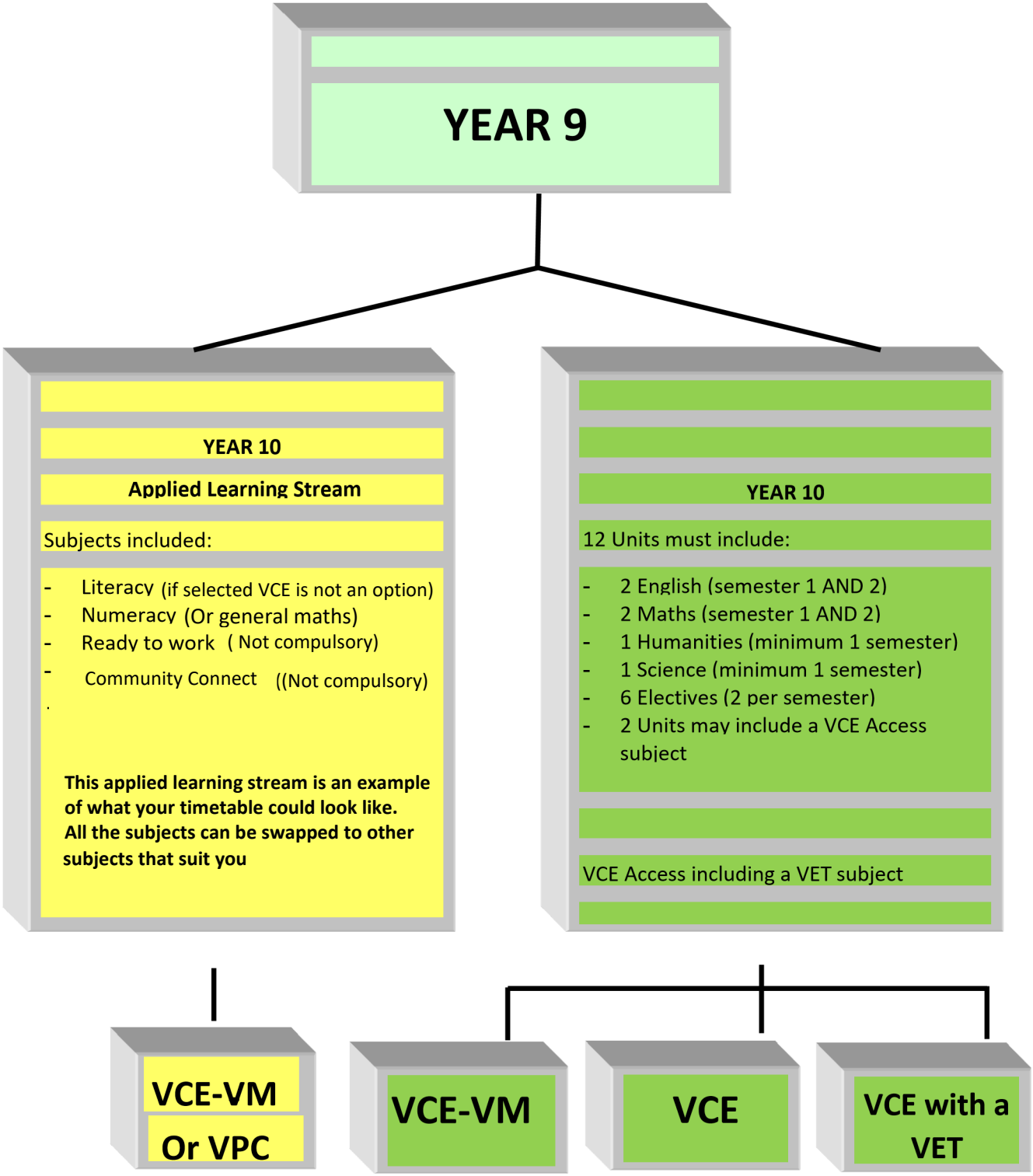
Recommendations from staff

All staff will make recommendations for VCE studies (if student is doing VCE Access) as well as Year 10 Mathematics, Year 10 Science, Year 10 Advanced English, Year 10 Sports Leadership, Year 10 Advanced PE and Year 10 Languages (Italian or Japanese). You will need to seek advice from your classroom teachers or the Key Learning Area Leader (KLA leader), who will advise you about the best studies for you to undertake.

Confirming your course

After course counselling takes place, your course will be carefully checked. A few students may need to be re-counselled if there are problems with their course. Your course will be confirmed in writing during Term. 4.

PATHWAY OPTIONS:



YEAR 10 CURRICULUM 2027:

- In Year 10, you will study 6 units (or subjects) each semester - 12 units over the year.
- You will study each unit for 5 periods each week.
- Some units are compulsory, while others are optional and include choice.
- In order to have full access to the VCE in 2028, you will have to pass at least 9 out of the 12 units you will attempt.

There are 6 Compulsory Units:

All students will study:

English: for both semesters 1 & 2 (2 units)

Mathematics: for both semesters 1 & 2 (2 units)

Humanities: for a minimum of one semester (1 unit)

Science: for a minimum of one semester (1 unit)

You have some choice within these compulsory units.
Within each area, you can choose between:

English	Mathematics	Humanities	Science
You will study this for both semesters. 2 units	You will study this for both semesters. 2 units	These units run for 1 semester only. 1 unit	These units run for 1 semester only. 1 unit

English OR EAL Semester 1 AND 2 **OR** Advanced English Semester 1 AND 2 **OR** Literacy Semester 1 AND 2	**Semester 1:** General Maths **Semester 2:** General Maths **OR** Maths Methods **OR** Advanced Mathematics Semester 1 AND 2 **OR** Numeracy Semester 1 AND 2	A minimum of **ONE** of the following: • Introduction to Accounting • Introduction to Business Management • Introduction to History • Introduction to Legal Studies • Introduction to Sociology	A minimum of **ONE** of the following: • Forensic and Consumer Science • Introduction to Biology • Introduction to Chemistry • Introduction to Physics • Introduction to Psychology

YEAR 10 ELECTIVE UNITS:

There are 6 Elective Units: You will need to choose **6 units** to make up your full **12 units over the year**.
You will be able to choose from the following:

Languages	**Science**	**Humanities**	**The Arts**	**Technology**	**PE/Health**	**Applied learning**
0 or 2 units	**1-3 units**	**1-3 units**	**0 – 3 units**	**0 – 3 units**	**0 – 3 units**	**0 – 3 units**
You will study this for both Semesters. These units run for **BOTH** semesters.	You can choose one or two of these in addition to the compulsory Science unit. These units run For 1 semester only.	You can choose one or two of these in addition to the compulsory Humanities unit. These units run for 1 semester only.	You can choose zero, one, two or three of these Units to study as elective units. These units run for 1 Semester only.	You can choose zero, one, two or three of these units to study as Elective units. These units run for 1 semester only.	You can choose zero, one, two or three of these units to study as Elective units. These units run for 1 semester only.	You can choose zero, one, two or three of these units to study as Elective units. These units run for 1 semester only.

Italian Japanese	Forensic and Consumer Science Introduction to Biology Introduction to Chemistry Introduction To Physics Introduction to Psychology	Introduction to Accounting Introduction to Business Management Introduction to History Introduction to Legal Studies Introduction to Sociology	2D Art :making meaning 3d art: creation and construction VCD: Be an architect VCD: be a designer Dance Drama Media Music Music Industry & Sound Production	Introduction to Applied Computing Coding Food Technology Café Bakery Product Design & Technology Systems Engineering (Electronics and Robotics) Systems Basics (Electronics and Robotics)	Advanced Physical Education Advanced Soccer Health & Human Development Sports Leadership Sport and Recreation Outdoor Education	Ready to work Community connect

VCE ACCESS:

- VCE ACCESS means studying a VCE subject in Year 10.
- You may be offered the opportunity to study a VCE Units 1 & 2 subject while you are in Year 10.
- Most of the units offered are available to you.
- Languages (Italian or Japanese) are not available to you unless you have completed Year 10 for that subject.
- See below table for Mathematics options and Health and Human development options.

For current year 9 SEAL students who want to do VCE ACCESS Mathematics, you may choose either:

- VCE Units 1 & 2 Mathematical Methods (if you have been recommended by your subject teacher)
- VCE Units 1 & 2 General Mathematics along with Year 10 Advanced Mathematics (if you have been recommended by your subject teacher). This is to ensure you have the required algebraic skills for Units 1 & 2 Mathematical Methods or Specialist Mathematics in year 11.
- VCE Units 1 & 2 General Mathematics ONLY (if you have been recommended by your subject teacher). Please note that taking this option will restrict you from completing VCE Mathematical Methods or VCE Specialist Mathematics in Year 11.

For all other students who want to do VCE ACCESS Mathematics you may complete:
VCE Units 1 & 2 General Mathematics along with Year 10 Advanced Mathematics (if you have been recommended by your subject teacher). This is to ensure you have the required algebraic skills for Units 1 & 2 Mathematical Methods or Specialist Mathematics in year 11.

Students can select **VCE Health and Human Development Units 1 and 2** as an access subject.

The intention is for this class to be comprised primarily of Year 10 students; however, this will depend on student demand and enrolment numbers.

As this is still considered an access VCE subject, students will be expected to demonstrate strong academic achievement and a consistent commitment to their studies.
Generally, students should be performing within the **top 20% of their cohort** to be considered for this opportunity. This ensures students are well placed to manage the demands of a VCE subject while still completing their Year 10 studies.

You can choose a VCE Units 1 & 2 sequence as one of your “elective” units, or as an alternative to one of the compulsory Year 10 units. For example, you can choose Units 1 & 2 Biology instead of Year 10 Science, but you can also select the year 10 science if you wish to do so.

You will find a complete list of subjects offered in the VCE course selection handbook.
If you are interested, you will need to show:

- Strong organisational skills.
- High levels of motivation, interest and enthusiasm.
- Ability and/or capacity in that study area.

Most of our candidates will come from a select entry list based on overall academic performance. These students need to be in the top 20% of Learning Task Averages. Students will be offered the opportunity to apply and discuss during the Course Counselling Day. This is a process that is separate to selecting a standard Year 10 program

Final decisions regarding VCE Access will depend upon:

- Recommendations from the House, KLA leaders and Year 9 subject teachers about whether you are likely to succeed in studying a VCE subject in Year 10.
- Available places in the chosen subject.

SEAL PROGRAM (SELECT ENTRY ACCELERATED LEARNING):

YEAR 10 COURSE SELECTION AND VCE ACCESS

- Students who are enrolled in the Select Entry Accelerated Learning Program (SEALP) will have a variety of options open to them for their Year 10 course to meet their individual needs.
- Each student's course will be a mixture of Year 10 and VCE units.
- As with all Year 10, students will complete six units per semester, a total of twelve for the year.

COMPULSORY COURSE OPTIONS:

Learning Area	Number Compulsory of Units	Options
English	2	**Option 1:** Year 10 Advanced English (Semester 1 & 2) **Option 2:** Year 10 English (Semester 1 & 2)
Maths	2	**Option 1:** VCE General Mathematics 1&2 (Semester 1 & 2) **Option 2:** VCE Mathematical Methods 1&2 (Semester 1 & 2) **Option 3:** Yr. 10 Advanced Maths (Semester 1 & 2) **Option 4:** Yr. 10 General Maths (Semester 1) and either Yr. 10 General Maths (Semester 2) OR Yr. 10 Maths Methods (Semester 2)
Humanities	1	**Option 1:** 1 or more of any of the Year 10 Humanities units offered (Semester 1 OR 2) **Option 2:** Any VCE Humanities – Choose from: Accounting, Business Management, History, Legal Studies or Sociology (Semester 1 & 2)
Science	1	**Option 1:** 1 or more of any of the Year 10 Science units offered (Semester 1 OR 2) **Option 2:** Any VCE Science – Choose from: Biology, Chemistry, Physics, Psychology (Semester 1 & 2)

Remaining units	6 depending on choices above	**Option 1:** Any of the Year Elective units offered (Semester 1 OR 2) **Option 2:** Any VCE Access subjects (Semester 1 & 2) (See conditions below).

THE FOLLOWING CONDITIONS APPLY FOR VCE SUBJECTS:

1. The recommended number of VCE Access subjects is one subject. If students wish to complete two VCE Access subjects, their Year 9 subject teachers will be consulted regarding their overall achievement and ability to cope with the demands of 2 VCE subjects. It will also depend on the individual student's strengths and pathway. It should be noted that no less than four Unit 3 / 4 subjects must be completed in the student's Year 12 Year.

2. Individual programs for each accelerated student will be approved by a review panel consisting of Pathways Coordinator, SEALP Coordinator and relevant Year 9 SEALP Teachers.

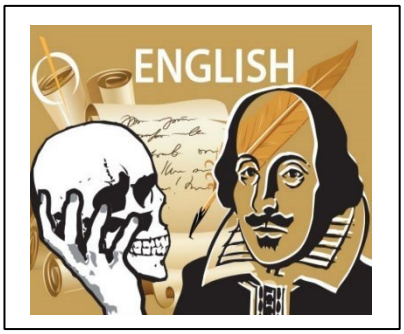
3. For the Year 10 Advanced English, SEALP students will be subject to the same recommendation and selection process as other Year 9 Students.

4. Students who undertake two VCE Access units will be strongly encouraged to complete their Work Experience either during a holiday break, or after exams at the end of the year, instead of the last week of Term 2. This is to minimise the amount of work being missed. Students completing one VCE subject will do the work experience program in the week allocated to the whole year 10 cohort, which is the last week of second term. This will allow workplace visits to be conducted.

5. Please note that once you accept the place in the VCE/VET subject, you are committed to that subject for the entire year and will be required to sign a contract before you begin, agreeing to the following statement: *"Note: Signing and handing in the form confirms that you are committed to the subject for the entire year. There will be no opportunity for change out of this subject once processed."* Students who undertake a VCE Access subject in Year 10 will therefore be expected to complete both Units 1 and 2 of that subject. **Students will not be permitted to pick up a new Unit 2 subject halfway through the year.**

ENGLISH OPTIONS

ADVANCED ENGLISH



What is it all about?

This English prepares students for the two VCE English options; English and Literature, by giving students an opportunity to learn the skills and concepts required for each form of English. To be recommended for this extension option students will need to demonstrate strong English skills in year 9 and those who enjoy discussing and closely analysing texts are most likely to benefit from this subject. In the first semester, students analyse how authors construct arguments, present a persuasive point of view on an issue and study the play Othello. In the second semester students will craft a text exploring an idea connected to the framework of Personal Journeys and analyse episodes of the television adaptation of The Handmaid's Tale.

What will I learn?

Exploring Argument	**Crafting Texts**
• How to analyse persuasive texts • The connection between argument, • persuasive techniques, audience and tone • How to develop and present a persuasive oral presentation	• Creative writing skills and texts structures • Develop an understanding of how authors construct texts for specific purposes. • Develop their own ability to make stylistic choices through planning, editing and refining texts in a variety of forms
Reading and Exploring Texts	
• How to analyse written and film texts • Develop their own interpretations of the ideas explored in texts. • How a text can be looked at from a variety of perspectives	

What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery. There will be class discussions, group work and individual writing tasks.

Learning tasks may include: essays, extended responses (both creative and analytical), oral presentations, and an exam.

What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English subjects.

