

# **HIGHVIEW COLLEGE**



# **2026**

## **YEAR 10 COURSE HANDBOOK**



## INTRODUCTION

This booklet has been prepared to assist students in selecting subjects they wish to undertake in Year 10 as part of their introduction to senior years. Students (and their parents) will find that in most cases the selection process is relatively straightforward if careful thought is given to appropriate selection criteria.

We urge all students to read the contents of this booklet carefully, to seek as much advice as they can from a variety of sources, and to then choose the subject options that best suit their individual abilities, hopes and ambitions.

If you require further details on specific units of study, please speak to your current subject teachers or the relevant Head of Faculty.

To discuss tailoring a course to suit your particular needs, or if you require any other information, please contact:

- Careers Practitioner
- Director of Learning and Innovation
- Head of Year 10

Dr Carolyn Moores  
**Director of Learning and Innovation**

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## SUBJECT SELECTION

It is important to choose Year 10 subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

As an overall plan, students should select subjects based on three important considerations:

- Subjects that you enjoy studying
- Subjects in which you have already had some success
- Subjects that may be needed for further study

In order to assist your planning, this booklet provides a space at the back of the booklet to consider your options. Your selections should be consistent with your Career Action Plan that has previously been developed in consultation with the Careers Practitioner or the Director of Learning and Innovation.

In the Senior years, Highview College offers three pathways of study:

- a) The Victorian Certificate of Education (VCE) (ATAR)
- b) The Victorian Certificate of Education (VCE) (unscored) and
- c) The Victorian Certificate of Education (VCE) Vocational Major

It is important to understand these pathways, as you begin to make selections in Year 10.

### Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It is administered by the Victorian Curriculum and Assessment Authority (VCAA), which sets the conditions to be met within individual units and awards the final certificate.

The VCE will prepare you for university, an apprenticeship or traineeship, further education and training or going straight into the workforce.

To obtain the VCE, you need to successfully complete at least 16 units.

These need to include the satisfactory completion of:

- 3 sequences of Unit 3 and 4 subjects (other than English), which may include a VET Unit 3 and 4 sequence.
- 3 units from an English subject group (including Unit 3 and 4).

Most students do their VCE over 2 years, completing between 20 and 24 units.

When you finish your studies, you'll get:

- an Australian Tertiary Admission Rank (ATAR) score (if you meet the requirements)
- a Statement of Results from VCAA
- a Statement of Attainment from your TAFE (if you completed any VET units)
- your VET qualification (if you completed one)
- your Victorian Certificate of Education.

### Difference Between Scored (ATAR) and Unscored

If students wish to undertake university studies directly after completing school, then they should take a scored (ATAR) pathway which will provide direct entry should they meet the eligibility requirements.

Some university studies require additional entry requirements such as a portfolio of work, an interview or audition to gain entry, and therefore an ATAR is not always necessary for this entry pathway.

### VCE Vocational Major Program (VCE VM)

The VCE Vocational Major is a two-year **applied learning program** that's part of the VCE. It provides skills for work and life with hands-on experience. The VCE VM is a great choice for students, if you prefer to learn in a real-world environment.

The VCE VM will prepare you for an apprenticeship or traineeship, further education and training, university, through alternative entry programs or going straight into the workforce.

The four VCE VM study areas use a different form of assessment to other VCE studies. Your progress is assessed by your teachers who will support you to achieve the requirements through a range of activities. Your only exam is the General Achievement Test (GAT) (Part A only). Students enrolled in VCE VM subjects do not receive a study score, meaning these subjects do not count towards an ATAR, which is typically used for direct entry into most university courses. However, an increasing number of university programs no longer require an ATAR, offering alternative pathways for students who choose to pursue further study after Year 12.

To complete the VCE VM, you need to successfully complete at least 16 units. This needs to include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- VET at a Certificate II level or above (180 nominal hours)
- 1 other Unit 3 and 4 sequence of your choice.

You could also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning Recognition. You can also add other VCE studies to your VCE VM program.

When you finish your studies, you'll get:

- a Statement of Results from VCAA
- a Statement of Attainment from your VET training provider
- your VET qualification (if you completed one)
- your Victorian Certificate of Education with the additional words 'Vocational Major'.

### Vocational Education and Training (VET)

Vocational Education and Training (VET) courses address skill requirements for industry, enterprise, education, legislation or community needs. It provides practical, hands-on skills and knowledge and is delivered through TAFE institutions, private providers, and adult community education. VET is integrated into the secondary education system, with options like the VCE Vocational Major, and can be combined with apprenticeships and traineeships. Student achievement is accredited through vocational education training modules.

