



YEAR 10 HANDBOOK



2023



Message from the Year 10 team

Year 10 is a crucial time in the development of young people. We provide many opportunities to enable students to achieve their academic potential.

We aim to provide an environment where students can grow in confidence, develop their skills and realise their abilities. It is a priority at Thornbury High School that students feel valued. We maintain a strong framework in the key areas of learning and provide our students with choices and educational opportunities.

Research indicates that the habits and skills developed by young people at this stage have a direct impact on their success in the senior years.

Throughout year 10, students participate in a variety of activities in class time, career support programs and subject counselling, so that they are equipped to make informed choices in subject selections and other decisions that may affect further study.

We hope the journey through year 10 will enable students to grow and forge pathways for the future.

All information regarding school rules, policies and procedures are outlined on the school website and in the student planner.

Overview of the Year 10 Curriculum

Year 10 is considered a preliminary VCE year. It forms a bridge between the Middle Years of schooling and the Senior Years. This is reflected in the general curriculum structure and the provision for some students to access a range of VCE units as part of our accelerated learning program. The curriculum at year 10 is made up of subjects which have direct links to VCE subjects.

All year 10 subjects are drawn from the Victorian Curriculum that provides the basis for curriculum planning, assessment and reporting from prep to year 10.

The following table gives an overview of the year 10 curriculum and indicates the number of periods per fortnight allocated to each subject or Key Learning Area. Each period is 60 minutes.

Subject	Periods/Fortnight
English / EAL	8
Mathematics	8
Science	8
History* or Geography* / Business & Civics*	8

Subject 1* / Subject 3*	8
Subject 2* / Subject 4*	8
Health	2
Total	50

*Semester long subjects

Exams will be held at the end of each semester for all subjects except Health. SACs (School Assessed Coursework) will be held in all VCE and VET subjects selected by our year 10 students. In all other subjects, CATs will be assigned to students throughout each semester.

Promotion Policy

We regard the learning and teaching process as a partnership between students, parents and staff. Thus, we expect our students to actively participate in this process, and to take increasing personal responsibility for their own learning.

We similarly expect our parent community to support their children both directly, by providing them with appropriate materials, monitoring homework and wide-reading, as well as indirectly, by supporting the school and its policies. Parents and students should be well aware that promotion of students to a higher year level is not automatic.

Promotion to Year 10 requires students to:

- Achieve at least an 'acceptable' work standard in all five Work Habits.
- Receive an overall academic result of at least 50% in all subjects.
- Have a minimum attendance of 90% - this means a minimum of 9 days attendance every fortnight.

Inability to meet promotion requirements

If a student does not meet these promotion requirements, there are two possible courses of action which will be decided by a panel consisting of the Head of Year 10, parents, teachers and student:

1. Offered the chance to repeat the current year level.
2. Assisted in transferring to another school or alternative setting.

Student holidays during school time

If you choose to take your child away during school time, teachers may not be able to provide work depending on the curriculum content being taught at the time. Your child's assessment for that semester will reflect the work they have undertaken whilst at school and in negotiation

with the teacher. If you have any concerns with this please contact the subject teacher.

Subject costs

This handbook provides an approximate cost for elective subjects, including essential excursions where applicable. Consumable costs for core subjects are included in the essential items fees.

KLA	Subject	Cost
English	Journalism	\$10
Maths	Pre-Foundation	\$10
Humanities	Making & breaking the law	\$10
Health & PE	Athlete development program	\$80
	PE: Sports Coaching & Physical Activity	\$80
Technologies	Food for Life	\$100
	Patisserie	\$122
	Textiles Design	\$50
The Arts	Art creative practice	\$25
	Music Performance	TBC
	Photography	\$90
	Theatre Studies	\$45
	Digital Design	\$25
	Architecture & Product Design	\$25

Key Learning Area Leaders

If you have any queries regarding subject specific information, please contact the appropriate KLA leader. Alternatively contact the head of sub-school.

English	Robin Garden
Maths	Diana Walder
Science & Digital Technologies	Lisa Pieropan
Humanities	Rick Manning
Performing Arts	Bec Perkin
Health & PE	Trent Morison
Visual Arts & Design	Sheraz Salama
Food Studies	Chrissy Collins
Languages	Max Tosi

Subject Selection

Year 10 students are offered a range of subjects to choose from. You will find a description of each subject offered in the following section. Each student will be required to submit these preferences online. Parents are encouraged to discuss subject choices with their child.

