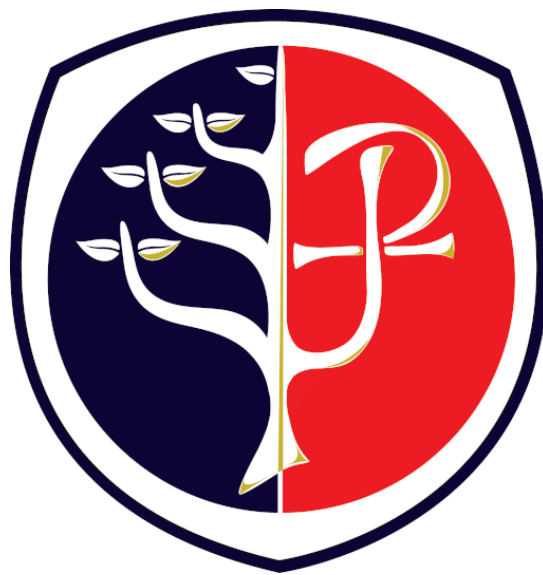


HIGHVIEW COLLEGE



2027

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.

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

- a) The Victorian Certificate of Education (VCE) (ATAR)
- b) 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 (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy
- 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'.

At Highview, the VCE VM program integrates all four VM subjects into a project-based program.

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.

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
- Certificate II Community Services

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 with the Director of Learning and Innovation. Students need to be achieving an average of 80% across their subjects to be considered for this program.

Certificate II Community Services is a new course designed to provide an opportunity to gain a qualification leading into senior students. There are a limited number of places in this course.

CORE SUBJECTS

ENGLISH

The study of English develops students' ability to communicate, think critically and engage with the world through language. Students build a range of skills, including:

- experimenting with a variety of writing forms and styles
- confident and effective speaking and listening
- creative and critical thinking
- reading, analysing and responding to a range of texts
- practical communication skills for further study, work and everyday life
- understanding the role of media in society
- developing an enjoyment of and appreciation for literature.

These units provide a strong foundation for continued academic study while equipping students with the communication and analytical skills needed to participate confidently in the workforce and society.

In Year 10 English, students deepen their understanding of how language reflects and shapes society and culture. They examine how language, texts and media shape perspectives and influence audiences while developing greater independence in their learning. Students analyse and create increasingly complex texts, selecting language features and text structures purposefully to communicate effectively for a range of purposes and audiences.

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: 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 is a differentiated course which is designed for students who will probably not continue studying at a tertiary level. This 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 will provide students with useful or supportive tools 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 students, 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

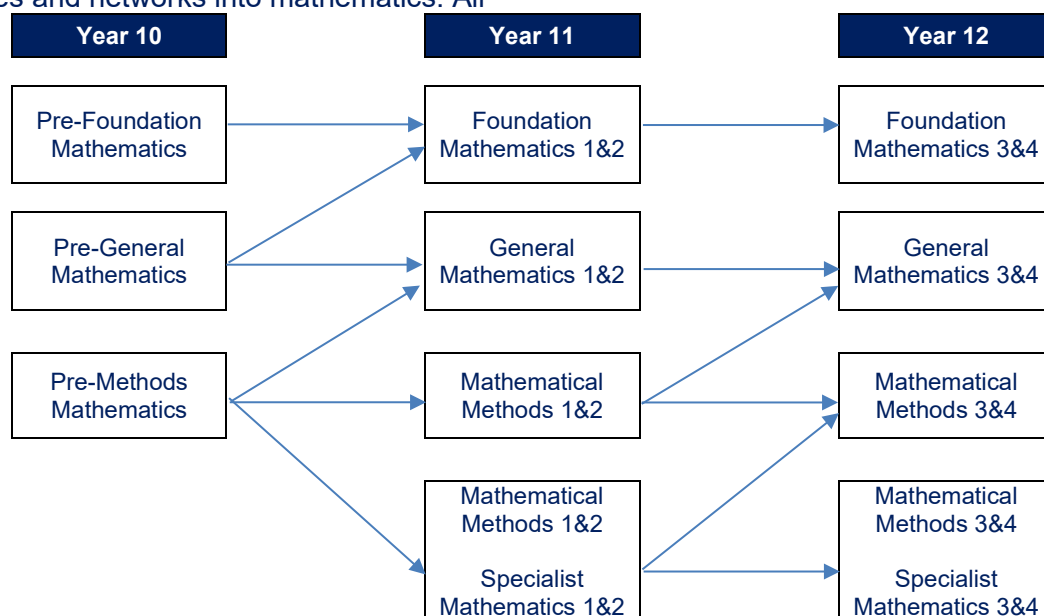
of these areas are further explored in a VCE pathway leading to General Mathematics Units 3&4 in Year 12.