POSSIBLE PATHWAYS	
YEAR 10	ADVANCED ENGLISH
YEAR 11	ENGLISH and LITERATURE
YEAR 12	ENGLISH and LITERATURE

Why choose this subject?

If you have a keen interest in English or are looking for an extra challenge with expectations that more closely align with VCE Unit 1, this subject may be for you as it deals with texts that are more complex, and the class discussion explores advanced ideas. Students with a great interest in literature should consider Advanced English as it covers more content in these areas and allows you to develop your understanding of the subject before choosing your VCE pathway.

ENGLISH

What is it all about?

This English prepares students for the two VCE English options; English and Literature, by giving students an opportunity to learn the skills and concepts required for each form of English. In the first semester, students study the film, *The Sapphires,* and analyse how authors construct persuasive texts. In the second semester, students will craft a text exploring an idea connected to the framework of Personal Journeys, present a persuasive point of view on an issue and analyse the novel, *The Longest Memory*.

What will I learn?

Exploring Argument	**Crafting Texts**
• How to analyse persuasive texts • The connection between argument, persuasive techniques, audience and tone • How to develop and present a persuasive oral presentation	• Creative writing skills and texts structures • Develop an understanding of how authors construct texts for specific purposes. • Develop their own ability to make stylistic choices through planning, editing and refining texts in a variety of forms
Reading and Exploring Texts	

- How to analyse written and film texts
- Develop your own interpretations of the ideas explored in texts.
- How a text can be examined from a variety of perspectives

What types of things will I do?
Analyse a range of texts, including short stories, films, graphic novels, opinion articles. There will be class discussions, group work and individual writing and speaking tasks.

Learning tasks may include essays, extended responses (both creative and analytical), oral presentations and an exam.

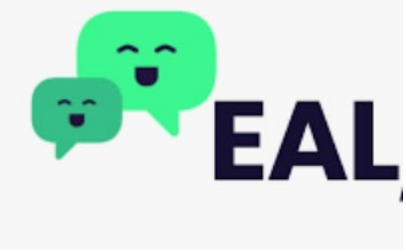
What skills will I require to complete this subject?
Reading a variety of text types, writing and presenting in a range of written and spoken forms, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses

What can this subject lead to?
Most tertiary courses require a specific minimum result in one of the VCE English subjects. Good communication and analytical skills can help you in many careers and especially in courses relating to journalism and teaching.

POSSIBLE PATHWAY	
YEAR 10	ENGLISH
YEAR 11	ENGLISH and LITERATURE
YEAR 12	ENGLISH and LITERATURE

ENGLISH AS AN ADDITIONAL LANGUAGE

What is it all about?



Year 10 EAL incorporates the study of texts, both written and audiovisual, discussion of and responses to issues and the development of a writing folio. Students are exposed to spoken texts, print and non-print material which ranges from literature to mass media, and analyse and write a text response to the film "The Sapphires". Students analyse how written and visual language is used to persuade in Argument Analysis and develop their note-taking skills while listening to a range of texts, including: dialogues and speeches. In the second semester students will craft a text exploring an idea connected to the framework of Personal Journeys, present a persuasive point of view on an issue and analyse a novel.

What will I learn?

Reading and Exploring Texts	**Listening and speaking**
• Develop an understanding of the ideas, film techniques and how the author/director constructed the text. • How a text can be looked at from a variety of perspectives	• Listening and note taking to a variety of text types. • Develop oral comprehension skills. • Develop confidence and skills in public speaking, debating, role-plays and class presentations. • Developing the ability to comprehend a variety of forms and accents
Crafting Texts	**Exploring Argument**
• Annotating texts to develop an understanding of how they are constructed for specific purposes. • Creative writing skills and texts structures • Develop their own ability to make stylistic choices through planning, editing and refining texts in a variety of forms	• How to identify and analyse persuasive texts (written, spoken and visual) • The connection between argument, persuasive techniques, audience and tone • How to develop and present a persuasive oral presentation

What types of things will I do?

Analysing a range of texts, including short stories, films, opinion articles and related imagery. There will be class discussions, group work and individual writing tasks.

Learning tasks may include: tests, essays, short and extended responses (both creative and analytical), oral presentations and an exam.

What skills will I require to complete this subject?

Reading a variety of text types, writing and presenting in a range of written and spoken forms, ability to discuss issues from multiple viewpoints, ability to provide accurate short answer responses and develop written structured extended responses.

What can this subject lead to?

Most tertiary courses require a specific minimum result in one of the VCE English subjects. Good communication and analytical skills can help you in many careers and especially in courses.

POSSIBLE PATHWAY (depending on eligibility)	
YEAR 10	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 11	ENGLISH AS AN ADDITIONAL LANGUAGE
YEAR 12	ENGLISH AS AN ADDITIONAL LANGUAGE

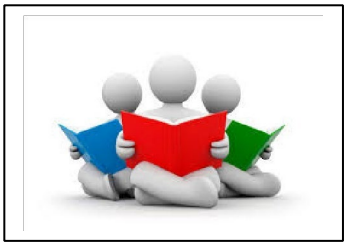
Why choose this subject?

Although ENGLISH AS AN ADDITIONAL LANGUAGE is a compulsory subject, it is dependent on eligibility.

LITERACY

What is it all about?

The purpose of this subject is to strengthen and extend students' confidence in thinking, reading and writing, speaking and listening.



What will I learn?

Writing and Reading Folio	**Narrative Analysis – Text Response**
• Read, categorise & plan a response. • Proofread and self-correct. • Maintain a reading journal.	• Respond in writing to a variety of texts. • Maintain summaries and quotations. • Write an imaginary piece.
Oral Presentation	**Film Elements**
• Study of social issues. • Work in groups to create an oral presentation.	• Read film reviews and categorise elements. • Watch and write a film review.
Presentation Skills	**Report Writing**
• Use of technology to present a poster, written report or oral report based on work experience.	• Write a report on disability and diversity in our society. • Use elements of writing based on student experience during disability workshops.

What types of things will I do?

Learn how to strengthen, improve and develop language skills through thinking, reading and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.

Learning tasks may include: completion of written reports, oral presentations, text responses and film reviews.

What skills will I require to complete this subject?

The ability to adapt reading, writing, listening and speaking for practical purposes of class discussion, oral and written presentations and self-expression.

What can this subject lead to?

Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	LITERACY
YEAR 11	VCE-VM LITERACY
YEAR 12	VCE-VM LITERACY

ENGLISH PATHWAYS

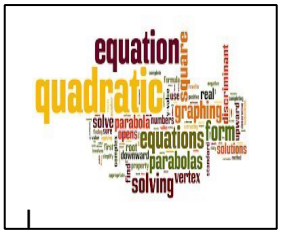
Option	Year 10	Year 11	Year 12
1	English OR Advanced English	English 1 & 2	English 3 & 4
2	English OR Advanced English	Literature 1 & 2	Literature 3&4 and/or English 3 & 4
3	English OR Advanced English	combination of 1 or more of English 1 & 2, Literature 1 & 2	English 3 & 4 AND Literature 3 & 4 OR, just any ONE 3 & 4: English/Literature/
4	English OR Literacy	VCE -VM Literacy	VCE - VM Literacy
5	EAL	EAL 1 & 2 (dependent on eligibility)	EAL 3 & 4 (dependent on eligibility)

MATHS OPTIONS

ADVANCED MATHEMATICS

What is it all about?

This subject will prepare students thoroughly for any VCE Mathematics course, in particular Year 11 Mathematical Methods and Specialist Mathematics. The work covered will be from the following areas: Algebra & Number, Measurement & Space and Statistics & Probability. Topics will be extended to challenge students, and some Year 11 Mathematics content will be integrated into the course.



What will I learn?

Number & Algebra - Exponential Functions	**Statistics and Probability – Statistics**
• Surds and fractional indices including in real context. • Applications of exponential growth and decay problems.	• Univariate Data -IQR histograms, boxplots, mean, standard deviation, confidence intervals. • Bivariate Data-scatterplots, r correlation and use of regression line to make predictions.
Number & Algebra - Linear functions	**Number & Algebra - Expressing Generality**
• Linear graphs using real life context. • Simultaneous equations, algebraically and graphically. • Parallel, perpendicular lines, midpoints and distance of a line segment.	• Expand and factorise quadratic expressions by using a variety of techniques. • Apply to non-routine worded problems
Number & Algebra – Quadratic equations	**Measurement and Space - Trigonometry**
• Solve quadratic equations. • Sketch and describe parabolas. • Solve quadratic problems in a real-life context. • Use the discriminant to find number of solutions	• Pythagoras in 2-and-3-dimensional shapes • Use Sine and Cosine rules to solve for any triangle. • Use the unit circle to define trigonometric functions
Statistics and Probability – Probability	**Measurement and Space - Space**
• Solve chance experiments, with and without replacement. • Use the Addition rule, conditional probability and independence, including proofs. • Use Venn diagrams and Karnaugh maps.	• Proofs involving congruent and similar triangles. • Prove and apply angle and chord properties of circles. • Find the arc length of circles and area of segments and sectors of a circle

What types of things will I do?

Practicing mathematical skills and demonstrating an understanding of each topic by completing exercises, problem solving activities, worksheets, topic tests and Application tasks. Using the CAS calculator effectively is necessary for all topics.

Learning tasks may include:

Topic tests, Problem Solving Application Task and Exams with and without Technology.

What skills will I require to complete this subject? Students need to sit a test early term 4 to apply for this subject.

They also need to: display a strong ability to think logically and reason analytically, grasp mathematical concepts and strategies quickly, with good retention, and to relate mathematical concepts within and

across content areas and real-life situations. In particular, they need a more extensive and in-depth knowledge of Algebra.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 10	ADVANCED MATHEMATICS
YEAR 11	MATHEMATICAL METHODS 1&2 OR MATHEMATICAL METHODS1&2 & SPECIALIST MATHS 1&2
YEAR 12	MATHEMATICAL METHODS 3&4 OR MATHEMATICAL METHODS 3&4 & SPECIALIST MATHS 3&4

MATHEMATICS SEMESTER 1

What is it all about?

In year, 10 Mathematics students continue to study the compulsory Strands of mathematics according to the Victorian Curriculum. These include Number and Algebra, Statistics and Probability, Measurement and Space. This will prepare and enable students to study General Mathematics or Mathematical Methods in Semester 2.

What will I learn?

NUMBER AND ALGEBRA: Linear Equations	**NUMBER AND ALGEBRA: Linear Graphing**
• Multiplying and dividing algebraic expressions • Adding and subtracting algebraic expressions • Solving Linear Equations • Solving worded Linear Equation problems • Solving inequalities	• Sketching linear Equations with and without the CAS calculator • Finding equations of Linear graphs • Calculating the length and midpoint of a line segment • Identifying perpendicular and parallel lines • Solving simultaneous equations • Solving application questions
STATISTICS: Univariate data and box plots	**MEASUREMENT AND SPACE: Trigonometry and Bearings**
• Summary Statistics- 5 figure summary • Drawing and comparing box plots • Using CAS calculator for the summary statistics and to draw one or two box plots.	• Applying trigonometric ratios to find unknown side lengths • Finding unknown angles • Applications in two dimensions using elevation and depression angles. • Using bearings in trigonometry

What types of things will I do?

Practicing mathematical skills and demonstrating an understanding of each topic by completing exercises and application activities, worksheets, topic tests and Problem-Solving tasks.

Being proficient in the use of the CAS calculator is necessary for all topics.

Learning tasks include Topic tests with and without the use of technology, Problem Solving Application Task and the Semester Exam.

What skills will I require to complete this subject?

Organisation skills by staying up to date, mathematical reasoning, strong skills in Algebra, effective summarizing and revision.

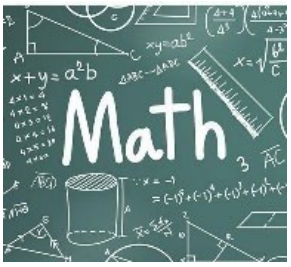
What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 10	SEMESTER 2 NUMERACY, GENERAL MATHEMATICS, MATHEMATICAL METHODS
YEAR 11	GENERAL MATHEMATICS UNIT 1 AND 2
YEAR 12	GENERAL MATHEMATICS UNIT 3 AND 4

GENERAL MATHEMATICS SEMESTER 2

What is it all about?

General Mathematics is only available during semester 2. Students that select this subject cannot select Mathematical Methods in year 10. The course focuses on Number, Measurement and Space, Statistics and Probability and their applications in everyday personal, study and work situations. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.



What will I learn?

STATISTICS	**MEASUREMENT AND SPACE**
• Comparing data from multiple sources • Plotting and analysing data in scatterplots • Identifying trends and making predictions • Using technology effectively to calculate large amounts of data	• Unit conversion • Finding the volume 3D shapes • Finding the surface area of 3D shapes • Rearranging formulas to find the unknown dimensions of shapes. • Applying Pythagoras' Theorem
LINEAR PROGRAMMING	**FINANCIAL MATHEMATICS**
• Solving inequalities and sketching half planes • Writing equations that represent situations. • Applying logic to problems to determine maximum or minimum output with given constraints	• Calculating value gained or lost using simple interest formula. • Calculating value gained or lost using compound interest formula. • Comparing interest using computerised spreadsheets

What types of things will I do?
Practice skills and demonstrate understanding of each topic by completing exercises, worksheets, tests and problems solving (application) activities. Be able to proficiently use the CAS calculator in all topics.

Learning tasks may include: Topic tests, Problem Solving Application Task and the Semester Exam.

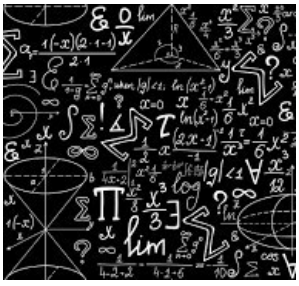
What skills will I require to complete this subject?
Organisation, keeping up to date, mathematical reasoning, strong skills in algebraic graphing, effective summarising and revision.

What can this subject lead to?
Possible future pathways can lead to university courses requiring two units of Mathematics at VCE level such as Nursing, Research and Teaching.

POSSIBLE PATHWAY	
YEAR 11	GENERAL MATHEMATICS UNITS 1 AND 2
YEAR 12	GENERAL MATHEMATICS UNITS 3 AND 4

Why choose this subject?
Choose this subject if you are interested in applying Mathematics to real life situations and pursuing a career that requires at least two units of Mathematics at the VCE level.

MATHEMATICAL METHODS SEMESTER 2



What is it all about?
Mathematical Methods focuses on applying higher order mathematics skills to complex problems with a high focus on algebra. You will learn to learn to solve, graph and transform quadratic equations, calculate probabilities involving conditions and model scenarios with advanced algebraic expressions. This subject prepares you for all VCE mathematics subjects.

What will I learn?

Indices and Surds	**Graphing Quadratics**
• Applying the 5 index laws and the zero power rule. • Simplifying surds. • Applying index and surd knowledge to the simplification of algebraic expressions • Manipulating surds and indices to generate expressions that describe real world problems	• Sketching quadratics by applying: completing the square and the quadratic formula methods. • Modelling real world problems with quadratic equations. • Graphing quadratic equations using the CAS calculator.

Factorising and Solving Quadratics	Probability
• Factorising quadratic expressions by applying: difference of perfect squares, perfect squares, grouping. • Solving quadratic equations by applying: the Null factor law and the quadratic formula • Using the discriminant to identify the number of solutions a quadratic equation will have.	• Calculating conditional probability. • Classifying and proving independent events. • Constructing two-way tables and Venn diagrams. • Constructing tree diagrams.