How to choose subjects

Take some time to reflect:

- What are your strengths? What do you enjoy doing?
- What career paths interest you? The Sport & Recreation Industry, Health or Beauty Industry, Sciences, Commerce, Small Business, Law, Information Technology, Music or The Arts? Go to www.myfuture.edu.au to research possible courses.

Year 10 is a challenge; there are many new subjects, new co-curricular activities and new friends to make. Think about your future – choose what suits you, not what your current friends want to do. This is a time to explore and think about where you're heading, how to make the most of the opportunities being offered.

Some year 10 students will be given the opportunity to accelerate and select a VCE subject. Students who are interested in studying one of the available VCE units will need to meet eligibility criteria based on a range of data including:

- o Assessment tasks
- o Work habits
- o Teacher recommendation

Read this handbook carefully and ask the relevant teachers if you require further information. Once students have been placed on a published subject roll, and their choices have been confirmed in writing, changes cannot be made to selection. Parents/carers are encouraged to participate in assisting their child in selecting their subjects.

VCE acceleration at Year 10

VCE students can include a maximum of six subjects in the calculation of their ATAR score. Particularly able students who meet specific selection criteria can achieve this by studying a Unit 1+2 subject in year 10 and the Unit 3+4 of that subject in year 11. In some subjects it is also possible to study a Unit 3+4 in year 11 without having studied the subject at Unit 1+2 level.

VCE students may also qualify for University Extension Study in some subjects if in year 11 they achieve a study score of 40 or above in a relevant VCE Unit 3+4 sequence and excellent results in all their other subjects.

There are potential advantages to be gained by completing a VCE subject in year 10:

- Exposure to the VCE program in Year 10
- A path of extension and challenge

- 10% of the scaled Study Score of the 6th Unit 3+4 subject

Students wishing to study a Unit 1+2 when they are in year 10 are required to meet the following criteria:

- Performance at a consistently high level in all subjects, NAPLAN and other testing data which may be available.
- Demonstrated excellent organisation and motivation to succeed.
- Demonstrated strengths in the subject area of the proposed Unit 1+2 subject.

Students who accelerate into a VCE subject must still complete five subjects in year 12.

There are a number of reasons why it is not in the best interests of all year 10 students to undertake accelerated VCE study. In particular, a student could be disadvantaged if they experience difficulty studying an accelerated unit or concentrate too heavily on that subject, thereby undermining their overall program and preparation for study of Unit 3+4 subjects in Year 12.

In the situation where students have accelerated into the VCE during Year 10, but found the program too challenging, students will need to consolidate their preparation in Year 11 in order to improve their Unit 3+4 studies in Year 12.

Unit 1+2 subjects will be offered to suitable Year 10 students with the exception of the following:

- English / Literature / EAL
- Maths Methods / Specialist Maths
- Physics
- Chemistry
- Italian

In some exceptional cases the school will consider a student completing two Unit 1+2 studies in Year 10.

Calculation of the ATAR Score

Study Scores are calculated out of 50. The ATAR score is calculated by ranking students according to the sum of their scaled Study Score for English (English as an Additional Language, English Language or English Literature), their next best three permissible scaled Study Scores and 10% of the scaled Study Score of up to two more subjects.

University Enhancement Study is an attractive option for some students because it is usually delivered after school one afternoon a week, may give students credit toward a university degree, and can contribute toward a student's aggregate when calculating the ATAR score.

CORE SUBJECTS

ENGLISH

► ENGLISH

The focus of English is the extension of students' abilities in the modes of writing, reading & viewing and speaking and listening. Year 10 English includes the study of both print and non-print texts, writing techniques and strategies and oral activities. Homework reflects and extends the work being undertaken in the classroom.

Students will read a range of texts including at least one novel, various short stories, film texts and media items. Students will respond to the texts in a number of ways including a critical evaluation of a current media issue. All students are encouraged to read widely from a range of fiction and nonfiction books available in the library.

Students will engage in both formal and impromptu oral activities to demonstrate their own interpretation of complex information and awareness of how context should affect language. They will produce a series of drafted and edited pieces of written work for different purposes and audiences, including analysing argument and persuasion and text response essays.