### Structured Workplace Learning

It is possible to complete structured workplace learning whilst attending school, provided Principal approval has been granted. This allows for work experience skills to be gained without completing the TAFE requirement of an SBAT. Students who wish to undertake this type of learning should contact the Director of Learning and Innovation to discuss the possibility.

### School-Based Apprenticeship/Traineeship (SBAT)

It is possible to commence an Apprenticeship or Traineeship whilst attending school and undertaking your senior studies. Students who wish to apply for this option will need to see the Careers Practitioner so arrangements can be made to accommodate both your Employer and Training Organisation requirements in your course of study. Students need to see the Careers Practitioner as soon as possible as there is a lot of organisation involved between TAFE, the employer and the school.

### Career Action Plan

A Career Action Plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

The purpose of the plan is to help students:

- Set and achieve their learning goals in their senior years
- Include flexible and coordinated pathway options in their course of senior study
- Think about their education, training and career options after Year 12 and make decisions about their learning pathways
- Structure their learning around their abilities, interests and ambitions
- Communicate with their parents, teachers, Careers Practitioner and the Director of Learning and Innovation about their learning pathways and post-school plans.

In their plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

Once a student's plan has been developed, everyone involved in developing the plan should sign and date the plan to show agreement.

### YEAR 10 STUDIES

In Year 10, all students will study four (4) core subjects, English, Mathematics, Health and Physical Education (Semester 1) and Careers (Semester 1).

Students select seven (7) electives that are completed in one semester from a range of learning areas. Students are advised to nominate 10 preferences, in order of interest.

The electives should not necessarily be considered pre-requisites for the study of these subjects in Years 11 and 12. Therefore, while the School will not specify certain subjects as pre-requisite (see information about Mathematics below), it is important to take a longer-term view and select subjects that reflect interests and aptitude. In the case of Mathematics, there are distinct pathways that are available based on choices that are made in Year 10.

### SPECIAL COURSES AND PROGRAMS

The following options are available, however selecting any of the following will reduce the number of other Year 10 electives that the student will be able to access. Each of these courses will be conducted over the full year and therefore take the place of two electives.

- Duke of Edinburgh
- VCE accelerated program
- Supported study

Students who have previously been enrolled in supported study are able to choose this elective in Year 10. They are able to receive general support in managing their academic program. For students interested in this option, they need to see the Head of Learning Diversity for approval to enrol.

Students wishing to undertake the Duke of Edinburgh program need to meet prerequisite eligibility requirements based on the Year 9 program. They are also required to complete an interview. Numbers are limited to 21 students.

Students who wish to enrol in a VCE acceleration, will be required to complete an interview.

# CORE SUBJECTS

## ENGLISH

The study of English sees students developing a range of skills including: the ability to experiment with various forms of writing, confident and competent speaking and listening skills; creative and critical thinking; reading and responding to a range of texts; vocational and life language skills; an awareness of the media and the role of media in our society; and an enjoyment of, and broadening experience with literature. The units provide a comprehensive foundation to enable students to continue their academic education and to participate effectively in the workforce and society.

The focus in Year 10 English is a closer examination of the critical and socio-cultural dimensions of language. Students continue to develop an understanding of how texts are constructed; a critical understanding of the media; and greater self-management in learning tasks. Students identify and control complex linguistic structures and features in relation to purpose and audience.

**Note:** Students achieving limited success in the mainstream English program in Year 9 will be invited to undertake Pre-Foundation English in Year 10.

## HEALTH & PE

The Year 10 Health & Physical Education course is designed to enhance students' understanding of health, wellbeing, and physical activity. This course focuses on developing skills in physical fitness, sportsmanship, teamwork, and personal health management. Students will explore topics such as nutrition, mental health, substance abuse prevention, and the benefits of an active lifestyle. Practical components include a variety of sports and fitness activities aimed at improving physical competence and promoting lifelong health and wellness habits. Through theoretical and practical learning,

students will be empowered to make informed decisions about their health and well-being.

**NB.** This is a semester course only, with additional options being offered as electives.

## CAREERS

Lessons will be conducted in Semester 1 to assist students in determining their strengths, aptitude and interests. These lessons also support work experience preparation and subject selection later in the year.

## MATHEMATICS PATHWAYS

Students are advised to investigate Mathematics prerequisites for possible career choices and tertiary entrance. Students will need to consult with their current Mathematics teacher and the Careers Practitioner and consider their recommendations and advice before final decisions are made. Further information is also available from the Head of Faculty - Mathematics.