What types of things will I do?

- Applying index laws to simplify algebraic expressions
- Factorising quadratics expressions and applying the null factor law to solve for an unknown.
- Transforming and graphing quadratic equations on a Cartesian plane
- Calculating probability including conditional probability

Learning tasks may include: tests, problem solving tasks and exams both with and without technology.

What skills will I require to complete this subject?

Proficient algebra skills, consistent work ethic, practiced organisation skills

What can this subject lead to?

Civil engineer, mechanical engineer, automotive engineer, applied mathematics.

POSSIBLE PATHWAY	
YEAR 10	MATHEMATICAL METHODS SEMESTER 2
YEAR 11	MATHEMATICAL METHODS UNITS 1 & 2, SPECIALIST MATHEMATICS UNITS 1 & 2
YEAR 12	MATHEMATICAL METHODS UNITS 3 & 4, SPECIALIST MATHEMATICS UNITS 3 & 4

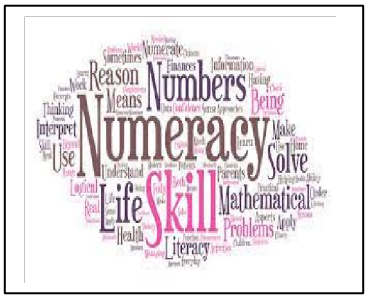
Why choose this subject?

Choose this subject if you are interested in engineering, mathematical problem solving or applied mathematics.

NUMERACY

What is it all about?

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.



What will I learn?

Number - Money	**Statistics - Data**
• Use of estimation, decimals and percentages. • Application to shopping, budgeting, planning for a holiday and buying a home.	• Represent, analyse and interpret data. • Application to everyday statistics such as weather.
Measurement – Design	**Probability - Chance**
• Conversion of units and calculation of perimeter and area. • Application to scale drawing and interpretation of house plans.	• Represent outcomes and calculate experimental probability. • Application to problem solving such as winning a lottery.
Space - Location	**Algebra - Time**
• Describe position using coordinate points • Application to compass bearings and world maps.	• Conversion of time, elapsed time. • Application to problem solving such as fast and slow clocks.

What types of things will I do?
Learn the skills in Number & Algebra, Measurement & Space and Probability & Statistics in order to apply mathematics to real world situations.

Learning tasks may include: completion of work booklets, research projects and analysis tasks.

What skills will I require to complete this subject?
The ability to adapt the skills learned in mathematics to the real-world situations. Efficient use of technology when researching projects and effective summary skills when collecting information and data.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VM NUMERACY
YEAR 12	VM NUMERACY

MATHEMATICS PATHWAYS

Option	Current Year	Year 10	Year 11
1	Year 9	Advanced Mathematics Semester 1 and 2	Any or multiple of: 1. General Mathematics Unit 1 & 2 2. Mathematical Methods Unit 1 & 2 3. Specialist Mathematics Unit 1 & 2
2	Year 9	General Mathematics Semester 1 Mathematical Methods Semester 2	Any or multiple of: 1. General Mathematics Unit 1 & 2 2. Mathematical Methods Unit 1 & 2 3. Specialist Mathematics Unit 1 & 2
3	Year 9	General Mathematics Semester 1 & Semester 2	Either: 1. General Mathematics Unit 1 & 2 2. No VCE Mathematics 3. VM Numeracy (as part of VCE VM Course)
4	Year 9	Year 10 Numeracy Semester 1 & Semester 2	Either: 1. No VCE Mathematics 2. VM Numeracy (as part of VCE VM Course)
5	Year 9 SEAL Mathematics	Either: 1. VCE Access Mathematics Course 2. Options 1-3	1. Continue VCE Access course with option to take second mathematics course. 2. Any of the pathways from options 1-3

PLEASE NOTE: These pathways are simply recommendations.
Be aware that enrolment into VCE Maths subjects may be determined by Teacher recommendations that are primarily on performance in Year 9 Maths and the appropriate Year 10 Maths subject.

HUMANITIES OPTIONS

INTRODUCTION TO ACCOUNTING

What is it all about?

In Year 10 Accounting, students explore the principles of accounting and its integral role in the successful operation and management of businesses. Students study the differences in source documents, practice cash entries, understand the two-fold impact of transactions on accounting equation, and learn about different financial reports.

Students will learn how to prepare accounting reports such as Balance Sheets, Cash Journals and Statement of Receipts and Payments. Students will be provided with opportunities to develop an understanding of ethical considerations in relation to business decision-making and develop the capacity to identify, analyse and interpret financial data and accounting information. Throughout this course, students will apply critical thinking skills to a range of business situations.

What will I learn?

- Understand the principles of Accounting.
- Study the accounting equation and how transactions such as sales and purchases impact on the business.
- Prepare Balance Sheets and enter cash transactions into Journals, transferring information into cash reports.
- Understand ethical considerations in relation to business decision-making.
- Identify, analyse, and interpret financial data and accounting information.

What types of things will I do?

Students will complete accounting reports, study and research business and economic concepts, play the share market game, and attend an excursion to consider the practical implications of accounting for businesses.

Learning tasks may include tests, research tasks, reflections on practical activities and an exam.

What skills will I require to complete this subject? Reading, effective summarising and note taking, ability to develop written structured extended responses, using evidence from research, keeping updated with current business and technological issues.

What can this subject lead to?

Introduction to Accounting may lead students to consider careers in areas such as financial accounting, management accounting, forensic and investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning. Many students have gone onto university to complete a Diploma of Accounting or a Bachelor of Accounting.

POSSIBLE PATHWAY	
YEAR 11	ACCOUNTING UNITS 1 & 2
YEAR 12	ACCOUNTING UNITS 3 & 4

INTRODUCTION TO BUSINESS MANAGEMENT

In Year 10 Business Management, students explore the ways businesses manage resources to achieve objectives. Students understand the importance of managing consumers and businesses' financial risks and rewards and analyse the different strategies that may be used when making business decisions.

Students examine the nature of innovation and why businesses need to create a competitive advantage. Students provide explanations for variations in economic performance and standards of living within and between economies. Students will learn and apply business concepts, principles and terminology and understand the relationships that exist between a business and its stakeholders.

What will I learn?

- Understand the principles of Business Management.
- Examine the process of business start-up and the involvement of entrepreneurs.
- Examine how location and layout affect business success.
- Study marketing strategies.
- Participate in a market stall activity, study the share market, and examine shopping centre trends.

What types of things will I do?
Study and research business and economic concepts, participate in a market stall activity, play the share market game and attend an excursion to study how businesses operate.

Learning tasks may include tests, research tasks, reflections on practical activities and an exam.

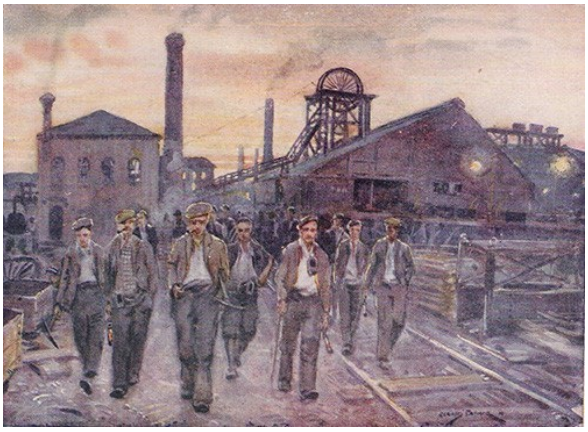
What skills will I require to complete this subject? Reading, effective summarising and note taking, ability to develop written structured extended responses, using evidence from research, keeping updated with current business and technological issues.

What can this subject lead to?
Introduction to Business Management may lead students to consider careers in areas such as a 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. Many students have gone onto university to complete a Diploma of Business Management or a Bachelor of Business Management.

POSSIBLE PATHWAY	
YEAR 11	BUSINESS MANAGEMENT UNITS 1 & 2
YEAR 12	BUSINESS MANAGEMENT UNITS 3 & 4

INTRODUCTION TO HISTORY



Introduction to History tells us what we have done and where we have been. It allows students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements.

In Year 10, students will look at the world from WWI to the early 21st Century. Students learn how Rights and Freedoms developed in Australia by looking at the Aboriginal Freedom Rides, the 1967 Referendum and Australia's cultural heritage. Students will also look at migration in Australia and its impact on our society.

What will I learn?

Introduction to History	**Australians at War**
• Understand the concept of History and examine why we learn about history and what it can tell us. • Interpret the importance of history for future generations.	• Examine the impact of war on Australians since the end of WW1. • Analyse the nature of global conflict and its impact on Australia. • Examine the significance of WW2 to Australia's international relationships.
Rights and Freedoms	**Migration Experience**
• Understand Australia's involvement in the Universal Declaration of Human rights. • Examine the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms. • Examine methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.	• Analyse post WW2 migration and its impact on Australian society. • Examine the perspective of people and their individual migration experience. • Examine the significance of global experiences on migration.

What types of things will I do?
Research global events and issues, analysing images, documentaries, propaganda, class discussions, providing arguments for and against an issue by locating appropriate evidence.

Learning tasks may include primary source analysis, historical inquiry, tests, research assignments and an exam.

What skills will I require to complete this subject? Reading, effective notetaking and summarising, source analysis skills, use a variety of source materials to analyse examples and support explanations, identify the different perspectives using evidence from research.

What can this subject lead to?
Introduction to History may lead students to consider careers in areas such as Law, Geography, History, Research, Education and/or Archaeology.

POSSIBLE PATHWAY	
YEAR 11	MODERN HISTORY, SOCIOLOGY UNITS 1 & 2
YEAR 12	HISTORY REVOLUTIONS, SOCIOLOGY UNITS 3 & 4

Why choose this subject?
Choose this subject if you are interested in learning about the past and understanding how we fit into the past through who we are, where we came from and what our story is.

INTRODUCTION TO LEGAL STUDIES

Introduction to Legal Studies begins to explore the institutions and principles that are essential to the Australian legal system. Students will investigate the role of political parties and independent representatives and learn how government is formed through elections and how policy is shaped and developed.

Students study key features of the Australian system of government as compared to one other government and analyse methods of influencing change in the law. Students investigate how the Australian Constitution affects the lives and human rights of Australians and consider the roles and responsibilities of Australian courts, with a particular focus on the High Court. Students discuss and consider ways of sustaining a resilient democracy and cohesive society.

What will I learn?

GOVERNMENT AND DEMOCRACY	
• Investigate how governments are formed in parliament and the role of the Prime Minister and the Parliament in policymaking. • Discuss the development of government policy such as health, education, and disability.	• Categorise the key features of Australia's system of government. • Inquire into and compare the values associated with another system of government, with those of the Australian government.
LAWS AND CITIZENS	**CITIZENSHIP, DIVERSITY & IDENTITY**
• Examine how Australia's international legal obligations shape Australian law and government policies. • Describe the key features of Australia's court system.	• Explore the concept of 'cohesive society' and consider threats to Australian democracy. • Investigate processes by which individuals and groups resolve differences in Australian communities, for example negotiation, mediation, and reconciliation.

What types of things will I do? Research investigations, discussions on contemporary issues and cases, analyse case studies, video clips, readings, evaluating the strengths and weaknesses of methods, institutions, and structures.

Learning tasks may include short response test, case study report and an exam.

What skills will I require to complete this subject? Reading, effective notetaking and summarising, use of contemporary examples to support arguments and a variety of source materials to analyse examples.

What can this subject lead to? Introduction to Legal Studies may lead students to consider careers in areas such as Youth, Community and/or Social Work, Careers with Police or Law Enforcement agencies, careers in Legal Aid and Representation. Many students who study Legal Studies go on to do further education in one or more of the following fields: Arts, Social Sciences, Criminal Justice, or Law.

POSSIBLE PATHWAY	
YEAR 11	LEGAL STUDIES, SOCIOLOGY UNITS 1 & 2
YEAR 12	LEGAL STUDIES, SOCIOLOGY UNITS 3 & 4

Why choose this subject? If you are interested in learning about the rights and responsibilities of people, the governing powers which shape the society we live in and enjoy relating your studies to real-life scenarios.

INTRODUCTION TO SOCIOLOGY

Sociology explores the way that society has changed over time. In Year 10, students examine pop culture such as music, film, sport, television and fashion, and the way that they have impacted and shaped today's Australian society. How have these songs, television shows and trends influenced youth and the way young people think and behave?

Students also learn about the concept of social change and examine how different groups in society come together to try and create a shift in peoples' thoughts and behaviours when it comes to protecting the environment, animals, and other humans. How can a protest song change the way people think?

What will I learn?

Introduction to Sociology	**Popular Culture**
• Understanding the concept of Sociology. • Examining how research is conducted in sociology in order to identify patterns and trends. • Explaining the importance of using a sociological imagination in order to think about issues from multiple points of view.	• Examining a range of factors that have shaped Australian culture since WWII. • Analysing the way that music, film, television and sport have contributed to the way that Australians think and behave. • Evaluating the influence of Australian music and film on the stereotypes held about Australians.
Culture and Ethnicity	**The Environment Movement**
• Understanding the difference between culture, ethnicity, race and nationality. • Identifying examples of culture that represents different ethnic groups. • Evaluating the importance of celebrating multiculturalism and diversity in Australian society.	• Understanding the purpose of social movements and their use of power to achieve their aims of protecting the environment. • Analysing the influence of protest songs on being able to create change in society. • Investigating the government's contribution to protecting our environment.

What types of things will I do?

Research investigations and interviews, analysing articles, images, documentaries, songs, tables and graphs, class discussions, providing arguments for and against and issue by locating appropriate evidence.

Learning tasks may include short answer response tests, representation analysis, research reports, extended responses and an exam.

What skills will I require to complete this subject?

Reading, effective summarising and note taking, ability to discuss issues from multiple viewpoints, ability to develop written structured extended responses, using evidence from research and interviews.

What can this subject lead to?

Introduction to Sociology may lead students to consider careers in areas such as Youth, Community and/or Social Work, Careers with Police or Law Enforcement agencies, careers in Legal Aid and Representation. Many students who study Legal Studies go on to do further education in one or more of the following fields: Arts, Social Sciences, Criminal Justice or Law.

POSSIBLE PATHWAY	
YEAR 11	SOCIOLOGY, LEGAL STUDIES, HISTORY UNITS 1 & 2
YEAR 12	SOCIOLOGY, LEGAL STUDIES, HISTORY UNITS 3 & 4

Why choose this subject? Choose this subject if you are interested in learning about how to explore issues from multiple points of view and understanding how Australian society has changed and evolved over time.

Option	Year 10	Year 11	Year 12
1	Introduction to Accounting	Accounting 1 & 2	Accounting 3 & 4
2	Introduction to Business Management	Business Management 1 & 2	Business Management 3 & 4
4	Introduction to History	Modern History 1 & 2	History Revolutions 3 & 4
6	Introduction to Legal Studies	Legal Studies 1 & 2 and/or Sociology 1 & 2	Legal Studies 3 & 4 and/or Sociology 3 & 4
7	Introduction to Sociology	Sociology 1 & 2 and/or Legal Studies 1 & 2	Sociology 3 & 4 and/or Legal Studies 3 & 4

PLEASE NOTE:

These pathways are simply recommendations.

SCIENCE OPTIONS

FORENSIC SCIENCE

What is it all about?