VCE Pathways: [English Literature](#)

MATHEMATICS

Students will follow one of three mathematics pathways, depending on their mathematical achievement and aspirations for year 11 and 12 and beyond. Each year 10 subject is named for the corresponding VCE subject. The flowchart at right shows many of the possible mathematics pathways through to the end of year 12.

► PRE-FOUNDATION

In Pre-Foundation Mathematics, students' learning takes a practical approach, with a focus on numeracy skills, basic concepts and applied learning. This subject enables students to build confidence in tackling mathematical problems, and progresses at a pace that allows students to fully develop their understanding across all topics.

Please note: this course does not adequately prepare students to study General Maths in VCE.

VCE Pathways: [Foundation Mathematics](#)

► PRE-GENERAL

The Pre-General Mathematics course covers topics across Number, Algebra, Measurement, Geometry and Statistics. Throughout the year, students develop the knowledge and skills required to study mathematics through to the end of year 12.

Please note: this course does not adequately prepare students to study Mathematical Methods in VCE.

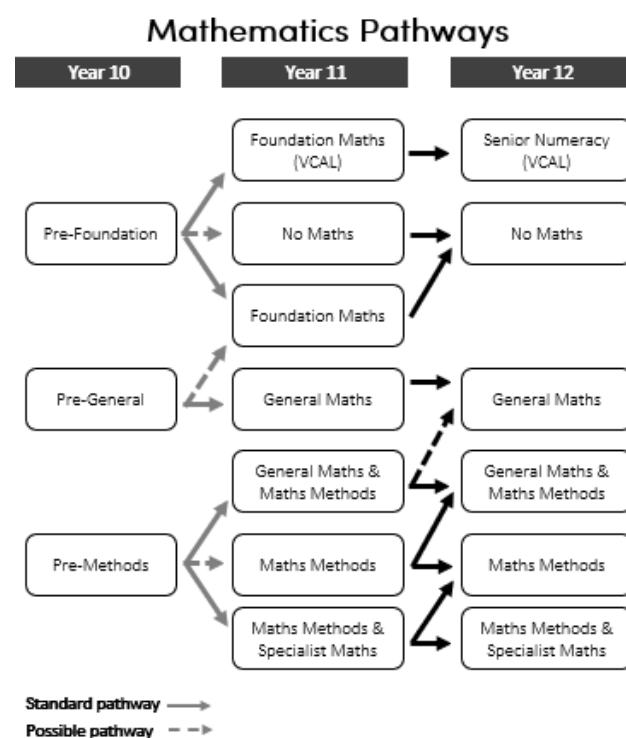
VCE Pathways: [General Mathematics](#)

► PRE-METHODS

The Pre-Methods Mathematics course prepares students to tackle the more advanced Mathematics subjects in year 11 and 12. It is a rigorous course, exposing students to more complex and sophisticated mathematics, with an increased focus on algebra and problem solving. Students completing this subject must have the CAS Calculator (Casio ClassPad).

Please note: this course is essential preparation for students who intend to study Mathematical Methods in VCE.

VCE Pathways: [Mathematical Methods Specialist Mathematics](#)



HUMANITIES

As part of the Humanities program, students must study one semester of either History OR Geography and one semester of Business & Civics.

Students who study Italian will complete the Business & Civics course as part of their program (see Italian for more information).

► BUSINESS & CIVICS

This unit is about jobs and the future of work in Australia. Current issues such as new technology, pay and conditions, personal budgeting, health and safety, and the way businesses are managed is studied. Students learn job-seeking skills, such as:

- resume writing,
- interview skills,
- employability skills
- key competencies for the 21st Century

Students will also explore the concept of democracy, the principles of Australia's political system and Australia's parliament.

Students are required to keep an up to date work book which will include class exercises and homework tasks. Students are also required to develop a folio of finished exercises which includes the student's resume. Students research career pathways of personal interest. The final CAT investigates key political issues in contemporary Australia.

VCE Pathways: [Accounting](#)
 [Business Management](#)
 [Legal Studies](#)
 [VET Business](#)

► HISTORY

Year 10 History investigates two areas. Firstly, World War II with a particular emphasis on the Asia-Pacific region. Secondly, Rights and Freedoms with a focus on the Aboriginal and Torres Strait Islander peoples of Australia.

In History, students are encouraged to analyse representations of historical events. Students are expected to be able to look carefully at the way history has been recorded by writers, painters, cartoonists, pamphleteers, poets and form opinions about the available evidence. Students are required to analyse representations of events from a variety of sources and viewpoints. Students are expected to complete tasks in all of the following formats - work book entries, research

activities, mapping, comprehension exercises, analytical exercises, class tests and an end of semester exam.