**Note:** Students must achieve no less than a 60% average in assessments in Year 9 Mathematics Extension in order to enrol in Year 10 Pre-Methods Mathematics. This standard must be maintained in order to enrol in Mathematical Methods Units 1&2 in Year 11.

**Note:** Mathematics is not compulsory at the VCE level, but two units of Mathematics or Numeracy is a compulsory component of the VCE Vocational Major.



### Year 10 Pre-Foundation Mathematics

The Year 10 Pre-Foundation Mathematics course provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

The course focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 1-4.

### Year 10 Pre-General Mathematics

The Year 10 Pre-General Mathematics course is a differentiated course which is designed for students who will probably not continue studying Mathematics at a tertiary level, and who will find Mathematics a useful or supportive tool in future studies, employment or apprenticeships. It is designed as a preparation for VCE General Mathematics

Units 1&2 in Year 11, followed by VCE General Mathematics Units 3&4 in Year 12. This is the most common pathway for the typical VCE student, with General Mathematics in Year 12 the second most enrolled VCE subject after English.

Year 10 Pre-General Mathematics focuses on skills in financial arithmetic and data

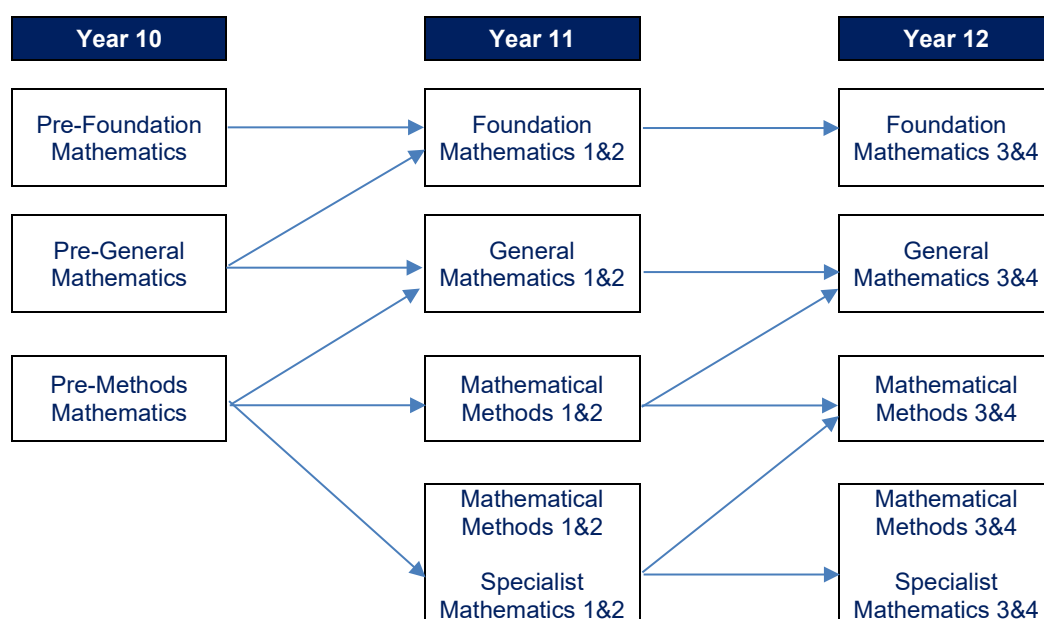
analysis, and introduces the concepts of matrices and networks into mathematics. All of these areas are further explored in a VCE pathway leading to General Mathematics Units 3&4 in Year 12.

### Year 10 Pre-Methods Mathematics

The Year 10 Pre-Methods Mathematics course is in line with the Australian Curriculum at Year 10 level and is designed for those students who may wish to study VCE Mathematical Methods Units 1&2 or any other Mathematics in Year 11. Mathematical Methods is a prerequisite for many tertiary subjects including medicine, science and engineering courses. Students taking Year 10 Pre-Methods Mathematics are expected to have reasonable success in Year 9 Mathematics. Opportunities to extend student knowledge is also available in this course.

Students must achieve no less than a 60% average in assessments in Year 9 Mathematics Extension in order to enrol in Year 10 Pre-Methods Mathematics. This standard must be maintained in order to enrol in Mathematical Methods Units 1&2 in Year 11.