Forensic Science is the application of scientific knowledge, including the examination and presentation of scientific evidence to solve crimes. It involves collecting and analysing evidence such as fingerprints, blood groupings, genetic fingerprint, tracks and forgery as well as exploring criminology.

What will I learn?

UNIT 1 Introduction to Forensic Science	**UNIT 2 Blood Spatter and Fibre Analysis**
• Introduction to Forensic Science • Contact trace evidence. • Eyewitness reliability • Fingerprint development • Tracking techniques	• Blood typing • Blood spatter analysis • Genetic fingerprinting • Fibre analysis • Evidence accumulation
UNIT 3 Forgery and Identity Theft	**UNIT 4 Research Project**
• Forgery • Handwriting analysis • Identity theft	In this unit, you will research a forensic technique and present your findings regarding its historic and/or current development.

What types of things will I do?

Practical experiments, view videos on real Australian crimes, worksheets, analysis of crimes

Learning Tasks may include Written tests, practical assessments, multimedia oral presentation, semester exam.

What skills will I require to complete this subject?

Safe practices during practical experiments – lab skills

Analysis of crimes, including piecing together evidence to support a logical sequence of events -Critical Thinking.

What can this subject lead to?

Forensic Science, Criminology

POSSIBLE PATHWAY	
YEAR 11	NIL
YEAR 12	NIL

Why choose this subject?

Choose this subject if you are interested in a pathway associated with Forensic Science and criminology. University courses are available in Forensic Science. During this subject, you will also develop your critical thinking skills and ability to apply scientific knowledge and understanding to real-world situations.

INTRODUCTION TO BIOLOGY

What is it all about?

The rich diversity of ecosystems enables students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors, and how these factors influence the kinds of organisms that live there. Students consider how species are affected by changes in environmental conditions, and make links to structural, physiological and behaviour adaptations. Students will make links to the adaptations to genetic makeup. Modelling Darwin's theory of survival of the fittest to predict the future of species survival using gene poos and genetic drift. Focus is climate change and human impact on ecosystems.

What will I learn?

Ecosystems	**Global Systems**
• Ecosystems, community, habitat, niche • Energy flow, pyramids, biotic and abiotic factors • (Relationships of organisms e.g., competition, predator prey, commensalism, ammensalism etc.)	• C, N, & P cycles (P debate on) • Human impact on these cycles, global climate change
Adaptations	**Genetics**
• Concepts of adaptations for survival overview (all three examples) structure, physiological, behavioural. • Relate adaptations of organisms to their abilities to survive environmental conditions. • Introduce surface area to volume ratio concept to survival. • Links to adaptations to climate change allow time to adapt to change.	• Population changes concepts gene pool and gene flow bottle neck evolution. • Darwin's theory of natural selection • Introduce concepts of patterns of inheritance. • Link to the patterns of inheritance to gene pool, gene flow concepts. • Link to the patterns of inheritance to gene pool, gene flow concepts. • Evolutionary pathway from the past to predict the future.

What types of things will I do?

You will look at scenarios, practical experiments and analysis of current human impact on ecosystems.
Learning tasks may include: Test, practical report, research assignment, poster presentation, and exam.

What skills will I require to complete this subject?

Effective summarizing and note taking, data analysis, scientific comprehension and writing scientific reports.

What can this subject lead to?

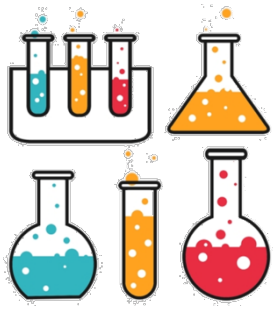
POSSIBLE PATHWAY	
YEAR 11	BIOLOGY
YEAR 12	BIOLOGY

Why choose this subject? Choose this subject if you are interested in what will happen to the environment with climate change.

INTRODUCTION TO CHEMISTRY

What is it all about?

Intro to Chemistry explores the chemical properties of substances, investigates a range of chemical reactions and uses analytical techniques to identify unknowns. Students learn about the basic properties of an atom before developing an understanding of chemical reactions and compounds. Students apply this understanding to real world scenarios such as acid-base reactions, combustion reactions and the use of esters in foods and fragrance. Students will conduct a range of real-world analytical techniques and further develop their inquiry skills with an extended practical investigation.



What will I learn?

Atomic Structure and the Periodic Table	**Chemical Reactions and Ionic Bonding**
• Describe the structure of the atom and how to read the periodic table (a chemist's best friend) • Use flame testing and spectroscopy to produce bright and vivid colours to identify unknown chemicals and learn more about the complex electron arrangement of atoms.	• Describe the ionic bonding model. • Investigate a range of chemical reactions including precipitation reactions, neutralization reactions and reactions of organic compounds. • Read and write chemical formulas and equations. • Balance chemical equations.
Analytical Chemistry	**Covalent Bonding and Organic Chemistry**
• Use semi quantitative and qualitative analytical techniques to identify unknown chemicals and quantify reactions. • Use acid-based titrations to determine how much base is needed to neutralize an acid. • Use chromatography to identify the components of a mixture.	• Describe the covalent bonding model. • Discuss the reliance of modern society on the combustion of hydrocarbons to fuel our lifestyle. • Describe the structures of organic molecules such as intoxicating alcohols, sour carboxylic acids and sweet-smelling esters.

What types of things will I do?

Lessons include hands on experiments, practical activities, investigations, online simulations and interactives, videos, making model molecules and demonstrations.

Learning tasks may include: Practical reports, an extended practical investigation, analysis of stimulus material, topic tests and an end of semester exam. **What skills will I require to complete this subject?**

Effective literacy skills of summarizing/notetaking, ability to analyse and evaluate data and methods to draw evidence-based conclusions and an ability to comply with safety and ethical guidelines.

What can this subject lead to?

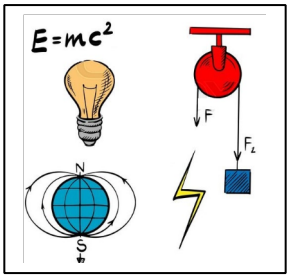
Chemistry can lead to careers in chemical engineering, analytical chemistry, research scientist, biomedicine, environmental science, forensic scientist, pharmaceuticals and a range of science-based university courses.

POSSIBLE PATHWAY	
YEAR 11	CHEMISTRY UNITS 1 AND 2
YEAR 12	CHEMISTRY UNITS 3 AND 4

Why choose this subject? Choose this subject if you are interested in learning more about the properties of chemicals and how we use their properties in our day-to-day lives and the science behind climate change. Chemistry also connects other sciences incorporating aspects of biology, physics, geology and environmental science.

INTRODUCTION TO PHYSICS

What is it all about?



Physics seeks to understand and explain the physical world. Physics is about understanding the nature of forces and motion, and matter and energy. Students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

What will I learn?

Electricity and Magnetism	**Mechanics**
• The behaviour of magnets between metal and nonmetals • How magnets create electricity and electricity causes magnetism. • How to set up and understand basic electrical circuits with various devices	• Analysing uniform and non-uniform motion graphically and algebraically. • Calculating the acceleration, velocity and displacement of objects in motion • Understanding of forces such as gravity and how it can affect an object.
Work and Energy	**Quantities in Physics**

• Investigate energy transfers and transformations. • Calculate the energy of objects in various scenarios. • Investigate renewable and non-renewable energy sources.	• Understand numerical accuracy and precision in scientific research. • Understanding reliability and validity in scientific research. • Correctly express very large and very small numbers.

What types of things will I do?

Calculate physical quantities of objects in various scenarios, practically experiment with the use of scientific instruments under controlled conditions, analyse collected data to confirm scientific theories.

Learning tasks may include: Test, practical report, research assignment, poster presentation, and exam.

What skills will I require to complete this subject?

Proficient mathematical skills (particularly algebra, graphical analysis), effective summarizing and notetaking, data analysis, scientific comprehension.

What can this subject lead to?

Possible future pathways can lead to university courses or careers in the industry of aviation, engineering, radiology, electrical, architecture, automotive, construction, acoustics, astronomy, pure scientific research, education.

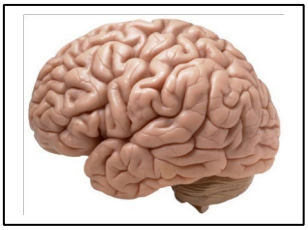
POSSIBLE PATHWAY	
YEAR 10	INTRODUCTION TO PHYSICS
YEAR 11	PHYSICS
YEAR 12	PHYSICS

Why choose this subject?

Choose this subject if you are interested in how the universe works and why things are the way they are.

INTRODUCTION TO PSYCHOLOGY

What is it all about?



Introduction to Psychology introduces students to the study of mental processes and behaviours. Students explore how the nervous system functions and responds to external changes. They study the research methods used in investigating psychological aspects including ethics, relationships between variables and constructing evidence-based arguments to explain how people behave and think. Students will be introduced to what the study of Psychology involves, how the nervous system receives, processes and responds to the environment, how mental health and mental illness affect the individual and atypical behaviour.

What will I learn?

Introduction to Psychology	Research Methods
• Understand the concept of Psychology. • Different areas of psychology. • Differences between psychologists and psychiatrists.	• Examining how research is conducted in Psychology in order to come to conclusions. • Ethics in Psychological research.
Nervous System	**Mental Health and Illness**
• Understand the electrochemical functioning of the neuron. • Explore the divisions of the nervous system and their individual functions. • Investigate the structure and function of the brain.	• Explore influencing factors around mental health and mental illness. • Investigate atypical behaviour including the role that forensic psychology plays in understanding criminal behaviour.

What types of things will I do?
Research investigations, analyse case studies, collect and interpret data, providing arguments for and against issues, applying scientific concepts to new scenarios.

Learning tasks may include: tests, research reports, case studies, oral presentations and an exam.

What skills will I require to complete this subject?
Reading, organisation, effective notetaking and ability to summarise key concepts, ability to apply theoretical concepts to concrete scenarios, able to interpret data and consider multiple viewpoints.

What can this subject lead to?
Careers in psychology, social work, research/statistics, law, education, human resources.

POSSIBLE PATHWAY	
YEAR 10	INTRODUCTION TO PSYCHOLOGY
YEAR 11	PSYCHOLOGY, BIOLOGY
YEAR 12	PSYCHOLOGY, BIOLOGY

Why choose this subject?
Choose this subject if you are interested in how and why people behave in the ways that they do, from biological, psychological and socio-cultural viewpoints.

SCIENCE PATHWAYS

Option	Year 10	Year 11	Year 12
1	Forensic and Consumer Science	No VCE Science	No VCE Science
2	Introduction to Biology	Biology 1 & 2	Biology 3 & 4
3	Introduction to Chemistry	Chemistry 1 & 2	Chemistry 3 & 4
4	Introduction to Physics	Physics 1 & 2	Physics 3 & 4

6	Introduction to Psychology	Psychology 1 & 2	Psychology 3 & 4

PLEASE NOTE: These pathways are simply recommendations

ARTS OPTIONS

MEDIA

What is it all about?

Students will be involved in a variety of Media activities focusing on **making a short film, photography**, the **Media landscape**, and **studying a film**! They will learn practical skills to make films, advanced practical photography and put together a digital photography folio. Students will also be introduced to advanced film narrative analysis of at least one studied film text.

What will I learn?

Media in Society (2-week unit)	**Video Production** (5-week unit)
• What is the Media? • Media forms & technologies • Role of the Media in society • Future directions of the Media with an AI focus	• Conceptualising an idea – what do you want to make for your video? • How to use video equipment including cameras, lighting, audio, tripods • Working with a group to create a completed video • **Check out some videos from previous years here!**
Film Studies (3-week unit)	**Practical Photography** (5-week unit)
• Watching a feature Film • Codes and Conventions of Film • Understanding story conventions • Deep dives into film themes • A deeper understanding of Production Elements	• Practical Photography • Macro, light painting, abstract and many other photographic styles • Photo editing in Adobe Lightroom • Competing a photography folio of 10 original edited photographs • **See the photos below for photos taken by previous Year 10 Media students!**

What types of things will I do?
Taking photos, making videos watching movies, creating media products, discuss and write analytically, work independently working on a Photography folio and work collaboratively in production teams, watching movies and TV and taking photos with purpose.

Learning tasks may include: Finished Documentary Video (media product), Photography folio (media product), Film Analysis (Test), Media Communications (Test), End of Semester Exam

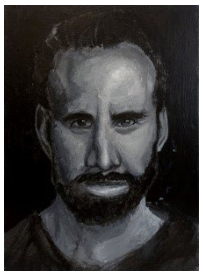
What skills will I require to complete this subject?
Organising and planning, applying critical thinking skills, develop intermediate camera (DSLR) skills to produce original photographs, editing original photographs, editing video, producing video, working with groups, use appropriate computer applications to gather research, document and present media products, curate a series of original photographs to present as a Photography Folio, maintain an organised Media workbook for records of notes and learning activities completed in class/homework.

What can this subject lead to?
Marketing, public relations, journalism/media production, advertising, business, visual arts, design, photography, politics, business, filmmaking, film production, editing, and education.

POSSIBLE PATHWAY	
YEAR 10	MEDIA
YEAR 11	MEDIA, VCE VET Screen and Media, VCE VET Creative Industries
YEAR 12	MEDIA, VCE VET Screen and Media, VCE VET Creative Industries

Why choose this subject?
Studying Year 10 Media allows you to have the best school has to offer: a bit of fun and a lot of critical thinking and writing skills about the way the Media works! Practical units take up about two thirds of class time. The variety of practical and written work will be an excellent foundation for students interested in further studies related to Media, and in students' future careers.

2D- ART- Making and Meaning



Students who elect to work in Two-Dimensional Art will experience an exciting range of activities using a variety of drawing, painting and mixed media techniques, which may include pencil, pastel, oil paint, computer applications in Art. These will be applied to a range of subject matter, including landscape, still life, portraiture and other self-directed themes. They will be encouraged to develop their skills and creativity by producing their own artworks and broaden their knowledge of the subject through becoming familiar with the life and works of famous artists.

What will I learn?

Explore and Express Ideas	**Present and Perform**
• Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.	• Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.
Visual Arts Practices	**Respond and Interpret**
• Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.	• Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how audiences view them. • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints.

What types of things will I do?

Working creatively to develop original images and ideas through research and documentation through a design process and production of original and individual artworks.

Learning tasks may include:

Research selected artists, collect visual material and inspirations as a basis for the development of artwork concepts that explore the design element and principles of art, materials and techniques through to the completion of a final artworks based on drawing, painting, printmaking, photography, collage and digital productions. Undertake research on selected artists and complete a series of short written exercises and an exam.

What skills will I require to complete this subject?

A positive attitude towards learning, organizational skills and a passion for art making. Skills in basic drawing and painting techniques would be beneficial. Researching famous artists, reading and analysing artworks. Being able to articulate your thinking in written and visual forms.

What can this subject lead to?

Fine Arts, Visual Communication and Design, Fashion and Design, Visual Merchandising, Illustration.

POSSIBLE PATHWAY	
YEAR 11	ART MAKING AND EXHIBITING 1-2, VISUAL COMMUNICATION AND DESIGN UNITS 1-2
YEAR 12	ART MAKING AND EXHIBITING UNITS 3-4, VISUAL COMMUNICATION AND DESIGN UNITS 3-4

Why choose this subject?

Choose this subject if you genuinely enjoy creating artworks as a means for self-expression and enjoyment and or wish to continue studying Art at a higher level.