VCE Pathways: [History](#)

► GEOGRAPHY

In Geography, students study environmental change and management. They examine how various environments have been changing over time, how humans have influenced this process, and what can be done about this. Students are involved in an ongoing study of the Darebin Creek, with regular field work conducted examining the health and management of the waterway. A secondary study into global wellbeing is pursued, whereby students examine how human wellbeing varies around the world and within Australia, along with what causes differences in equality.

VCE Pathways: [Geography](#)

SCIENCE

A student who is proficient in Science and interested in following science through to VCE may complete the following subjects. Entry is based on Year 9 Science results and other data as needed.

- Biology/Psychology Advanced
- Chemistry/Physics Advanced

A student who is unsure about their Science pathway or not as strong in the area of Science will complete the following subjects:

- Biology/Psychology General
- Chemistry/Physics General

Students are expected to select one unit from the Biology/Psychology stream and one unit from the Chemistry/Physics stream over the year. A student may select any combination from each stream.

► BIOLOGY/PSYCHOLOGY ADVANCED

Students will investigate how much influence their genetics has on their physical and mental development. This subject will include investigations into areas such as the cellular processes and students will investigate genetic inheritance and how this can lead to genetic disease. Students will also investigate mechanisms of evolution and how natural selection has impacted on diversity over time. In the area of Psychology, students will build upon their understanding of Biology and investigate

how the brain and nervous system affect mental processes and personality. At the completion of this unit, students will have further refined their ability to communicate scientific ideas and will have developed a deeper understanding of Biology and Psychology in preparation for VCE studies in these areas.

VCE Pathways: Biology
 Psychology

► BIOLOGY/PSYCHOLOGY GENERAL

This subject focuses on Environmental Biology and Psychology. Whilst investigating Environmental Biology students will initially look at the basic structure of the cell and how the organelles within a cell impact on its functioning alone and within living organisms. How the Earth is formed, the biosphere and how humans are influencing the various cycles that exist on Earth such as the Carbon cycle, Water cycle, Nitrogen and Phosphorous cycles will also be investigated whilst focusing on sustainable practices to prevent further disruptions to the natural cycling of the Earth. Whilst studying Psychology in this elective, students will develop an understanding of basic psychological research, and apply this knowledge to areas such as personality, intelligence and mental illness.

VCE Pathways: Biology
 Psychology

► CHEMISTRY/PHYSICS ADVANCED

This subject is designed for students who are interested in pursuing Chemistry and Physics at the VCE level. Over the semester students will complete one term of Chemistry and one term of Physics. The Chemistry component of the course comprises of two main areas of study; Atomic Theory and Chemical Bonding. For Atomic Theory, students will develop their understanding of the structure of atoms in terms of electron shells, explain how the electronic structure of an atom determines an element's position on the Periodic Table and outline trends in the chemical properties of elements. For Chemical Bonding, students will develop knowledge of how atoms join to form substances and will investigate different types of chemical reactions.

The Physics component of the course comprises of two main areas of study: motion and waves. For motion, the students will investigate the mathematical relationships used to calculate speed, velocity and the acceleration of moving

objects. Students will learn how to process graphical information to describe and analyse motion. Students will also explore and explain Newton's three laws of motion and make predictions about how forces affect the motion of an object.

VCE Pathways: Chemistry
 Physics

► CHEMISTRY/PHYSICS GENERAL

Over the semester, students will complete one term of Chemistry and one term of Physics. The Chemistry component of the course comprises two main areas of study; Atomic Theory and Chemical Bonding. For Atomic Theory, students will develop their understanding of the structure of atoms in terms of electron shells, explain how the electronic structure of an atom determines an element's position on the Periodic Table and outline trends in the chemical properties of elements. For Chemical Bonding, students will develop a basic knowledge of how atoms join to form substances.

The Physics course will consist of three components; firstly how bodies move beginning with a description of the relationship between distance, speed and acceleration. Further investigation will explore the average and instantaneous speed of a moving body. Next, a moving body will be analysed using a position versus time, speed versus time and acceleration versus time graph. The 3rd component will begin with a description of a force. This will include applied forces such as friction, air resistance and those due to gravity. Students will then look at summing the forces acting on a body to find its net force and decide if the total forces are in or out of balance. A description of the Law of Inertia along with Newton's 1st, 2nd and 3rd Laws of Motion will be treated both quantitatively and qualitatively.