Year 10 Pre-Methods Mathematics focuses on skills in algebra and graphing that are used in such topics as quadratic functions, exponential modelling, trigonometry and solving simultaneous equations. A sound grasp on these skills are required for a VCE pathway in Mathematical Methods and Specialist Mathematics.



## SCIENCE ELECTIVES

Science at Year 10 is not compulsory. All students are encouraged to undertake at least one Science elective at Year 10 unless they are very sure of the VCE subjects they intend to pursue. However, students can choose to undertake as many of the following Science units as they wish. All selections should be approved by the student's current Science teacher.

The four Science electives offered at Year 10 are designed to provide students with preparation in developing the knowledge and skills required for the associated VCE subjects. These electives must be completed if students are considering the respective linked studies in VCE. If the Year 10 electives are not completed, students will be required to undertake preparatory work before commencing VCE Science Units.

### BIOLOGY

This unit is an introduction to the VCE Biology course. Concepts studied include: Experimental Design, Structure of cells, Classification, Cell division and DNA mutations, Genetics and Simple inheritance and Evolution. There will be a practical component to this unit, including formal practical reports and a scientific poster; and the skills required for experimentation will also be developed.

**NB.** A materials levy will apply to this subject.

### CHEMISTRY

This is a practical Science unit, which forms a useful introduction to the VCE Chemistry Course, or can be taken by those with an interest in the area. Students will develop a basic understanding of atomic structure, chemical bonding, writing chemical formulae and chemical equations, changing the rate of chemical reactions, including acid base titrations, introduction to the mole theory and energy transfer.

### PHYSICS

This is a practical orientated Science unit which gives a good introduction to the VCE Physics course. Topics will include: force and motion; basic electric circuits; waves and light; reflection and refraction; force and structures. There will be an emphasis on key numerical skills, such as manipulating equations, scientific notation and significant figures. There will also be a strong focus on completing practical reports and giving clear written explanations of observed phenomena.

### PSYCHOLOGY

This unit is an introduction to VCE Psychology, the systematic study of thoughts, feelings and behaviour. It is designed to familiarise students with the science of Psychology and how psychological research is undertaken and reported. Concepts studied include: jobs and ethics, learning and memory, mental health, the nervous system, structure and function of the brain, sleep and dreaming.

## HUMANITIES ELECTIVES

Humanities studies involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning. Humanities covers a broad range of disciplines – Economics, Business Management, Geography, History, Legal Studies and LOTE.

### BUSINESS MANAGEMENT

This unit is designed for students who are interested in the fields of Business Management and Accounting. It will focus on the key role of both small, medium and large companies play in determining Australia's future. The course takes a practical look at the decisions firms have to make to be successful. It will investigate famous entrepreneurs and examine the reasons for their success. The course will also explore accounting, economics, managing and business in a practical manner and provide an opportunity to explore running a small business.

### HISTORY

History works to develop students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. In this elective, students have the exciting opportunity to investigate crucial issues within both Australian and world history. Students explore topics such as the Roaring 20s and Great Depression, World War II with a specific focus on the rise of Hitler and Nazi Germany, and the various movements for rights and freedoms such as the Civil Rights Movement in America and the movement of Indigenous Australians towards recognition and reconciliation. This elective is especially relevant to those who may be interested in undertaking History at VCE level.

### GEOGRAPHY

The Geography course has a focus on environmental change and management of the natural world and the geographies

of human wellbeing. Students study environmental change and management focusing on an in-depth study of a specific environment (coasts).

The unit covers the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students will examine an environmental issue of their choice.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries and programs to try and reduce these differences.

### LEGAL STUDIES

Legal studies enables students to become active and informed citizens who participate in and sustain Australia's democracy. It will help students gain the knowledge and skills necessary to question, understand and contribute to the world in which they live. This subject focuses primarily on the legal system as it operates in Australia, with a particular focus on the Victorian court hierarchy. Students learn about how laws contribute to our society and the role police play in enforcing laws. They will investigate key principles of the legal system such as the presumption of innocence and the right to trial by jury. Students will analyse the strengths and weaknesses of our legal system in its capacity to achieve just outcomes for individuals and for society. Students will also evaluate a range of factors that sustain democratic societies and ambiguities. The subject of Legal Studies establishes a suitable foundation for those interested in pursuing Legal at a VCE level.

# THE ARTS ELECTIVES

The Arts provide a range of stimulating and distinctive experiences essential to students' development. These include opportunities to communicate ideas and information through symbols, plans and diagrams; explore, analyse and present their learning through theatre; and express their ideas and feelings through painting, drawing, printmaking and other art forms.