3D- ART- Creation and Construction

Students who elect to 3D Art will experience an exciting range of activities using a variety of ceramics, assemblage and modelling techniques with a range of 3D construction materials. These will be applied to a range of subject matter that includes more recognisable representation of objects to more personal expressions. Students will be encouraged to develop their skills and creativity by producing their own artworks and broaden their knowledge of the subject through becoming familiar with the life and works of famous artists.

What will I learn?

Explore and Express Ideas	**Present and Perform**
• Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.	• Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.
Visual Arts Practices	**Respond and Interpret**
• Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.	• Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how audiences view them. • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints.

What types of things will I do?

This will be a brand-new course with new tasks that build on a range of methods. More hand building of clay and application of surface decoration will be included. Further use of other sculptural materials will also be a part of the art making process. Visual Arts will require investigation and discussion of art and artists in this subject as a curriculum requirement.

Learning tasks may include:

Art planning documentation in visual diary combined with artwork production. Analysis and art ethics discussion tasks. An end of semester exam.

What skills will I require to complete this subject?

A positive attitude towards learning, organizational skills and a passion for art making. Skills in basic drawing and painting techniques would be beneficial. Researching famous artists, reading and analysing artworks.

What can this subject lead to?

Fine Arts (especially ceramics and sculpture-based courses), Visual Communication and Design, Fashion and Design, Visual Merchandising, education.

POSSIBLE PATHWAY	
YEAR 11	ART MAKING AND EXHIBITING UNITS 1-2, VISUAL COMMUNICATION AND DESIGN UNITS 1-2
YEAR 12	ART MAKING AND EXHIBITING UNITS 3-4, VISUAL COMMUNICATION AND DESIGN UNITS 3-4

Why choose this subject?

Choose this subject if you genuinely enjoy creating artworks as a means for self-expression and enjoyment and or wish to continue studying Art at a higher level.

VCD: Be a Designer

Ready to Design the Future?

In Year 10 Visual Communication Design, you'll unlock the power of design by exploring how images, products, and brands tell stories across time and cultures. You'll dive into both **product design** (think: product prototypes and awesome object design) and **messages design** (logos, posters, digital art and branding that pops).

Using both hand-drawing and digital tools, you'll create your own visual communications while also breaking down how designs from around the world grab attention and share ideas. Get ready to sketch, build, brand, and bring your creativity to life!

What will I learn?

Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience	Develop a brief that identifies a specific audience and needs, and present visual communications that meet. the brief
Generate, develop and refine visual communication presentations in response to a brief	Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design	Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts.

What types of things will I do?
Manual and digital drawing skills with Adobe Creative Suite, graphic design with image and type, industrial design with technical drawing and rendering, Product prototypes, writing about designers and designs, analysing aesthetics, discussing ethics and human impacts of design.

Learning Tasks may include: folio design sketching and annotations for planning, technical drawing, presenting final designs to meet the needs of a brief, Shorter-term drawing and production tasks, written analysis exercises and testing. Final exam.

What skills will I require to complete this subject?
Creative design thinking, creative and technical drawing skills, computer skills, research, analysis and evaluation and written annotation skills, critical reflection and evaluations skills

What can this subject lead to?
Graphic and communication design, brand designer, interior designer, architectural designer, digital media design, animation design, gaming design, design, innovation and technology, Industrial, furniture and product design, visual merchandising, photography, fashion, illustration, fine art.

POSSIBLE PATHWAY	
YEAR 11	VCE VISUAL COMMUNICATION DESIGN/MEDIA/ART MAKING AND EXHIBITING
YEAR 12	VCE VISUAL COMMUNICATION DESIGN/MEDIA/ART MAKING AND EXHIBITING

Why choose this subject?
Choose this subject if you are interested in improving your drawing skills, explore your creative side, and want to explore using a design process to develop basic design ideas to final digitally and manually rendered designs for a range of purposes. Choose this subject if you like art and design and like looking at how it impacts today's busy and visually dominated society, as well as how historical art and design has influenced how we live and view the world around us.

VCD: BE AN ARCHITECT

Design the Spaces of Tomorrow!

In Year 10 Visual Communication Design, you'll step into the world of **architecture and design thinking**. You'll explore how buildings and spaces communicate ideas across different cultures and time periods—and learn how to bring your own creative visions to life!
Throughout the course, you'll discover inspiring architects and design styles, develop your own **architectural drawings**, and create impressive **3D digital renders and models**. Whether you're sketching floorplans or building virtual spaces, this is your chance to design with purpose and imagination!

What will I learn?

Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience	Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief
Generate, develop and refine visual communication presentations in response to a brief	Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design	Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts.

What types of things will I do?

Manual and digital drawing skills with Adobe Creative Suite and Sketch Up. How to produce landscaping, floorplans, elevations, dimensions manually and digitally. Explore sustainable design and real-life evaluation of design examples and how they can be rebooted.

Learning Tasks may include: folio design sketching and annotations for planning, technical drawing, presenting final designs to meet the needs of a brief, Shorter-term drawing and production tasks, written analysis exercises and testing. Final exam.

What skills will I require to complete this subject?

Creative design thinking, creative and technical drawing skills, computer skills, research, analysis and evaluation and written annotation skills, critical reflection and evaluations skills

What can this subject lead to?

Exhibition and event space design, interior designer, architectural designer, digital media design, animation design, gaming design, design, innovation and technology, digital and manual modelling, drafting, building and construction fields.

POSSIBLE PATHWAY	
YEAR 11	VCE VISUAL COMMUNICATION DESIGN, MEDIA, ART MAKING AND EXHIBITING
YEAR 12	VCE VISUAL COMMUNICATION DESIGN, MEDIA, ART MAKING AND EXHIBITING

Why choose this subject?

Choose this subject if you are interested in improving your drawing skills, explore your creative side, and want to explore using a design process to develop basic design ideas to final digitally and manually rendered designs for a range of purposes. Choose this subject if you like art, design, and like looking at how it influences today's busy and visually dominated society, this course also complements a lot of the skills and thinking in PDT courses.

DANCE

What is it all about?

If you love to dance – this subject is for you! Dance is an expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. They explore a variety of dance styles, developing their own technique, choreographic and performance skills. In Year 10, students further develop their vocabulary and ability to analyse and respond to dance.

What will I learn?

Safe Dance and Anatomy	**Learnt Dance and technique**
• The components of a safe dance warm-up and cool down. • Dance anatomy - Muscular and skeletal system. • Nutrition for a healthy body and mind. • Applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and other.	• Practicing techniques are used to perform increasingly complex dances of different genres and styles. • Refining technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation.
Choreography	**Evaluating and Responding to Dance**
• Improvise to find new movement possibilities and explore personal style. • Manipulate combinations of the elements of dance and choreographic devices to communicate your choreographic intention. • Structure dances using movement motifs, choreographic devices and form. • Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent. (Performance to audience optional)	• Responding to your own and others dance work through evaluation and constructive feedback. • Examination of dance elements, actions and choreographic devices. • Viewing and analysing a professional theatrical performance • Explore and compare various cultural and social dances. • Understand learning area vocabulary.

What types of things will I do?

Dance warm-ups, cool downs, dance technique classes, dance choreography workshops, a learnt dance, choreograph your own dance, view and analyse dance, dance excursion to see a professional dance company, research, deliver presentations, read and compose your own dance-related writing.

Learning tasks may include: research reports, question/answers, journal entries, class performance, learnt dance, choreography, extended responses and an exam.

What skills will I require to complete this subject?

Reading, effective summarizing and note taking, communication, teamwork, ability to work effectively with class members and independently, ability to improvise dance and problem solve, initiative, planning and organization, self-management, being open to new ideas, readiness to perform, written ability to structure extended responses, research and ICT presentation skills.

What can this subject lead to?

Actor, dancer, musical theatre performer, therapist, choreographer, stage manager, arts administration, physiotherapist, massage therapist, naturopath, dietician, chiropractor, fitness instructor, lighting/sound designer, costume designer, dance teacher, yoga instructor, Pilates instructor, higher education lecturer, dance agent.

POSSIBLE PATHWAY	
YEAR 11	VCE DANCE, VCE DRAMA, VCE VET Dance
YEAR 12	VCE DANCE, VCE DRAMA, VCE VET Dance

Why choose this subject? Choose this subject if you are interested in learning about dance artists/choreographers, dance technique, anatomy, improvisation and choreography, performance and performance making.

DRAMA

What is it all about?

Year 10 Drama strengthens students' understanding of the processes used to create, perform, analyse and respond to drama. They are provided with a variety of experiences to develop their skills and knowledge as an actor and a drama maker. It is also the most fun you can have at school!

What will I learn?

Improvisation –Spontaneity, character and narrative building	**Acting and Australian Theatre**
• Understanding the rules of Improvisation. • Building practical skills in being spontaneous, creating characters and the narrative of a scene/s. • Developing teamwork – the ability to work with various members of the class. • Analysis of how the dramatic elements effect performance.	• Analysing and practically using 'The Method' to develop your acting craft. (This is used by many famous actors in film/television and theatre today) • Working with scripts to develop scene work.
Ensemble (group) work	**Evaluating and Responding to Drama**
• Understanding theatre practitioners and their social, cultural and historical context. • Identifying and practically exploring theatrical conventions • Ability to work as a member of an ensemble (group) to create a performance, applying conventions using the play-making process. • Application of stagecraft elements.	• Responding to own and others dramatic work through evaluation and constructive feedback. • Examination of stagecraft elements. • Viewing and analysing a professional theatre performance. • Investigating and identifying the role of Indigenous and Australian theatre from the past through to today.

What types of things will I do?
Research, analysing performance, creation of scenes, characters and plays/s, script analysis, application of acting methods, performance, use of stagecraft, costume, makeup, set, props, lighting and sound.

Learning tasks may include: research reports, question/answers, journal entries, class performance, improvisation, extended responses and an exam.

What skills will I require to complete this subject?
Reading, effective summarising and note taking, communication, teamwork, ability to work effectively with class members and independently, ability to devise scenes and problem solve, initiative, planning and organization, self-management, being open to new ideas, readiness to perform, written ability to structure extended responses, research and ICT presentation skills.

What can this subject lead to?
Actor, dancer, musical theatre performer, music or drama therapist, theatre director, screen/play writer, stage manager, arts administration, lighting/sound designer, costume designer, makeup artist, set/prop designer, broadcasting presenter, teacher, higher education lecturer, acting agent, film maker, producer.

POSSIBLE PATHWAY	
YEAR 11	VCE DRAMA, VCE VET Acting (Screen)
YEAR 12	VCE DRAMA, VCE VET Acting (Screen)

Why choose this subject?
Choose this subject if you are interested in developing your skills as an actor, learning about performance making, having fun, and challenging yourself in exciting new ways!

MUSIC PERFORMANCE

What is it all about?

The focus in music is performance on an instrument (Solo & Group). There will be a strong focus on rehearsal and performance in ensembles, ICT composition, song writing and music language. In order to further develop playing skills and song writing skills, you will learn music theory, aural training, and analysis of recording from a range of genres. This subject is a foundation to VCE Music Performance in Year 11.

What will I learn?

Performance	**Composition – Performance**
• Select repertoire. • Develop rehearsal skills. • Perform as a group and/or soloist.	• Study different genres of music and compose music within the style to perform as a group.
Composition – ICT	**Aural/Theory/Listening**
• Study of different genres of music and the theory behind it to create a computer-based composition in that style.	• Further, develop skills in the theory and aural recognition of intervals, rhythm, scales, chords and melodies. • Develop listening and responding skills to analyse range of genres of music.

What types of things will I do?

Selecting pieces of music to rehearse and perform as a member of a group and a soloist. Composing music using ICT and performing in a live setting. Developing aural, theory and listening analysis skills.

Learning tasks may include: Performance, ICT composition, song writing, research and a music language, aural, analysis exam.

What skills will I require to complete this subject?

An ability to play an instrument, ability to work in teams, computer skills, ability to listen and analyse.

What can this subject lead to?

Musician, performer, sound production, engineering, composition, song writing, teaching. Arts/Music/Education/Sound/Multimedia University courses.

POSSIBLE PATHWAY	
YEAR 10	MUSIC PERFORMANCE, MUSIC INDUSTRY AND SOUND PRODUCTION
YEAR 11	VCE MUSIC PERFORMANCE, VCE VET MUSIC (Performance)
YEAR 12	VCE MUSIC PERFORMANCE, VCE VET MUSIC (Performance)

Why choose this subject?

Choose this subject if you are interested in performing music, developing composition and aural/theory skills.

MUSIC & SOUND PRODUCTION

What is it all about?

Music & Sound Production is a highly practical and creative, hands-on journey that dives deep into digital music making, recording and live sound production. In Year 10, students will jump straight into electronic music creation, make beats, understand synthesis and sampling, and learn how to sequence music, all with the industry standard Electronic Music Platform Ableton Live – which all MSP students will be given a copy of. We will look at the amazing world of film music, and we will create our own film score and sound effects to a short film. We will plan, setup, promote and operate a series of student concerts at lunchtime, which you are able to play at if you want to! In addition, we will record in the brand new KDC Recording Studio! (And a Talk Show might even happen!)

What will I learn?

Electronic Music Production with Ableton Live	**Film Music and Audio with Ableton Live**
• **We will be doing similar things to this – check it out!** • Understanding your Digital Audio Workstation. • Understanding sampling and synthesis. • Mixing recorded audio. • Basic mixing techniques. • Understanding basic electronic music compositional techniques, including automation.	• **Click HERE to see some student work from this unit from a previous year!** • Understanding basic film music composition techniques. • Understanding the role of music and sound in film. • How to record effective Foley. • How to add sounds to a silent score.
Live Sound Production	**Studio Performance, Recording & Mixing**
• Production skills and techniques, including setting up microphones, speakers, mixing desks, cable management. • Mixing live audio. • Preparing for a performance. (Pre-Production) • Basic Music Promotion techniques.	• How microphones work. • Microphone choice and placement. • Working with performers. • Mixing recorded audio. • Preparing for a recording. (Pre-Production) • Basic mixing techniques, including audio effects.
Group Music Performance	**Talk Show**
• **Here is a group's performance from a few years ago!** • Selecting songs and rehearsing them with a group • Preparing for a live performance • Performing a song with your group for a live audience • Performing a song with your group for a live recording	• **Click HERE to see the Talk Show Playlist from a previous year!** • Create content for a live TV broadcasted Talk Show • Operate video cameras. • Mix live audio for broadcast and live audience. • Program and operate theatre lighting for a TV environment

What types of things will I do?

Edit pre-recorded music, computer generated composition, play music in a group, record musical performances in both live and studio environments, plan and run live events, operation and maintenance of audio equipment, understanding the music industry.

Learning Tasks may include: running live music events, creating electronic music, composing film music and creating Foley, recording musicians in a studio, performing music in a studio, broadcasting TV content.

What skills will I require to complete this subject?

Planning and preparation in a team environment, interest in music and audio production, desire to learn about audio equipment and music creation, interest in being part of concerts and performances.

What can this subject lead to?

Sound and Music based University and TAFE courses, Live/studio sound engineering, musician, music technician, composer, songwriter, film scoring, location sound (TV, radio and film audio,) multimedia, event management, live theatre technician, AV technician, forensic audio (police force), acoustic engineer, DJ, Music Producer/Beat maker, Community music projects, Camera Operation, Video Production.