VCE Pathways: Chemistry
 Physics

HEALTH

The year 10 Health course looks at a range of social and cultural factors that influence the development of personal identity and values. Students identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters, respectful relationships and substance abuse. This subject examines mental health issues relevant to young people as well as evaluating perceptions of challenge, risk and safety.

Students analyse the positive and negative health outcomes of a range of personal behaviours and identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

VCE Pathways: Physical Education
 VET Sport & Recreation
 Health & Human
 Development

SUBJECT CHOICES

VCE ACCELERATION SUBJECTS

Year 10 students can accelerate into the VCE by undertaking a Unit 1+2 subject as part of their year 10 program. See page 2 of this booklet for information about VCE acceleration.

Please refer to the Year 11 and 12 Handbook for VCE subject specific information found on Compass / Community / School Documentation.

THE ARTS

► ARCHITECTURE AND PRODUCT DESIGN

Architecture & Product Design is designed as a direct pathway to the VCE Visual Communication Design course of study. Students focus on the fields of Environmental and Industrial design and investigate the practices of designers in these fields to gain a better understanding of the industry and possible career pathways. In environmental design, students will explore Architecture through the generation of floor plans and elevations, one and two perspective drawings and three-dimensional model making. Through industrial design, students will explore Product Design to create innovative and ergonomic objects and gain skills in technical drawing. Students will learn to apply the design process, learn how to generate ideas, experiment with materials and techniques and research contemporary designers to assist in the design of their works. They will also learn how to use digital programs such as Adobe Illustrator and SketchUp to create final presentations, 3D modeling and complete a range of engaging projects.

VCE Pathways: [Visual Communication Design](#)

► DIGITAL DESIGN

Digital Design is designed as a direct pathway to the VCE Visual Communication Design course with an emphasis on the development of students' digital and design thinking skills. Students will learn to apply the design process through visualisation drawings, experimentation with media and materials and develop their understanding of design contexts. They will be introduced to digital editing and digital illustration through Adobe Illustrator and Indesign programs.

Students will learn how to design a variety of visual communications, placing emphasis on the design elements and principles and digital rendering processes. Students will complete a range of exciting digital projects such as the Typography and Lettering project, the Logo and Package design tasks and the Book design task.

VCE Pathways: [Visual Communication Design](#)

► FILMMAKING & CINEMA STUDIES

Do you love watching films? Do you love making films even more? This 'Filmmaking and Cinema Studies' course offers the opportunity to learn the skills to make films like the pros, from Woody Allen to Robert Zemeckis! You will improve your film appreciation, and learn the fundamental building blocks for VCE Media Studies 1-4. You will learn the necessary skills required for the analysis of a Media text, whilst exploring the use of 'Production Elements' and 'Story Elements' within the text's construction.

VCE Pathways: [Media Studies](#)

► INSTRUMENTAL MUSIC

Note: This subject is extra-curricular. Instrumental lessons run outside of normal class time.

Students explore the technical, expressive and creative capabilities of their primary instrument in more detail and/or choose to study a second instrument. They work collaboratively and independently across a wide range of styles and in various ensembles to build on and apply their understanding of melodic, harmonic and rhythmic concepts. This directly links to the study of compositional, historical and cultural elements, as well as an in-depth analysis of performance repertoire. Students receive instrumental lessons from a specialist teacher on their instrument and participate in a range of performances.

Instrument hire \$200 annually
Instrumental music lessons levy \$200 annually

► MUSIC PERFORMANCE

Music Performance is a year-long subject.

Year 10 Music runs during normal class time and is a hands-on year-long subject that prepares students for VCE Music. Students spend a great deal of time on their instruments in a solo and group setting. Students focus on an instrument of their choice (including voice) and choose the styles of music performed. Other aspects of the course include improving performance technique, as well as Musicianship (theory and aural skills). Students perform on a regular basis, and instrumental lessons are compulsory. Part of the subject includes using the school's recording studio. Composition (writing songs) will also be incorporated into Semester Two.

Please note: Further non-VCE acceleration opportunities may be available at year 10. Speak with the Performing Arts KLA leader to see if you are eligible for acceleration.