**NB.** A materials levy will apply per semester to all subjects.

## ART

In Year 10 Art students will investigate the influence of both local and international artists and analyse the relationships between techniques, processes, and visual conventions in artworks to inform the development of their own art practice. They purposefully select and manipulate materials, techniques, processes, visual conventions, and technologies to communicate ideas and express personal viewpoints.

Additionally, students critically analyse and evaluate various traditional and contemporary artworks and exhibitions from diverse cultures, historical periods, and contexts, considering how audiences interpret and respond to the ideas and beliefs embedded within them.

## MEDIA

Media concentrates on the skills involved with digital imaging, photography, film making, sound editing, and special effects. Students learn by undertaking production activities involving photographic studio techniques, digital image manipulation, design skills, film making processes, green-screen technology and post-production editing including sound and special effects. Through the study of these areas, students will develop a folio of imagery, animation and short film. Media is a good lead into VCE subjects such as Media, and related subjects such as Visual Communication & Design, Systems Engineering, and Studio Arts.

## MUSIC

This Music course aims to further develop the core elements of Musicianship, Analysis, Solo and Group Performance. Students will undertake a range of activities incorporating the above skills and developing confidence performing in solo and ensemble situations. Throughout the

unit students will develop their musical language skills in aural comprehension and theory, analyse music using the elements of music and create arrangements of music using technology. Learning will be demonstrated through: end of semester solo and group performance; presentation of a chosen music investigation topic; musicianship practical and written test in aural comprehension and theory; and music arrangement for a group of instruments.

This subject is perfect if you currently learn an instrument and would like to develop skills and knowledge that will assist you to become a better solo and group performer.

## THEATRE STUDIES

This course prepares students for the coursework in VCE Theatre Studies. Students may choose to specialise in theatre design (lighting, sound, costume, set, make-up or props) or as an actor. They will work as a production team to design, rehearse, organise, and present a performance of a short script for an audience. Students will also watch a performance of an Australian play and complete a performance analysis task. Set design process is a focus of this course as well, and students complete a set model demonstrating their creative ideas.

## VISUAL COMMUNICATION & DESIGN

Visual Communication & Design is designed as comprehensive introduction into VCE Visual Communication & Design. Students will have the opportunity to explore all areas of the design process, including typography, technical drawing, packaging design, product design, pitch and presentation.

# TECHNOLOGY ELECTIVES

Technology and technological change significantly affect Australian social and economic life. Students need to understand what new technology offers, as well as acquiring the skills and confidence to use it. They also need a broad understanding of older technology (materials, systems, techniques, tools and processes) which enables them to change (and protect) their own environment. Students can select either wood, metal, fibres, plastics, food and systems. Students will become proficient in the technology required to 3D Print, CNC Router, Laser Cut materials and design with an end user in mind.

## SYSTEMS ENGINEERING

This subject is designed to prepare students for VCE Systems Engineering or for apprenticeships in the Electrical and Mechanical trades. Students are introduced to the world of robotics where through practical exercises and projects, they can explore the mechanical and electrotechnological systems used to design and build robots. They are introduced to the Arduino microcontroller and have the opportunity to learn coding skills with a practical application. Students will learn about basic mechanical systems including gears, linkages, levers and pulleys. They will discover how using these simple machines is able to give us mechanical advantage and make life easier. Students will learn about electrical circuits and learn about some of the more common electronic components by constructing and testing circuits using LEDs, transistors and resistors.

They will learn some of the practical workshop skills associated with soldering, circuit mock-ups on breadboard and veroboard, wiring and mechanical construction of gear boxes by completing an integrated project.

**NB.** A materials levy will apply per semester to this subject.

## FOOD STUDIES

Year 10 Food Studies explores food science and nutrition where the students learn about the key nutrients, special dietary requirements, food safety, food labelling, and social and ethical issues. Students are also introduced to the properties of food in preparation for VCE. Students consolidate their cooking skills by producing a number of complex dishes throughout the subject involving a variety of cooking processes and techniques.

**NB.** A materials levy will apply per semester to this subject.

## PRODUCT DESIGN

This study is designed to prepare students for VCE Product Design & Technology or for apprenticeships in the Building and Construction trades. Students will consolidate practical skills in CAD design and production techniques for furniture or products made from wood, metal, fibres or plastics. Students will have the opportunity to design to a brief and create a workable solution for a client, while working within product consideration and constraint parameters. In this subject, students will produce a number of construction pieces that will entail cutting, joining and finishing in their chosen material, while employing safe operating practices in the workshop environment.