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.

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.

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.



ELECTIVES

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.

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.

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.

AGRIPRENEURS (NEW)

Agripreneurs is a new Year 10 elective designed for students who are curious about where agriculture, business and technology intersect. This subject moves beyond the traditional image of farming to explore how modern agricultural and horticultural industries are innovating in response to climate change, food security, sustainability and shifting consumer demands. Through case studies, industry investigations, field visits and hands-on enterprise projects, students discover how entrepreneurship and emerging technology are reshaping food and fibre production.

Students will investigate production systems, sustainable farming practices, niche market opportunities and agribusiness management, while building research, data analysis, marketing and enterprise planning skills. The subject culminates in students designing and pitching their own agricultural business concept.

The key principles of Agripreneurs are to:

- Focus on real-world agricultural and agribusiness challenges – authentic industry contexts
- Student-centred learning – students shape enterprise projects around their own interests
- Collaborative learning – teamwork through investigations and enterprise development
- Preparation for future pathways – research, problem-solving, marketing and communication skills
- Applied assessment – reports, investigations and a final enterprise pitch rather than examinations.
- Connection to industry – guest speakers, farm visits and partnerships with local agribusinesses

Agripreneurs provides a strong pathway into VCE Agricultural and Horticultural Studies, VCE VET Agriculture, Horticulture, Rural Operations and Conservation and Ecosystem Management, and into careers across agribusiness, agricultural technology, environmental management and food production. Importantly, no farming background is needed to succeed — just curiosity about food, sustainability, business and the future of an industry that touches everyone.

Examples of possible projects include:

- Designing a small-scale enterprise around microgreens, mushrooms or native plants grown using the school's hydroponics system
- Investigating a niche market opportunity, such as sustainable packaging or urban food production
- Developing a marketing and branding pitch for an original agricultural product or service

BEYOND THE BOOKS

Beyond the Books was developed as a new subject in 2026 (previously known as Applied Learning), 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.

Beyond the Books 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 project 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 Beyond the Books 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”.

BIOLOGY

This unit is an introduction to the VCE Biology course. Concepts studied include: Experimental Design, Structure of cells, 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.

This elective must be completed if students are considering the respective linked studies in VCE. If the Year 10 elective is not completed, students will be required to undertake preparatory work before commencing VCE Science Units.

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 roles of 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.

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.

This elective must be completed if students are considering the respective linked studies in VCE. If the Year 10 elective is not completed, students will be required to undertake preparatory work before commencing VCE Science Units.

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 for this subject.

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.

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.

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.

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.

PHYSICS

This is a practical orientated Science unit which gives a good introduction to the VCE Physics course. Topics will include: Motion; Waves; the Universe; and Electricity. 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.

This elective must be completed if students are considering the respective linked studies in VCE. If the Year 10 elective is not completed, students will be required to undertake preparatory work before commencing VCE Science Units.

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 for this subject.

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.

This elective must be completed if students are considering the respective linked studies in VCE. If the Year 10 elective is not completed, students will be required to undertake preparatory work before commencing VCE Science Units.

REAL WORLD READY (NEW)

Real World Ready is a new Year 10 subject built on the same applied learning model as Beyond the Books, giving students who thrive on practical, hands-on learning another semester-long option that develops real skills for real life. Rather than following a fixed syllabus, the topics students explore are driven by the interests and needs of the class — the goal is simple: leave this subject more capable, confident and "ready for life".

The subject follows a clear applied learning process:

- **Identify a skill required for life** – choosing skills that are meaningful, useful and engaging
- **Understand the key requirements** – clarifying what the skill involves and imagining life without it
- **Brainstorm and activate existing knowledge** – assessing what students already know, in theory and in practice
- **Develop skills and evaluate alternatives** – including weighing up the real cost of "outsourcing" basic skills against learning to do them yourself
- **Feedback** – from teachers, peers and even parents on progress and problem-solving
- **Reflect and revisit ideas** – testing how well a skill sticks, and whether students can teach it to others
- **Present and discuss findings** – sharing what's been learned, including how to separate good advice from bad
- **Reflection and evaluation** – reviewing the learning process and identifying what's next

The key principles of Real World Ready are to:

- Focus on real-world, real-life problems – authentic and practical
- Student-centred learning – engagement driven by student interest
- Collaborative learning – teamwork and peer teaching
- Preparation for adult life – research, communication and self-sufficiency
- Applied assessment – skills-based, satisfactory completion rather than exams
- Student accountability – demonstrating genuine engagement and application

Real World Ready sits alongside Beyond the Books to give students who prefer applied, hands-on learning a genuine option in both semesters of Year 10. Depending on what the class decides to tackle, topics might include:

- Sewing, clothing repair and recycling
- General car maintenance and knowledge
- Understanding finance, tax and minimum wage/fair work laws
- Plant growing and gardening
- Understanding rental and housing markets and processes
- Applying for jobs, writing resumes and understanding your rights at work
- General health and wellbeing knowledge
- Voting, government and evaluating the quality of news and information

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.