VCE Pathways: [Music Performance](#)

► ART CREATIVE PRACTICE

Art Creative Practice is designed as a direct pathway to the VCE Art Creative Practice course. Students follow the creative practice process to develop and refine the production of two-dimensional and three-dimensional artworks.

Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. Students then develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. They document their process using a visual diary. Students will explore painting, printmaking, ceramics and sculpture in our new facilities in the STEAM Centre.

VCE Pathways: [Art Creative Practice](#)

► PHOTOGRAPHY: ART CREATIVE PRACTICE

Photography: Art Creative Practice is designed as a direct pathway to the VCE Art Creative Practice course. Students follow the creative practice process to develop and refine the production of photography based artworks. Students develop their photographic skills using both analogue and digital photographic mediums, experimenting with camera, lighting and editing techniques to communicate personal ideas and meaning.

Students also build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints.

Photographic processes and techniques explored may include:

- Black & white film photography
- Film processing
- Darkroom printing
- Digital SLR photography
- Photoshop editing
- Digital manipulation
- Alternative photographic processes

VCE Pathways: [Art Creative Practice](#)

► THEATRE STUDIES

The year 10 Theatre Studies course is an introduction in preparation for the VCE curriculum, preparing students with necessary skills for future years and engaging them in the initial elements of the subject.

Students are introduced to several theatrical styles and their conventions. They explore the Dramatic elements, including the use of focus, tension, timing, mood and symbol in their works, while analysing and evaluating the intended effect on the audience.

Students are introduced through hands-on workshops to the elements of Stagecraft, all the parts that make up a production - set, lighting, sound, acting, directing, costume, make-up, theatre technologies, stage management, properties and publicity and marketing. They see several professional productions and analyse the stagecraft within, drawing on this as they write, design and develop their own piece

VCE Pathways: [Theatre Studies](#)

ENGLISH

► JOURNALISM

Students will learn about the text types associated with newspapers, magazines and online journalism. Expository, informational and persuasive texts. They will analyse the elements of these text types, and evaluate their effectiveness for specific audiences. They will research, plan, develop and publish their own journalism in a range of authentic contexts.

Developing a sophisticated understanding of these texts, the techniques that characterise them and their effects will prepare students for success in both the analysis tasks and creative tasks required for VCE English and VCE Literature. These skills and understandings will be developed in a detailed and focussed way not possible in a core English classroom setting.

Students will create original journalism that reflects an emerging sense of personal style and engagement with contemporary issues.

Students will be required to complete self-analysis of their work, through a statement of intention that outlines their understanding of the genre, the purpose, the audience and the techniques that they have employed throughout the course.

VCE Pathways: [English](#)
[Literature](#)

► PRE-LITERATURE

Students will be introduced to a range of texts and consider how the author creates particular effects through the use of language and structure. Students will be exposed to historical and social contexts of the texts used and apply knowledge of these contexts to the style of writing and content. Students will form their own interpretations of texts based on reading of literary theory.

VCE Pathways: [English](#)
[Literature](#)

HUMANITIES

► MAKING AND BREAKING THE LAW

In this subject students examine the need for laws in society. They investigate the key features of criminal law and civil law, how it is enforced and adjudicated and possible sanctions and remedies. Through a consideration of contemporary cases and issues, students learn about different types of

crimes and explore rights and responsibilities under criminal/civil law. Students also consider the role of parliament and subordinate authorities and courts in law-making, and alternative dispute resolution methods.

VCE Pathways: [Legal Studies](#)

LANGUAGES

► ITALIAN (including BUSINESS & CIVICS)

Italian + Business & Civics is a year-long subject.

Continuing to study Italian improves students' chances of gaining employment. A wider variety of career opportunities are available to students who know more than one language. Apart from employment opportunities, studying another language enriches lives and helps in the appreciation of other cultures, especially when travelling.

The course aims to develop the skills of speaking the Italian language while learning content related to Business & Civics. This learning methodology is called CLIL (Content and Language Integrated Learning). This is the most effective way in which students can acquire a language because it focuses on content relevant to students' lives. The themes for year 10 will include: The Personal World, Predicting the Future, the World of Work, Politics and Business and Civics.

VCE Pathways: [Italian](#)
[Accounting](#)
[Business Management](#)
[Legal Studies](#)
[VET Business](#)

HEALTH & PE

► ATHLETE DEVELOPMENT PROGRAM

The Athlete Development Program will provide student athletes the opportunity to upgrade their athletic performance whilst at school. This subject offers the opportunity for talented athletes at Thornbury High School the opportunity to learn, grow and develop their physical sporting skills as well as participation in strength and conditioning training.