**NB.** A materials levy will apply per semester to this subject.



# PHYSICAL EDUCATION ELECTIVES

At Year 10, the Physical Education electives relate to the preparation for VCE pathways in the Sport, PE and Health industries.

## ADVANCED SPORTS

The Advanced Sports elective course is designed for Year 10 students who have a keen interest in taking their sporting abilities to the next level. This course aims to enhance students' skills, knowledge, and performance in various sports by providing advanced training techniques, strategic analysis, and opportunities for competitive participation.

The course objectives include:

- Skill development: Students will focus on refining their technical skills in multiple sports disciplines
- Physical Fitness: Students will engage in training programs to enhance their overall fitness levels, including strength, endurance, agility, and flexibility
- Strategic Analysis: Students will develop a deeper understanding of the tactical aspects of sports by analysing game scenarios, studying professional athletes' performances, and participating in strategic discussions.

## ADVANCED HEALTH

This elective is designed for students with a strong interest in health and wellbeing. This subject provides an excellent foundation for students considering studying VCE Health & Human Development. The key areas of focus for this course include the Dimensions of Health and Wellbeing, Pre-requisites of Health, Liveability Factors, Youth Health Issues, Nutrition, and Australia's Health Care System.

## SPORTS SCIENCE

Sports Science is highly recommended for students wishing to undertake VCE Physical Education. It introduces students to various concepts explored in Units 1&2 and Units 3&4 VCE Physical Education. Topics include; human anatomy, the cardiorespiratory systems, biomechanics, energy systems and fitness components.

Students will develop a greater understanding of the theory topics covered in class through hands on practical learning. This allows students to physically experience and understand how our body responds during exercise with a focus on heart rate monitoring, respiratory analysis, how energy systems interrelate and musculoskeletal strength.

# APPLIED LEARNING

Applied Learning has been developed as a new subject and is designed to cater for students who enjoy working on practical tasks. This subject provides an introduction to problem-based learning tasks akin to those undertaken in the VCE Vocational Major course.

Applied Learning engages students in solving real-world problems and encourages them to develop critical thinking, problem-solving, and collaborative skills. This approach is particularly effective for applied students as it allows them to apply their knowledge to practical scenarios and develop a deeper understanding of the material.

The tasks undertaken will be dependent on student interests, however it will follow the following model:

- Develop a problem
- Understand the key issues
- Brainstorm and activate existing knowledge
- Develop solutions and evaluate alternatives
- Feedback
- Reflect and re-visit ideas
- Build/construct/solve
- Present and discuss findings
- Reflection and Evaluation

The key principles of Applied Learning are to:

- Focus on real-world problems - authentic
- Student-centred learning – engagement and motivation
- Collaborative learning – teamwork
- Preparation for the workplace – problem solving, communication
- **Applied** assessment and understanding of satisfactory outcomes
- Student accountability – demonstration of engagement and application to be “VCE VM ready”

Examples of possible projects/problems:

- Transporting produce in difficult terrain.  
Eg. “How can the people of Nepal transport tomatoes from crops on mountainsides to markets at the base to ensure that they don’t get squashed?”.
- Prototypes for products to assist people with a disability.  
Eg. “Can you consider new products that could assist someone with limited hearing to conduct their everyday life”.
- Waste management/recycling.  
Eg. “How would you reduce the floating plastic waste that pollutes the Pacific Ocean – The Great Pacific Garbage Patch”.

# DUKE OF EDINBURGH AWARD

The Duke of Edinburgh is an exciting year-long course. It focuses on two components:

## 1. Outdoor Education Program

Students examine the local environment and its surrounds, developing an understanding of related Aboriginal and European history and how sustainability affects the township of the greater Maryborough region. Students will be involved in activities in the surrounding environment and will begin to identify the importance of the local environment from a past, present and futuristic perspective.

This elective provides opportunities for participation in activities beyond the normal range of the school Physical Education programme. Activities are meant to be challenging and are structured to extend the individual and may include: Team Building Activities (Initiative Games), Cooperative Games/Self-management and group dynamics; Camp Preparation; Abseiling/Rock Climbing, Rope work, Navigation, Orienteering, Canoeing and cross country skiing. Students should be aware that Year 10 Outdoor Education will also have an in-class theory component. Students participate in two camps for the year. One to Melville Caves where students will bushwalk the surrounding areas. The second camp is to the Grampians where students participate in bushwalking and possibly rock-climbing and abseiling. Students will be expected to plan and purchase their food required for the camps. Both camps are two nights / three days in length and are completed during the school week.