POSSIBLE PATHWAY	
YEAR 10	MUSIC AND SOUND PRODUCTION, MUSIC PERFORMANCE, MEDIA
YEAR 11	VCE VET MUSIC (SOUND PRODUCTION), VCE MUSIC, VCE VET MUSIC (Performance), VCE MEDIA
YEAR 12	VCE VET MUSIC (SOUND PRODUCTION), VCE MUSIC, VCE VET MUSIC (Performance), VCE MEDIA

Why choose this subject? Having fun at school! If you are interested in live sound, TV, Video Production, Media Production, recording, Technical Production, Theatre Production, Video Cameras, performing music, mixing music, the entertainment industry, event management and multimedia.

HEALTH & PE OPTIONS

ADVANCED PHYSICAL EDUCATION

What is it all about?

Advanced PE is about 'how' the body systems (muscular, skeletal, cardiovascular, respiratory, energy systems) work together to produce movement during physical activity, sport and exercise. You will participate in laboratory activities that combine your theoretical knowledge with practical scenarios that apply the training principles and training methods to maximise your sporting performance. This subject is directly linked to content across all units of VCE Physical Education.

What will I learn?

Musculoskeletal System	**Cardiorespiratory System**
• Examine the structure and function of the muscular and skeletal systems	• Examine the structure and function of the cardiovascular and respiratory systems
Energy Systems	**Activity Analysis and Fitness Components**
• Identify the characteristics of the three energy systems (ATP-PC, anaerobic glycolysis, aerobic), and explain how they contribute to energy production	• Undertake an activity analysis. • Define the 12 fitness components, and link them to relevant sporting examples and fitness tests
Training Principles and Training Methods	**Sports Nutrition**
• Understand the FITT principle along with specificity, progression and variety in order to apply them correctly to a training program. • Participate in continuous/ fartlek, resistance and circuit training methods	• Examine the function and food sources of carbohydrates, fats, protein and water. • Understand the importance of nutrition and hydration for optimal performance
Australian Physical Activity and Sedentary Behaviour Guidelines	**Biomechanics**
• Understand the purpose of the APASBG and reflect on your current levels of physical activity and sedentary behaviour. • Participate in a range of practical activities that promote physical activity	• Understand the biomechanical principles of forces, motion, velocity, momentum and projectile motion. • Research biomechanical advances to sporting equipment

What types of things will I do?

You will gain theoretical knowledge that links to laboratory (practical) activities. You may also attend excursions to Brimbank Aquatic and Wellness Centre and Keilor Public Golf Course.

Learning Tasks may include: Completion of Coursework Activities (OneNote), SAC 1: Body Systems, SAC 2: Training Programs, SAC 3: Sports Nutrition, APASBG and Biomechanics, and End of Semester Exam.

What skills will I require to complete this subject?

Reading, effective summarising and note taking, recordkeeping and data analysis, collaborative and independent research, linking theoretical knowledge to practical experiences.

What can this subject lead to?

Physiotherapy, Osteopathy, Sport Science, Exercise Physiology, PE Teaching, Coaching, Biomechanics

Possible Pathway

Year 10	Advanced Physical Education
Year 11	Units 1 and 2 Physical Education, Certificate III Sport and Recreation (VET)
Year 12	Units 3 and 4 Physical Education, Certificate III Sport and Recreation (VET)

Why choose this subject?
If you are interested in learning about human anatomy and physiology and would like to maximise your training and performance in physical activity, sport and exercise.

ADVANCED SOCCER

What is it all about?
In Year 10 Advanced Soccer, you will explore the finer details of the world game from a playing and coaching perspective. You will also participate in practical and theoretical activities using primary data sourced from GPS and aerial video technology in order to develop a broader understanding of the game, both tactically and technically.

What will I learn?

Impact of Soccer Around the World	**Effective Coaching**
• Understand the global nature of soccer in the modern world. • Consider the current and future state of soccer in Australia and discuss the changes that have impacted Australia	• Evaluate different coaching styles. • Investigate current and past coaches, their methodology and philosophy. • Plan and deliver engaging sessions for primary school students in the developmental phase
Data Analysis	**Methods of Training**
• Analyse the difference between small-sided games and 11v11 soccer on skill development • Collect and interpret data to support learning and understanding of youth development. • Evaluate training sessions and design your own targeted at Year 10 students using small-sided games	• Investigate the difference between isolated and holistic training in soccer. • Design, facilitate and record sessions using other students as participants. • Analyse data through visual footage and feedback from players to ascertain success or areas for improvement

What types of things will I do?
You will analyse performance during training sessions and matches, and engage in classroom discussion, collaborative and independent research and group presentations. You will also complete the Aldi Miniroos Coaching Qualification.

Learning Tasks may include: SAC: Practical and Data Comparison, SAC: Isolated vs. Holistic Training, Miniroos Coaching Certificate, Presentation: Coach Research Task and Coaching Sessions.

What skills will I require to complete this subject?
Reading, effective summarising and note taking, collaborative and independent research, data analysis.

What can this subject lead to?
Exercise Science, PE Teacher, Coaching, Data Analytics

Possible Pathway	
Year 10	Advanced Soccer
Year 11	Certificate III Sport and Recreation (VET)

Year 12	Certificate III Sport and Recreation (VET)

Why choose this subject?
If you are interested in learning about soccer on a deeper level that will help improve your performance in games and open up avenues for coaching pathways.

HEALTH AND HUMAN DEVELOPMENT

What is it all about?
Health and Human Development is all about the concepts of 'health and wellbeing'. You will develop an understanding of the five dimensions of health and wellbeing (social, physical, emotional, mental, social) and compare the health of Australia to other counties around the world. You will also investigate the impact of risk-taking behaviours and examine the Sustainable Development Goals. This subject is directly linked to content across all units of VCE Health and Human Development.

What will I learn?

Dimensions of Health and Wellbeing	**Health Status**
• Understand the five dimensions of health and wellbeing, and how they contribute to optimal levels of health. • Explore the dynamic nature of health and the interrelationships between the dimensions of health and wellbeing	• Analyse the health status of Australia as a nation • Investigate the variations in health status between population groups within Australia. • Investigate the variations in health status between Australia and other countries around the world
Risk Taking Behaviours	**Sustainable Development Goals**
• Examine the most common risk-taking behaviours of Australia's youth. • Evaluate programs and campaigns that have been implemented to reduce the impact of risk-taking behaviours	• Identify the purpose of SDGs and the organisation responsible. • Understand the rationale and objectives of SDGs. • Examine the SDGs with an emphasis on SDG 3: Good Health and Wellbeing • Research the impact of HIV and Malaria

What types of things will I do?
You will analyse health-related data and engage in classroom discussion, collaborative and independent research and group presentations.

Learning Tasks may include: SAC: Health and Wellbeing, SAC: Comparing the Health Status of Australia to the World, Presentation: Risk Taking Behaviours, Presentation: Sustainable Development Goals and End of Semester Exam.

What skills will I require to complete this subject?
Reading, effective summarising and note taking, collaborative and independent research, data analysis.

What can this subject lead to?
Allied Health Services, Nursing, Midwifery, Aged Care, Occupational Health and Safety, Health Teacher, National Health Data Collection

Possible Pathway	
Year 10	Health and Human Development
Year 11	Units 1 and 2 Health and Human Development
Year 12	Units 3 and 4 Health and Human Development

Why choose this subject?
If you are interested in learning about the concepts of health and wellbeing along with factors that influence the health status of individuals and nations.

OUTDOOR EDUCATION

What is it all about?
In Year 10 Outdoor Education, you will develop a sense of connection to various outdoor environments and appreciate the great outdoors. You will participate in different recreational activities and explore alternatives to physical activity. You will also develop the knowledge, skills and behaviours that promote safe and sustainable interactions with outdoor environments and the wider community.

Please note, the cost of all outdoor experiences will be between $300-350 for the semester.

What will I learn?

Risk Management	**Beach Safety**
• Classify risks as either real, perceived or absolute. • Examine the risk management process and how it applies to various outdoor activities	• Understand the characteristics of rip currents. • Explore rip current avoidance and survival strategies. • Investigate different weather aspects and their impact on beach safety
First Aid	**Bike Education**
• Apply the DRSABCD Action Plan to various emergency situations. • Understand the guidelines for CPR (compressions/ breathing) and how to place a person in the recovery position. • Know the RICER and No HARM protocols for managing soft tissue injuries	• Develop basic bike riding skills required to ride safely in traffic. • Understand road rules that apply to cyclists. • Apply knowledge of road rules and safety skills to real on-road traffic situations
Orienteering	
• Investigate different types of orienteering. • Apply knowledge of map navigation to a variety of orienteering courses	

What types of things will I do?
You will participate in a range of outdoor recreational activities such as bike riding, orienteering, surfing and whitewater kayaking. You may also attend excursions to Organ Pipes National Park and Tree Adventures (High Ropes and Zip Lines).

Learning Tasks may include: SAC: Surf Life Saving and Beach Awareness, Research Task: Risks in the Outdoors, SAC: First Aid, Participation in Adventure Activities and End of Semester Exam.

What skills will I require to complete this subject?
Reading, effective summarising and note taking, collaborative and independent research, cooperation and teamwork, resilience, competent bike riding ability, willingness to participate in practical activities and try new things.

What can this subject lead to?
Environmental Studies, Outdoor Program Coordinator, Agricultural Studies

Possible Pathway	
Year 10	Outdoor Education
Year 11	No Pathway for VCE/VET at KDC

Year 12	No Pathway for VCE/VET at KDC

Why choose this subject?
If you enjoy learning in an outdoor environment and would like to gain the knowledge and skills to challenge yourself during different adventure activities.

SPORTS LEADERSHIP

What is it all about?
In Year 10 Sport Leadership, you will consider what it means to be a good coach and how to cater to different learners. You will examine various fundamental and sport-specific skills, and analyse the relationship between motor skill development, participation and performance. You will also develop an understanding of coaching principles and apply these in a practical setting by teaching peers, junior school students and primary school students. Finally, you will participate in the running of school and community sporting events such as the Swimming Carnival, Cross-Country Fun Run, Athletics Carnival and Interschool Sports.

What will I learn?

Fundamental Movement Skills	**Effective Coaching Practices**
• Classify skills as fundamental or sport-specific. • Analyse the relationship between FMS in childhood and participation in adulthood • Understand the principles associated with teaching and assessing FMS. • Apply knowledge of FMS through the delivery of engaging sessions during Year 7 PE classes	• Understand the different coaching styles. • Plan and deliver goal-oriented lessons. • Implement practice strategies according to the stage of learning of primary school students. • Evaluate own coaching practices against theoretical knowledge of coaching and learning
General Coaching and Officiating Principles	**Active Community Intervention**
• Complete Australian Institute of Sport Community Coaching Essential Skills and General Officiating Principles Courses and receive nationally recognised accreditation. • Evaluate scenario-based problems in a coaching and officiating setting. • Develop own coaching philosophy and mission statement	• Examine factors that influence participation in physical activity, sport and exercise. • Undertake various roles and responsibilities that are required for running school sporting events. • Reflect on your leadership skills and evaluate the success of school sporting events

What types of things will I do?
You will engage in classroom discussion, collaborative and independent research, group presentations, participation in practical activities, peer coaching and involvement in sporting events.

Learning Tasks may include: SAC: Understanding Effective Coaching Practices, Community Coaching and Officiating Online Modules, Practical Coaching Assessment, Reflective Logbook and End of Semester Exam.

What skills will I require to complete this subject?
Reading, efficient summarising and note taking, collaborative and independent research, effective communication, leadership skills.

What can this subject lead to?
Sport and Recreation Industry, Youth Engagement, PE Teacher, Personal Trainer, Sports Coaching and Administration

Possible Pathway	
Year 10	Sports Leadership

Year 11	Units 1 and 2 Physical Education, Certificate III Sport and Recreation (VET)
Year 12	Units 3 and 4 Physical Education, Certificate III Sport and Recreation (VET)

Why choose this subject?
If you are interested in developing your skills as a sports leader and coach, to encourage participation in physical activity, sport and exercise.

SPORT AND RECREATION

What is it all about?
In Year 10 Sport and Recreation, you will investigate the role of Australian Physical Activity and Sedentary Behaviour Guidelines along with the benefits of regular physical activity, sport and exercise. You will develop an understanding of the training principles and training methods in order to design an effective training program. You will also learn the skills of basic first aid and gain the confidence to utilise these in an emergency situation. Finally, you will have the opportunity to participate in various sport and recreational activities.

What will I learn?

Promoting Health and Physical Activity	**Body Systems**
• Promote physical activity in the local community. • Understand the Australian Physical Activity and Sedentary Behaviour Guidelines • Explore health vs. unhealthy lifestyle factors. • Unpack the Healthy Eating Pyramid (food groups)	• Understand the structure and function of the muscular and skeletal systems. • Identify various bones and muscles that make up each system
Fitness	**First Aid**
• Justify the importance of fitness components in different sporting situations. • Understand the FITT principle along with progression in order to apply them correctly to a training program. • Participate in the five training methods to determine their suitability to different fitness components	• Apply the DRSABCD Action Plan to various emergency situations. • Know the RICER and No HARM protocols for managing soft tissue injuries. • Understand the guidelines for CPR (compressions/ breathing)

What types of things will I do?
You will engage in classroom discussion, collaborative and independent research, group presentations and participate in practical activities.

Learning Tasks may include: Research Task: Physically Active Lifestyles, SAC: Nutrition, SAC: Fitness, Participation in Practical Activities and End of Semester Exam.

What skills will I require to complete this subject?
Reading, effective summarising and note taking, collaborative and independent research, willingness to participate in practical activities and try new things.

What can this subject lead to?
Fitness Instructor, Personal Trainer, Activity Operations Manager

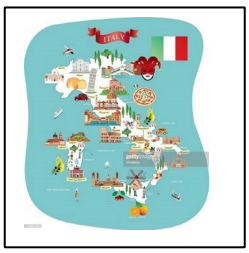
Possible Pathway	
Year 10	Sport and Recreation
Year 11	Certificate III Sport and Recreation (VET)
Year 12	Certificate III Sport and Recreation (VET)

Why choose this subject?

If you are interested in learning about the basic principles of fitness and healthy lifestyles, as well as enjoy participating in non-competitive physical activities. Please note, Year 10 Sport and Recreation is not tailored to VCE Physical Education. If you intend on studying VCE PE, then you should select Year 10 Advanced Physical Education.

LANGUAGES OPTIONS

ITALIAN



What is it all about?

In the Year 10 Italian course, you will have an exciting range of experiences and make new, like-minded friends. You will communicate with other students and teachers in Italian. You will read and listen to different texts and build your comprehension skills. You will improve and mature your writing skills by writing letters, emails and other texts. You will practice your speaking skills through sharing details about your family, history, hobbies, travel and leisure activities, future aspirations and technology. You will also learn about the customs and lifestyle of people in Italy.

What will I learn?

- to read and understand Italian texts.
- to view and interpret Italian films.
- to listen to and understand Italian songs.
- to apply the different grammar points learned
- to know when to use which verb tense and in which context
- to exchange information, ideas and experiences
- to maintain a verbal exchange
- to write in various text types
- to understand the importance of intonation and stress on words
- to self-correct when speaking and writing, from English to Italian
- to understand important cultural features of Italy
- to use up to date modern language as well as colloquial terms and phrases

What types of things will I do?