Students participate in specialised physical education classes that focus on specific movements and skills in a range of sports. Students design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity, fitness, technique and performance levels.

All students are expected to participate in their full school PE uniform and are encouraged to wear sunscreen protection and hats during activities in outdoor areas.

VCE Pathways: [Physical Education](#)
[VET Sport & Recreation](#)

► HEALTHY MIND, HEALTHY BODY

This program introduces students to the key areas of study associated with VCE Health and Human Development. Students will examine the interrelationships of lifestyle, physical activity, social behaviour, health care, and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society.

Students learn the function and food sources of major nutrients for health and wellbeing as well as the use of nutritional models to determine the health benefits and risks associated with specific food and drinks items.

Students will learn to identify and access government and other agencies in addressing health priorities as well as the need to allocate resources to build health and well-being at local, state, national, and global levels. Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities.

VCE Pathways: [Health & Human Development](#)

► PE: EXERCISE SCIENCE

This elective encourages students to assess and improve their personal fitness and provides them with the opportunity to develop healthy living habits. It will also provide a theoretical pathway for students who wish to study VCE Physical Education by covering Roles and Responsibilities in sport as well as an in depth look at Body Systems (Skeletal, Muscular, Circulatory).

Facilities at school and in the local community will be used to develop and complete a personal fitness program. Topics and activities include:

- Participation, Roles and Responsibilities, Sports Coaching
- Body systems (Skeletal, Muscular, Circulatory)
- Physical activity, fitness and health

VCE Pathways: [Physical Education](#)
[VET Sport & Recreation](#)

► PE: SPORTS COACHING & PHYSICAL ACTIVITY

Sports coaching and physical activity is an elective with practical and theory based components. Theory encompasses:

- Sports Coaching
- Lifestyle related illnesses
- Factors affecting participation
- Energy systems and nutrition

The practical component allows students to draw on personal attributes such as communication, leadership and teamwork through the development of lesson plans that lead to a peer teaching task.

Also included in this subject is the opportunity to explore and trial local recreational facilities. Various activities may include, but are not limited to:

- Beach Volleyball
- Bowling
- Golf
- Cycling
- Ice Skating
- Laser Tag
- Indoor activities
- Orienteering

VCE Pathways: [Physical Education](#)
[VET Sport & Recreation](#)

TECHNOLOGIES

► DIGITAL TECHNOLOGIES AND ROBOTICS

Students examine all things computer related. They collaborate to design, produce and program a robot to compete in the VEX Robotics Championship game. Students build on their programming experience and the complexity of the problems they are able to work on in different coding languages grows alongside this. They examine malicious code in the form of viruses, malware, adware and explore how digital data can be secured through access controls, virus checking and encryption. They create a digital marketing or awareness campaign for an issue important to them or the school.

VCE Pathways: [VET Computing](#)

► FOOD FOR LIFE

Students will be given the opportunity to explore the possibilities and purposes of food in our life. Students will build their knowledge of cooking processes and foods through ingredient experimentation. Students will learn about food labelling and will acquire skills in producing and evaluating food appropriate for common food allergies and intolerances. Students are introduced to the concept of eating foods better for their life span and continue to build on their understanding of healthy digestion. Students will develop their own food products following all phases of the design process. They produce a variety of dishes that cater to all preferences.

VCE Pathways: [VET Cookery](#)

► PÂTISSERIE

Students will learn about complex processes in baked goods and desserts through cooking, designing and investigation. The specific areas that students study include; biscuit making, bread making, cake making and pastry making. Students will follow the design process in order to produce their own patisserie dish.

VCE Pathways: [VET Cookery](#)

► TEXTILES DESIGN

In Textiles Design, students build on their skills in machine sewing and product construction. They will develop their understanding of how to respond to design briefs, and follow a design process to produce textile works. Students will investigate ways to adopt a sustainable textiles practice, and think critically to find solutions to reducing the impact of textiles waste. Throughout Textiles Design, students will be guided through the production of a number of products, with a focus on wearable garments. Students will gain more autonomy as they progress through the course, allowing them to complete a self-directed design process.

VCE Pathways: [Art Creative Practice](#)
[Visual Communication](#)
[Design](#)