## 2. Completion of the international award of Duke of Edinburgh (Silver)

The Duke of Edinburgh International Award embraces individual challenge. The course is designed to encourage young people to develop maturity and active citizenship. It presents a balanced, non- competitive and enjoyable program of voluntary activities that encourage personal discovery, growth, resilience, perseverance, responsibility and service to the community. Students will be expected to work through the following four award sections within the Year 10 course.

### AWARDS SECTIONS

Service (developing a sense of community), Physical Recreation (encouraging physical performance), Skill (developing personal interests) and an Adventure Journey (encouraging a spirit of adventure and discovery)

**Please note that the Duke of Edinburgh class will have a course cost of \$300 in addition to the Highview School Fees.** Places in this course are strictly limited.

### ELIGIBILITY CRITERIA

Students who are able to demonstrate the following, will be eligible for consideration for DoE:

- Written expression of interest need to be emailed to the Director of Learning & Innovation, Dr Carolyn Moores [cmoores@highview.vic.edu.au](mailto:cmoores@highview.vic.edu.au) and DoE teacher, Mr Wayne Robb [wrobb@highview.vic.edu.au](mailto:wrobb@highview.vic.edu.au)
- Completion of Year 9 DoE (Bronze Award)
- Attendance at an interview



## VCE ACCELERATED PROGRAMS

While students normally complete their VCE during Years 11 & 12 over two years, it is possible for students in Year 10 to commence studying a VCE subject. The main advantage of undertaking this option is that it provides the opportunity to complete a sixth Unit 3-4 subject, as outlined in the table below, which can boost a students' ATAR. It also provides students with an early exposure to the rigour and requirements of Unit 1-2 and 3-4 subjects. Note that undertaking an Acceleration Program in Year 10, does not result in a reduction of studies taken at Year 11 or 12.

	Typical Non-Accelerated Pathway	Accelerated Pathway
Year 10	8 Year 10 Electives	6 Year 10 Electives 1 Unit 1-2 subject
Year 11	6 Unit 1-2 subjects	5 Unit 1-2 subjects 1 Unit 3-4 subject
Year 12	5 Unit 3-4 subjects	5 Unit 3-4 subjects

Students may be required to undertake an interview to determine their suitability to commence this option, particularly if there are concerns over their attendance, attitude or academic progress.

Actual VCE Units available to Year 10 students each year depend on timetable blocking requirements. VCE units being taken by Year 10 students need to coincide with Year 10 Elective blocks. It is anticipated that limited spaces will be available in some of the following courses:

- VCE Business Management
- VCE Health & Human Development
- VCE History
- VCE Legal Studies
- VCE Media
- VCE Psychology
- VCE Systems Engineering
- VCE Theatre Studies

# VCE BUSINESS MANAGEMENT

## UNITS 1&2

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

### **Unit 1: Planning a Business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Areas of Study - The Business Idea, External Environments, Internal Environments

### **Unit 2: Establishing a Business**

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse

various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of Study – Legal Requirements & Financial Considerations, Marketing a Business, Staffing a Business

# VCE HEALTH & HUMAN DEVELOPMENT

## UNITS 1&2

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### **Unit 1: Understanding health and wellbeing**

In this unit students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to

consider their own health as individuals and as a cohort.

## **Unit 2: Managing health and development**

In this unit students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

## **VCE HISTORY UNITS 1&2**

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

### **Units 1&2: Modern History**

#### **Unit 1: Change and Conflict**

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

#### **Unit 2: The Changing World Order**

In this unit students investigate the nature

and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

## **VCE LEGAL STUDIES UNITS 1&2**

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system. The subject enables students to become active and informed citizens by fostering critical thinking, legal reasoning and decision-making skills.

### **Unit 1: The Presumption of Innocence**

This unit develops students' understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Areas of study are:

- Legal Foundations
- Proving Guilt
- Sanctions

### **Unit 2: Wrongs and Rights**

This unit focuses on different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. Students develop their understanding of the way human rights are protected in Australia and explore possible reforms to the protection of rights.

Areas of study are:

- Civil Liability
- Remedies
- Human Rights

# VCE MEDIA UNITS

## 1&2

Developments in digital technologies have transformed media at a rapid pace. Media has become deeply embedded within our lives and culture, consumed on a personal, local, national and global level, generating enormous growth in the media economy. VCE Media provides students with the opportunities to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. In this study, students gain essential skills for modern society, and lead to pathways for further study at a tertiary or vocational level; including screen and media, marketing, games and interactive media, journalism, communication and writing, graphic and communication design, photography and animation.