Conversation practice, reading and listening comprehension activities, collaborative group work activities, play language games, complete translations, view Italian films and television programs, listen to Italian music, listen to genuine texts and speakers, improve writing capacity and discuss cultural similarities and differences between Italy and Australia.

Learning tasks may include:

Reading and responding tasks, oral tasks (interviews, presentations, conversations), writing tasks (diary entries, letters, reports, emails, newspaper articles etc.), listening and responding tasks, viewing tasks.

What skills will I require to complete this subject?

You will need to be able to design, interpret and analyse a range of texts and experiences, develop strategies for self-correction by referencing your developing understanding of grammar and context and communication of thoughts and opinions both orally and in written form, be able to compare, describe and convey experiences to others, work independently and as part of a team.

What can this subject lead to?

Bachelor of Arts with a range of majors including history, art, politics, language etc., Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration roles, Fashion design.

POSSIBLE PATHWAYS

YEAR 10	YEAR 10 ITALIAN
YEAR 11	YEAR 11 ITALIAN
YEAR 12	YEAR 12 ITALIAN

Why choose this subject?

Choose this subject if you are interested in: Travel, learning about and building empathy and understanding about other languages and cultures, learning specifically about Italian culture e.g., Music, art, architecture, design, fashion, cuisine, sport or if you're interested in teaching Italian and communicating with Italian friends and relatives or planning to work and live in Italy.

JAPANESE

What is it all about?

As a part of the year 10 Japanese course, you will experience an exciting and challenging variety of language activities. You will learn about school and study in Japan. You will learn about shopping, daily routine, family and clothing. In addition, you will practice reading and writing in Japanese using 100 kanji as prescribed in the VCE Study Design. You will learn Japanese through fun games and interactive activities.

What will I learn?

- to read and understand Japanese texts,
- to view and interpret Japanese films/anime,
- to listen to and understand Japanese songs,
- to apply the different grammar points learned,
- to know when to use which tense and in which context,
- to exchange information, ideas and experiences,
- to justify your position, seek clarification,
- to maintain a verbal exchange,
- to write in various text types,
- to understand the importance of intonation and stress on words,
- to self-correct when speaking and writing, to translate from Japanese to English and from English to Japanese,
- to understand important cultural features of Japan,
- to order food in a restaurant,
- to use Japanese to travel.

What types of things will I do?

Cloze activities, reading and comprehension activities, group activities, language games both online and in class, translations, viewing Japanese films, cartoons and television programs, listening to Japanese music, listening activities, writing tasks.

Learning tasks may include:

Reading and responding tasks, Oral presentations, writing tasks (diary entries, letters, reports, emails, newspaper articles etc.), Listening and responding tasks

What skills will I require to complete this subject?

Design, interpret and analyse a range of texts and experiences, develop strategies for self-correction by referencing your developing understanding of grammar and context, communication of thoughts and opinions both orally and in written form, be able to compare, describe and convey experiences to others, work independently and as part of a team.

What can this subject lead to?

Bachelor of Arts, Bachelor of Education, International Politics, Travel guide/travel blogger, Diplomat, Politics, Translation and interpretation, Customs and immigration roles, Fashion design

POSSIBLE PATHWAYS	
YEAR 10	YEAR 10 JAPANESE
YEAR 11	YEAR 11 JAPANESE
YEAR 12	YEAR 12 JAPANESE

Why choose this subject?

Choose this subject if you are interested in: Travel, learning about other languages and cultures, learning about Japanese culture e.g., Anime, Manga, food etc., planning to work in Japan, teaching Japanese, music, art, architecture, design, fashion, cuisines.

TECHNOLOGY OPTIONS

FOOD TECHNOLOGY

What is it all about?

This subject is a great option if you wish to study Food Studies in VCE. Become an informed food consumer. In Food Studies, you will think critically when exploring issues related to the food industry. You will examine packaging and labelling of foods, marketing techniques used to sell foods and food trends such as 'superfoods. You will also consider ethical and sustainability issues relating to food production and the impact of food and nutrition on the health of individuals. Each week you will complete food productions and will develop skills in food preparation and presentation using a wide variety of foods and equipment. You will also learn to plan and prepare healthy meals.

What will I learn?

• Nutrition and how to prepare nutritious meals. • Skills and techniques in food preparation. • Food labelling and packaging.	• Ethics and sustainability in food production. • Food trends. • Properties and functions of ingredients.

What types of things will I do?

Cook and present a variety of dishes, research and conduct experiments with ingredients, explore packaging and labelling.

Learning tasks may include: practical reports, food experiments, research and design tasks, and exam.

What skills will I require to complete this subject?

Food preparation skills and a willingness to research and think critically.

What can this subject lead to?

Careers and further studies related to the food and/or health industries such as working for a food company, nutritionist, food stylist, product tester, food scientist, dietitian,

POSSIBLE PATHWAY	
YEAR 10	FOOD TECHNOLOGY
YEAR 11	FOOD STUDIES
YEAR 12	FOOD STUDIES

Why choose this subject?

Choose this subject if you are interested in food, cooking, nutrition, and food science.

CAFE

What is it all about?

You will gain an insight into what it is like to work in the hospitality industry. You will have plenty of practical hands-on experience in preparing and professionally presenting a range of dishes that are typically served in cafes/restaurants, and you will also cook for school functions and prepare food to sell to staff. You will learn how to operate a commercial espresso coffee machine. Current trends in cooking, plating and presentation techniques are explored along with an understanding of how to cater for special dietary requirements.

What will I learn?

• Safety in the commercial kitchen • Food safety and hygiene • Knife skills and precision cuts. • Coffee making	• Types of menus • Front and back of house roles • Running a cafe • Catering skills

What types of things will I do?

Make espresso coffee and a range of foods typically served in cafés. You will also prepare foods for functions and run a café to sell staff lunches, afternoon tea or take-home dinners. **Learning tasks may include**:

Research tasks, practical observations, worksheets, exam.

What skills will I require to complete this subject?

An ability to work with others and work safely and hygienically, to prepare food items.

What can this subject lead to?

This is a great lead into VCE/VET Cookery and a career or part time work in the hospitality industry.

POSSIBLE PATHWAY	
YEAR 10	CAFE
YEAR 11	VCE VET COOKERY 1ST YEAR OF CERTIFICATE II
YEAR 12	VCE VET COOKERY2ND YEAR OF CERTIFICATE II (ATAR scored assessment)

Units in VCE/VET Cookery count toward further training at a tertiary level and as an apprentice chef.

Why choose this subject?

Choose this subject if you are interested in cooking and presenting high quality foods.

BAKERY

What is it all about?

This is a very hands-on subject designed for, but not exclusive to, students wishing to do VCE Vocational Major at Year 11 and 12. You will gain an insight into what it is like to work as a professional baker. You will have plenty of practical hands-on experience in preparing and baking items that you would typically see in a large bakery. You will learn how to operate a commercial oven and develop skills to work as a team to present baked items that are suitable to sell and be used to catering for school functions.

What will I learn?

Safety in the commercial kitchen Food safety and hygiene Yeast and non-yeast doughs used to make a range of different breads.	Pastries including pies and tarts Biscuits Cakes and cake decoration Presentation and sale of baked goods.

What types of things will I do?

You will work individually and in small teams to make a wide range of breads, pastries, biscuits and cakes using a range of baking and presentation equipment.

Learning tasks may include:

Research tasks, practical observations, worksheets.

What skills will I require to complete this subject?

An ability to work with others and work safely and hygienically, to prepare food items.

What can this subject lead to?

This is a great lead into VCE/VET Cookery and a career or part time work in a bakery or in the hospitality industry.

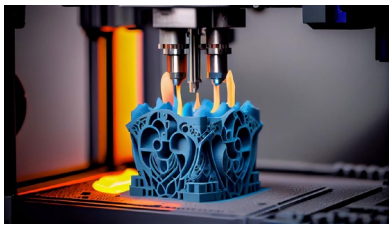
POSSIBLE PATHWAY	
YEAR 10	BAKERY
YEAR 11	VET COOKERY 1ST YEAR OF CERTIFICATE II VET BAKERY 1ST YEAR OF CERTIFICATE III (Not delivered at KDC)
YEAR 12	VET COOKERY 2ND YEAR OF CERTIFICATE II VET BAKERY 2ND YEAR OF CERTIFICATE III (Not delivered at KDC)

Units in VCE/VET COOKERY AND BAKERY count toward further training at a tertiary level and as an apprentice chef or baker

Why choose this subject?

Choose this subject if you are interested in baking and presenting high quality breads and baked goods.

PRODUCT DESIGN AND TECHNOLOGY



What is it all about?

You will create your own products, using the design process to help! Starting with a design brief you will research materials, production techniques and creative effective design to meet the criteria of the brief. This will help you to produce a range of items, which could include a piece of furniture, soft furnishing, jewellery, lamp or other decorative or functional pieces. You will have access to a range of materials such as timber, plastics, fabric, cardboard, recyclable materials and LED lights. You will also have the opportunity to use equipment including 3D printers, CNC Routers, laser cutters, sewing machines and basic hand tools. You will explore and consider the ethics of design and production development and how smart design can build better futures. The possibilities of design and creativity are endless.

What will I learn?

• The Design processes • Sketching and drawing • Materials construction techniques	• How to use a range of equipment • Finishing techniques • Sustainability

What types of things will I do?

Research, sketch and finalise the design for your own creation. Build your design and evaluate it.

Learning tasks may include: Design Folios, Research Task, and Exam

What skills will I require to complete this subject?

- Ability to follow safety instructions.
- Some maths is required - mostly measurement and the basic operations (+ - x ÷)
- Visual literacy - the ability to read, write and create visual images.

What can this subject lead to?

POSSIBLE PATHWAY	
YEAR 11	VET BUILDING AND CONSTRUCTION, VET FURNITURE MAKING, VET FURNISHING (PICTURE FRAMING)
YEAR 12	VET BUILDING AND CONSTRUCTION, VET FURNITURE MAKING, VET FURNISHING (PICTURE FRAMING)

Why choose this subject?

You like to think creatively, solve problems and work with your hands to create your own products through the design process.

SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS)

What is it all about?

Want to be an Engineer or have a career in STEM? In this subject, you will be an inventive learner and use principles of maths and physics to solve problems outlined in a design brief. You will learn how to MAKE things like a rocket car, light gadget, mechanical toy or electronic artwork. You will access 3D software, 3D printers and a laser cutter and work individually and in teams to think critically and creatively to compete in a STEM CHALLENGE. Select this Systems subject if you wish to do Systems Engineering at VCE level.

What will I learn?

• Investigate Future Technologies and analyse their impact on our futures. • Understand how to build electronic circuits and code an Arduino microcontroller. • Investigate mechanisms, how they move and are used to build a model.	• How to work in a team challenge to meet a Design Brief. • Understand the Design Process and make a model using electronics and mechanisms.

What types of things will I do?

- Learn about the impact of technology on your future life.
- MAKE electronic and mechanical systems using hand tools and computer software.
- Compete in a team challenge to complete a mission.
- Design a 3D /Laser print.
- Investigate mechanisms to MAKE a rocket powered model car or hydraulic model.
- Make and hack code to build automated systems that can be used to drive a robot or light up a personal item.

Learning tasks may include:

Power-point presentation, Tests and Exam on electronics and mechanisms theory. Design Folio -Sketching designs, circuits and documenting what you have learned.

What skills will I require to complete this subject?

Motivation, organisation, computer skills, note taking, sketching, web research, brainstorming, inquiry and creativity to solve problems through teamwork.

What can this subject lead to?

Engineering, Entrepreneur / inventor, Mechatronics, Industrial Design, careers of the future, 3D Computer design

POSSIBLE PATHWAY	
YEAR 10	SYSTEMS ENGINEERING
YEAR 11	SYSTEMS ENGINEERING
YEAR 12	SYSTEMS ENGINEERING

Why choose this subject?

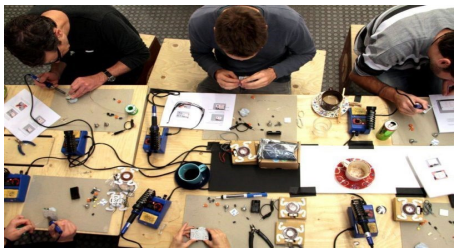
Choose this subject if you are interested in inventing, hacking, making and problem-solving using electronics, machines and robotics technology.

PLEASE NOTE IF YOU SELECT SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS) YOU CANNOT ALSO SELECT SYSTEMS BASICS (ELECTRONICS AND ROBOTICS)

SYSTEMS BASICS (ELECTRONICS AND ROBOTICS)

What is it all about?

Select this Systems subject if you love making things but do not wish to continue with System Engineering at VCE level. This is a very hands-on subject designed for, but not exclusive to, students wishing to do VCE Vocational Major at Year 11 and 12. You will solve a problem outlined in design briefs. You will use electronics and robotics to MAKE things like a rocket car, light gadget, mechanical toy or electronic artwork. You will have access to 3D software, 3D printers and a laser cutter, work individually, in teams to design create, and evaluate your electronic productions.



What will I learn?

Investigate Future Technologies and analyse their impact on our futures. Understand how to build electronic circuits. Investigate mechanisms, how they move and are used to build a model.	How to work in a team challenge to meet a Design Brief. Understand the Design Process and make a model using electronics and mechanisms.

What types of things will I do?

- Learn about the impact of technology on your future life.
- MAKE electronic and mechanical systems using hand tools and computer software.
- Compete in a team challenge to complete a mission.
- Design a 3D /Laser print.
- Investigate mechanisms to MAKE a rocket powered model car or hydraulic model.
- Make and hack code to build automated systems that can be used to drive a robot or light up a personal item.

Learning tasks may include:
Design Folio -Sketching designs, circuits and documenting what you have learned.

What skills will I require to complete this subject?
Motivation, organisation, computer skills, note taking, sketching, web research, brainstorming, inquiry and creativity to solve problems through teamwork.

What can this subject lead to?
Becoming an electrical technician or careers in robotics, industrial design, computer design and mechatronics.

POSSIBLE PATHWAY	
YEAR 10	SYSTEMS BASICS
YEAR 11	VCE VOCATIONAL MAJOR
YEAR 12	VCE VOCATIONAL MAJOR

Why choose this subject?
Choose this subject if you are interested in inventing, hacking, making and problem-solving using electronics, machines and robotics technology.

PLEASE NOTE IF YOU SELECT SYSTEMS BASICS (ELECTRONICS AND ROBOTICS) YOU CANNOT ALSO SELECT SYSTEMS ENGINEERING (ELECTRONICS AND ROBOTICS)

DIGITAL TECHNOLOGY OPTIONS

INTRODUCTION TO APPLIED COMPUTING

What is it all about?

Be computer savvy!

You will learn how to confidently and competently use a range of software applications. This subject provides a general overview of applications used for visual presentations, web development and databases.

What will I learn?

• **Databases** – Learn to gather relevant and reliable data and information from a range of digital and print sources. • **Presentations (Google / Windows Apps)** – Develop and understand the apps that are readily available and live on your device. • **Spreadsheet** – Identify, gather and sort information and ideas from a range of sources.	• **Social and ethical practice in IT** – Applying social and ethical protocols and practices when using ICT. • **Web page design software (HTML & CSS)** – Design considerations and creating a site. Formats and Conventions of a worthy website. • **Algorithms and programming** – Analyse and visualize data to create information and address complex programs and model processes.

What types of things will I do?

Research, design and develop various presentations using a variety of software.