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 vero-board, wiring and mechanical construction of gear boxes by completing an integrated project.

NB. A materials levy will apply for this subject.

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.

SPECIAL COURSES AND PROGRAMS

VET COMMUNITY SERVICES (CERTIFICATE II) (NEW)

CHC22015 Certificate II in Community Services is a nationally recognised VET qualification for Year 10 and Year 11 VM students who want to begin building real skills — and a real qualification — for a career helping others. Delivered over a full year, the course introduces students to the community, health, welfare and social support sectors, developing the communication, teamwork, cultural awareness and problem-solving skills needed to support individuals and communities under supervision.

Students engage in practical demonstrations, role-plays and simulations, case study analysis, and workplace documentation tasks, with Structured Workplace Learning strongly encouraged so students can apply what they've learned in authentic community settings such as aged care facilities, disability support services and not-for-profit organisations.

The key principles of the course are to:

- Focus on real community and workplace contexts – authentic, supervised experience
- Active citizenship – volunteering, inclusion and community participation
- Employability and workplace readiness – skills valued across every industry
- Competency-based assessment – demonstrating skill against nationally recognised standards, not examinations
- Clear pathways – a genuine, credentialed stepping stone into further study or work

This course suits students who enjoy helping others, have strong interpersonal skills, and are considering careers such as nursing, disability support, aged care, youth work, mental health, social work or education support. It complements VCE Vocational Major studies like Personal Development Skills and Work Related Skills, and successful completion can lead directly into Certificate III in Community Services, Individual Support or Early Childhood Education and Care, or further study and employment across the growing human services sector.

Please note: There are a limited number of places in this course.

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 \$200 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 and DoE Co-ordinator, Mr Nic Andreatta nandreatta@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.

NOTE: To be considered for the VCE Accelerated program, students should be achieving an average academic grade of 80% and above.

	Typical Non-Accelerated Pathway	Accelerated Pathway
Year 10	7 Year 10 Electives	5 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 will 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. This will be conducted with the Director of Learning and Innovation.

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

Discussions with the Director of Learning and Innovation can occur with other subjects that are not currently on this list as to whether it is suitable/available for study in Year 10.

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 promotes innovative systems thinking, decision-making and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study allows students to make justified decisions by taking into account ethical considerations, including sustainability.

The study provides opportunities for students to learn about and engage with engineering systems from a practical and purposeful perspective, developing a deeper understanding of the physics of engineering by using real-world applications and modelling of the systems explored.

VCE Systems Engineering involves the design, planning, production, testing and evaluation of a complex system through a project-managed process that incorporates iterative improvements at every stage. It prepares students for careers in engineering, manufacturing and design – including aerospace, biomedical, civil, industrial and mechanical engineering – through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Unit 1: Electrotechnological systems design

This unit explores the evolution of engineering in electrotechnology, allowing students to examine either its historical development or the cultural influences that shaped it. Students will investigate electrotechnological engineering and explore fundamental engineering principles to understand the concepts and components essential for designing and producing electrotechnological systems with sustainable design concepts. Areas of Study are:

- Electrotechnological systems design and society

- Creating electrotechnological systems design

Unit 2: Mechanical systems design

Students explore developments in mechanical

systems engineering, incorporating the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples. They also examine fundamental mechanical engineering principles, concepts and components, as they relate to systems that include the 6 simple machines (lever; inclined plane; pulley; screw; wedge; and wheel and axle). Students analyse the components and materials essential for operational, controlled mechanical systems. Areas of Study are:

- Evolution of mechanical systems design
- Creating mechanical 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.

YEAR 10 PLANNING SHEET

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

	Mathematics Courses	Choice
Mathematics	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	
	Duke of Edinburgh (Silver) – Requires Application and Interview	
	VCE Acceleration (Indicate preferred subject)	
	Certificate II Community Services (New)	

Of these 22 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.

Semester Electives	Preference
Advanced Health	
Advanced Sports	
Agripreneurs (New)	
Art	
Beyond the Books	
Biology	
Business Management	
Chemistry	
Food Studies	
Geography	
History	

Semester Electives	Preference
Legal Studies	
Media	
Music	
Physics	
Product Design	
Psychology	
Real World Ready (New)	
Sports Science	
Systems Engineering	
Theatre Studies	
Visual Communication & Design	