### **Unit 1: Media Forms, Representations & Australian Stories**

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations in media production. Students work in a range of media forms and develop their own productions that include film, photography, print and interactive media presentations. Students develop an understanding of the features of Australian fictional and non-fictional narratives and examine the influence of media professionals on production genre and style.

### **Unit 2: Narrative Across Media Forms**

In this unit students further develop an understanding of the concept of narrative in media products and forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed using media codes and conventions. Traditional and newer media forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, and undertake production activities to design and create

narratives that demonstrate an awareness of the media codes and conventions in various media forms.

**NB.** A materials levy will apply to this subject.

# VCE PSYCHOLOGY

## UNITS 1&2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes.

### **Unit 1: How are Behaviour and Mental Processes Shaped?**

Students explore the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### **Unit 2: How do Internal and External Factors Influence Behaviour and Mental Processes?**

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

# VCE SYSTEMS ENGINEERING

## UNITS 1&2

VCE Systems Engineering involves the design, production, operation and evaluation of integrated electro-technological and mechanical systems, which control many aspects of human experience.

Students studying VCE Systems Engineering are taught to identify and quantify systems goals, generate system designs, select and implement the most appropriate design. Students test and verify that the system is well-built and integrated. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electro-technology, robotics, pneumatics, hydraulics, and energy management. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

### **Unit 1: Mechanical Systems**

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. Students create an operational system using the systems engineering process.

Areas of Study are:

- Mechanical system design
- Producing and evaluating mechanical systems

### **Unit 2: Electro-Technological Systems**

In this unit students study fundamental electro-technological engineering principles including electrical/electronic concepts, circuits and components. Through the application of the systems engineering process, students create an operational electro-technological system.

Areas of Study are:

- Electro-technology system designs
- Producing and evaluating electro-technological systems

**NB.** A materials levy will apply to this subject.

# VCE THEATRE STUDIES UNITS

## 1&2

VCE Theatre Studies has two pathways, acting and design (including studies in lighting, sound, costume, make-up, set or props). Throughout the course, students develop creative and imaginative ideas in response to scripts; analyse and evaluate professional theatre performances as well as staging a production for an audience.

The skills developed through this course are valuable in various industries. Skills include: developing, refining and enhancing analytical, evaluative, and critical thinking skills as well as their expression, problem-solving, collaboration and communication skills. This study can also lead to a diverse range of employment fields for theatre-makers such as playwrights, actors, directors, and designers, producing theatre for varied purposes.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction, and design at the tertiary level.

### **Unit 1: History of theatre styles and conventions pre-1945**

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this

knowledge to their interpretations of works. Students begin to develop skills in analysis and apply these to professional performance that they attend. They may also participate in a play production through acting and/or design with Unit 3 students as part of their assessment.

### **Unit 2: Contemporary theatre styles and movements**

In this unit students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. They study innovations in theatre production in contemporary works and apply this knowledge to their own presentation of a monologue.

**NB.** An excursion levy will apply to this subject.



## YEAR 10 ELECTIVE STUDIES

Students must indicate their preferred Mathematics course (after discussion with their teacher).

	Mathematics Courses	Choice
<b>Mathematics</b>	Pre-Foundation Mathematics	
	Pre-General Mathematics	
	Pre-Methods Mathematics	

The Special Programs on offer below are optional. They will limit the number of other electives you can undertake.

	Special Year-Long Courses	
	<b>Duke of Edinburgh</b> (Silver) – Requires Application and Interview	
	<b>VCE Acceleration</b> (Indicate preferred subject)	

Of these 20 Year 10 Electives, all students need to indicate their preferences from 1 to 10. Depending on Special Programs undertaken, students can do up to seven electives.

Year 10	Semester Electives	Preference
<b>Science</b>	Biology	
	Chemistry	
	Physics	
	Psychology	
<b>Humanities</b>	Business Management	
	History	
	Geography	
	Legal Studies	
<b>The Arts</b>	Art	
	Media	
	Music	
	Theatre Studies	
	Visual Communication & Design	
<b>Technology</b>	Systems Engineering	
	Food Studies	
	Product Design	
<b>Physical Education</b>	Sports Science	
	Advanced Sports	
	Advanced Health	
<b>Applied</b>	Applied Learning Program	