Learning tasks may include: Tests, research reports, case study and an exam.

What skills will I require to complete this subject?

Basic computing skills, note-taking, ability to discuss issues from multiple viewpoints.

What can this subject lead to?

Careers in the IT industry include computer programmer, animator, web developer, IT technician. Knowledge of the included software can be utilized in all future workplaces.

POSSIBLE PATHWAY	
YEAR 10	ADVANCED COMPUTER APPLICATIONS
YEAR 11	APPLIED COMPUTING
YEAR 12	DATA ANALYTICS

Why choose this subject?
Choose this subject if you are interested in learning about how to develop your own website, like working with computers and are creative.

CODING

What is it all about?
Learn how programs work and how to code your own games.
This course of study introduces students to a variety of programming languages. You will follow the problem-solving methodology of analysing, designing, developing a solution and then evaluating it.

What will I learn?

• How computers work • The relationship between hardware and software • Design, create and evaluate a computer program/game.	• The impact of technology on society, including being a responsible digital citizen. • Presenting information effectively using computer programs • Using a variety of programming languages such as Scratch and Visual Basics

What types of things will I do?
Explore hardware by dismantling a computer. Research and use different types of software. Develop computer programs to meet a variety of design problems. Write games.

Learning tasks may include: tests, reports, response to a design problem, and an exam.

What skills will I require to complete this subject?
Basic computer skills and a willingness to solve problems.

What can this subject lead to?
Careers in the IT industry, including computer programmers. A lifelong ability to work competently and confidently with computers.

POSSIBLE PATHWAY	
YEAR 10	CODING
YEAR 11	APPLIED COMPUTING
YEAR 12	DATA ANALYTICS

Why choose this subject?
If you love playing computer games and want to understand how they work, this subject is for you.

APPLIED LEARNING OPTIONS

Overview

By Year 10 you may have already decided that an Applied Learning Program would suit your education needs better and may like to create a program that is designed to prepare students for the VCE Vocational Major (VCE-VM), a 2-year vocational and applied learning program or VPC program.
The VCE Vocational Major will develop your personal and practical life skills. It will help to prepare you for the next important stage of your life.

The VCE Vocational Major offers a pathway into:

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs)
- employment.

Applied Learning subjects at Year 10 are an exciting opportunity to engage in more project based/real world learning. These subjects offer students a more hands-on approach to develop the skills necessary for transition to VET, VCE-VM, Apprenticeships, Traineeships and Employment.

You can select any of these subjects even if you are not thinking about VM or are still unsure.

LITERACY (part of the English KLA) selecting this subject will mean VCE is not an option for you.
The purpose of this subject is to strengthen and extend students' confidence and competence in English.
Literacy units are designed to:

- Strengthen, improve and develop language skills through thinking, reading, and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.
- Meet Literacy Outcomes based on areas of competency in Reading, Writing and Oracy FOR Knowledge, practical purpose public debate and Self-expression.

Please note: selecting Literacy still requires you to select one unit in the Humanities and one unit in the sciences.

Humanities:	for a minimum of one semester (1 unit)
Science:	for a minimum of one semester (1 unit)

NUMERACY (part of the Maths KLA) selecting this subject will still enable you do VCE however not a maths subject at VCE.
The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

Numeracy units are designed to:

- Include the use of number, measurement, geometry, data and chance in everyday life.
- Enhance the development of numeracy skills as part of the students' normal routines whether shopping, travelling, cooking, interpreting public information or telling time.
- Make use of everyday mathematical tasks that involve a single mathematical step or process.
- Communicate mathematical ideas verbally as well as in written form.

LITERACY

What is it all about?

The purpose of this subject is to strengthen and extend students' confidence in thinking, reading and writing, speaking and listening.

What will I learn?

Writing and Reading Folio	**Narrative Analysis – Text Response**
• Read, categorise & plan a response. • Proofread and self-correct. • Maintain a reading journal.	• Respond in writing to a variety of texts. • Maintain summaries and quotations. • Write an imaginary piece.
Oral Presentation	**Film Elements**
• Study of social issues. • Work in groups to create an oral presentation.	• Read film reviews and categorise elements. • Watch and write a film review.
Presentation Skills	**Report Writing**
• Use of technology to present a poster, written report or oral report based on work experience.	• Write a report on disability and diversity in our society. • Use elements of writing based on student experience during disability workshops.

What types of things will I do?
Learn how to strengthen, improve and develop language skills through thinking, reading and writing, speaking and listening in the areas of social, family, workplace and educational/training contexts.

Learning tasks may include: completion of written reports, oral presentations, text responses and film reviews.

What skills will I require to complete this subject?
The ability to adapt reading, writing, listening and speaking for practical purposes of class discussion, oral and written presentations and self-expression.

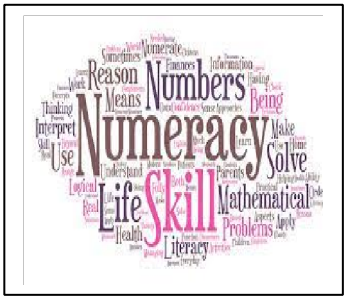
What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	LITERACY
YEAR 11	VCE-VM LITERACY
YEAR 12	VCE-VM LITERACY

NUMERACY

What is it all about?

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.



What will I learn?

Number - Money	**Statistics - Data**
• Use of estimation, decimals and percentages. • Application to shopping, budgeting, planning for a holiday and buying a home.	• Represent, analyse and interpret data. • Application to everyday statistics such as weather.
Measurement – Design	**Probability - Chance**
• Conversion of units and calculation of perimeter and area. • Application to scale drawing and interpretation of house plans.	• Represent outcomes and calculate experimental probability. • Application to problem solving such as winning a lottery.
Geometry - Location	**Algebra - Time**
• Describe position using coordinate points. • Application to compass bearings and world maps.	• Conversion of time, elapsed time. • Application to problem solving such as fast and slow clocks.

What types of things will I do?
Learn the skills in Number & Algebra, Measurement & Geometry and Probability & Statistics in order to apply mathematics to real world situations.

Learning tasks may include: completion of work booklets, research projects and analysis tasks.

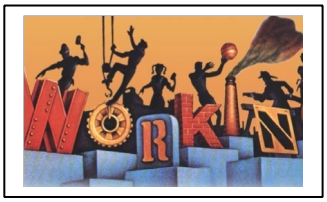
What skills will I require to complete this subject?
The ability to adapt the skills learned in mathematics to the real-world situations. Efficient use of technology when researching projects and effective summary skills when collecting information and data.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	NUMERACY
YEAR 11	VCE-VM NUMERACY
YEAR 12	VCE-VM NUMERACY

READY TO WORK

What is it all about?



Ready to Work is designed to equip individuals with fundamental skills and habits that are essential for success in the workplace. The program covers a range of topics related to work-related skills, such as *effective communication, time management, teamwork, and professionalism*. During the course, students will also take part in a series of *trade tastes* as well as a *3-week work placement block*.

What will I learn?

Work Readiness & Work Placement	**Career Investigation**
• Complete Safe@work module. • Complete 15 days of work placement.	• Research & develop a presentation on various careers.
Health & Safety	**Scope Young Ambassadors Program**
• Implement work safety requirements. • Identify Hazards, Risks and Risk Control.	• Understanding disability and diversity. • Communicating successfully with others.

First Aid	Start Smart Program
• Develop the skills to properly administer first aid during an emergency.	• Workshop on real life money management.

What types of things will I do?
Learn how to develop employable skills and apply transferable skills for work related contexts.

Learning tasks may include: completion of work booklets, research projects and practical tasks.

What skills will I require to complete this subject?
The ability to research and communicate with others both individually or as part of a team, to complete written and practical tasks.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment. In addition, students will obtain transferable skills for WRS VM

POSSIBLE PATHWAY	
YEAR 10	Ready To Work
YEAR 11	VCE-VM WRS
YEAR 12	VCE-VM WRS

COMMUNITY CONNECT

What is it all about?

The purpose of Community Connect is to build workplace skills in a volunteer setting and engage with our community. Students will be able to go out once a week for a double session to a set place: such as a Retirement home, charity organisation, school or many other options and volunteer their time and build their skills in the community sector.

What will I learn?

Be an affective volunteer	Working with diverse people
• Rights and responsibilities • Upholding confidentiality • Workplace organisation	• knowing your perspective • Being socially aware • Body language: posture and gesture

Communicate in the workplace	Volunteer placement
• Communicating in the right way • Understanding the way, you communicate and the how people respond to you	As part of this unit, students will be given the opportunity to engage in meaningful volunteer work during class time, supporting local organisations such as The Rosary Home or The Big Hug.
Participate in workplace health and safety	**Semester long volunteer journal**
• manual handling • Recognizing hazards • Risk control • Safe and unsafe practices	

What types of things will I do?
Learn how to develop employable skills and apply transferable skills for the community sector.

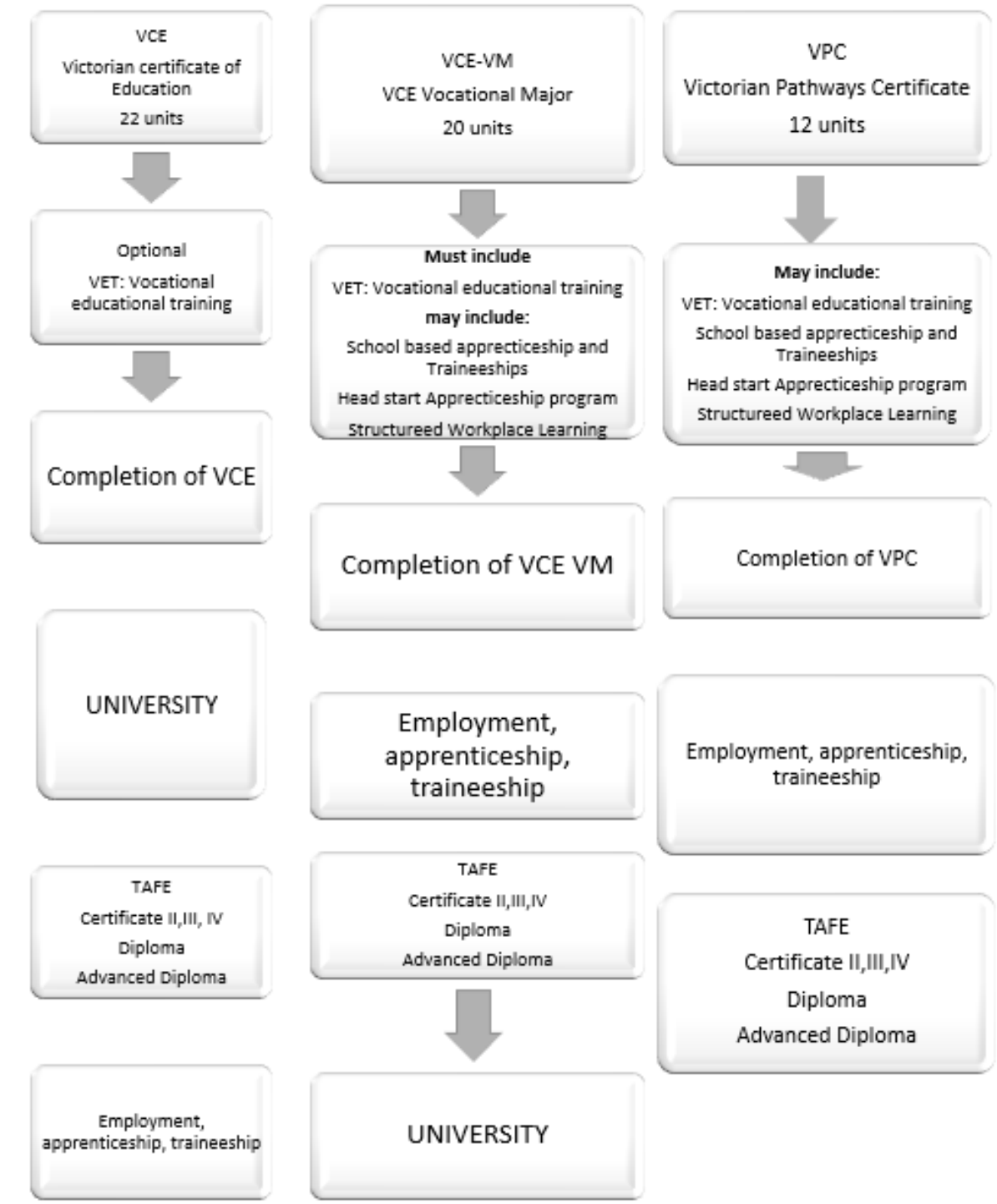
Learning tasks may include: completion of work booklets, research projects and practical tasks, placement: no exam for this subject.

What skills will I require to complete this subject?
The ability to research and communicate with others both individually or as part of a team, to complete written and practical tasks and to work with the community.

What can this subject lead to?
Possible future pathways can lead to further training at TAFE, an apprenticeship or traineeship or employment.

POSSIBLE PATHWAY	
YEAR 10	Community Connect
YEAR 11	VCE-VM WRS/ VCE-VM PDS
YEAR 12	VCE-VM WRS/ VCE-VM PDS

SENIOR SCHOOL PATHWAYS



HEAD START PROGRAM

HEADSTART is placing students into the workforce while they are still at school by starting a parttime apprenticeship or traineeship.

Students can choose Apprenticeships and Traineeship courses in key industries such as Building & Construction, Community Cervices & Health, and Business & Primary industries.

How HEADSTART works at KDC

Depending on the students and employer needs, students will go to school some days and work on the other days. Students may undertake paid employment for 1-2 days a week in Yr. 11 & 12.

Not every trade qualifies but if you are in VCE VM or are happy to do a non-ATAR VCE, please see Mr Knights for details or pay a visit to the Head Start office at KDC in the Careers Hub.

Fees may apply to cover costs of tuition & service fees, equipment, clothing and tools.

Head Start

SBAT Program

Head Start is a school-based apprenticeship and traineeship (SBAT) program that helps students in Years 10-12 develop skills, capabilities and confidence that employers in growth industries need.

Head Start students receive paid on-the-job training that contributes to their VCE, VCE Vocational Major (VM) and leads to a qualification.

Each Head Start student receives:

- career planning advice from their school career practitioner to find the right pathway
- a plan for their pathway into a priority industry career, tailored to their specific needs and the needs of their employer
- one-on-one support from a Head Start coordinator to keep them on the right track
- quality-assured training through TAFEs and Skills First providers
- a secondary certificate such as the VCE or VCE Vocational Major (VM)
- completion or significant progress towards a Certificate level qualification
- payment of a fair training wage.

Getting started with Head Start

Students can join the Head Start program by talking to your school's career practitioner, who will connect you with a Head Start Coordinator. The coordinator will carefully match each student with an employer.

Before their apprenticeship or traineeship formally begins, the student completes a work trial to make sure they, their parents, their school and the employer are confident the placement is suitable.

The student, their parent and employer sign a training contract, and the student completes a training plan with a registered training organisation.

Depending on employer needs and student timetables, a Head Start student will normally undertake a minimum of 2 days a week in employment and training.

Head Start students can work at their place of employment on weekends and in the school holidays. Depending on the stage of their training plan, they can transition into a full-time apprenticeship or traineeship when they leave school.

Head Start also supports students 6 months after leaving school, to help make their transition into full-time training and employment an easier process.

For further information about the HEADSTART program and how to apply, please contact the Careers team